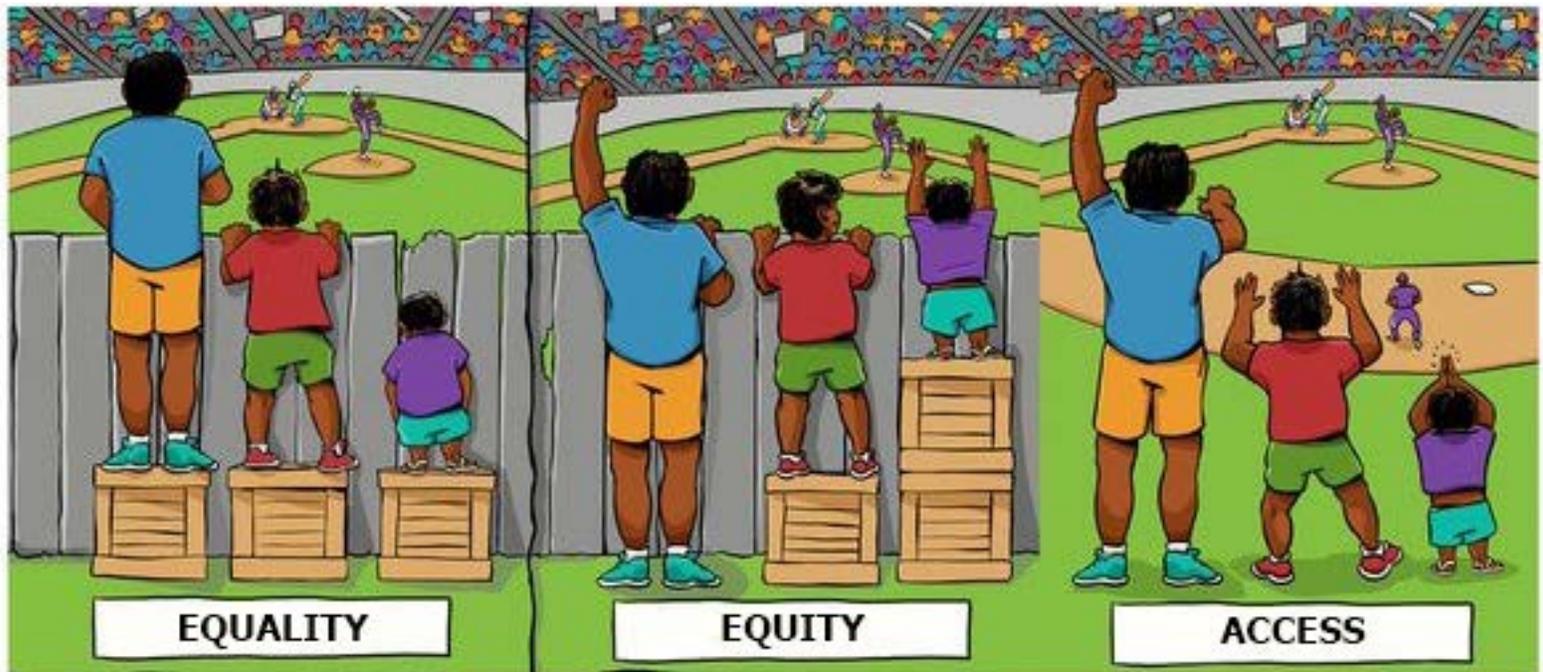# Charting the Cs 2018

10th Annual Cross Categorical Conference

Access Equity Inclusion for ALL

April 22-24, 2018

**Arrowwood Resort
& Conference Center
Alexandria, MN**

EQUALITY   EQUITY   ACCESS

**Registration will open February 22, 2018 at 11:00 AM**

Charting The Cs on your mobile device

Handouts will be posted on our website prior to the conference and also available through the Guidebook App (a free app that contains all of our conference information). Please specify when you register if you would like a paper copy.

Go to www.guidebook.com to view the conference schedule.

For tablets and smartphones, go to the App Store or Play Store and download the Guidebook app.
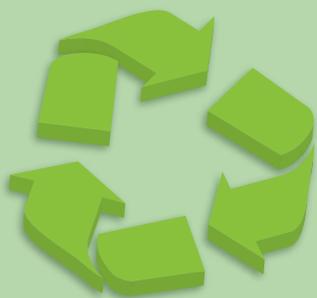
10th Annual Cross-Categorical Conference Access Equity Inclusion for ALL

The conference planning committee is pleased to offer 62 sessions for you to select from this year. Over seventy-five presenters representing classroom practitioners, national expertise and trainers, Minnesota Department of Education and other service agencies have stepped forward to share with their colleagues (you) as we continue the journey to learn more about how to improve our student's opportunities to really engage in the learning activities because of your belief that we CAN improve their access to opportunities.

Join us to learn new skills, better practices and strategies that you may use right away – or reflect on for later use. You will get fresh ideas and insights gained from peer-to-peer networking in formal and informal settings and activities.

A broad overview:
We continue to be a practitioner's conference—but of course we also want to bring in the national perspective as well as move our thinking toward innovations that are based on good Implementation Science and evidence-based practices. Toward that end we have selected sessions addressing Consultation-Collaboration-Coaching-Mentoring; supporting Digital Learning in your educational setting; Transition and more.

Why is this event subtitled: "Cross Categorical Conference"?
Because it takes a team to meet the needs of our students. Each team member has great expertise and good ideas! Hey, why not share that expertise and those ideas? That should make teams stronger; and stronger teams improve a student's ACCESS to the educational content leading toward progress in meeting the standards. This conference gives you a chance to learn from colleagues with other licensure and expertise.

Hot Topics Round Table Discussion (After our daily conference sessions have finished)
You suggest the topic and we provide a space for you and others to share perspectives and ideas. One large room. Many "Topic Tables" to join.

App SmackDown
This is a fast-paced demonstration of any tech or app that your colleagues have found useful. They will have three minutes to explain and demonstrate the app/technology and then the next person takes the stage.

Find Charting the Cs online
Find out more online at https://sites.google.com/a/lcsc.org/charting-the-cs-information-center/home. You'll also be able to register and find session handouts. You can also follow us on twitter @ChartingTheCs. Tweet using the hashtag #CCCMN18 to join the conversation.

Schedules at a Glance

Pre-Conference – Sunday, April 22

8 a.m. to 4:00 p.m.	**Diving into ASL Skills** *Justin Small*
11 a.m. to 7 p.m.	**Conference Information Center and Registration open**
1-4:15 p.m.	***Ensuring Access to the School Technology Ecostructure (Including Curriculum) for Students That Use AT** *Kim Wee and Jennie Delisi*
	***Let's Explore Google Classroom to Support ALL Learners** *Mike Marotta*
	***Putting PODD into Practice: Sharing, Q&A** *Kelly Fonner*
5-6:30 p.m.	**Evening Meal in Tennis Center**
5:30-7:30 p.m.	**Statewide Community of Practice (CoP) Meetings**

    Developmental Cognitive Disabilities (DCD) Community of Practice Meeting

    Physical/Health Disabilities (PHD) Community of Practice Meeting

    Teachers of Blind Visually Impaired (TBVI) Community of Practice Meeting

    AT Teams Meeting

Charting the Cs Conference Day 1 – Monday, April 23

7:30 a.m.	**Registration Open**	
7:30-8:40 a.m.	**Breakfast**	**Tennis Center**
8:45-9:45 a.m.	**Welcome and Keynote**	**Tennis Center**

    Reimagining the Possibilities: A Work in Progress presented by Justin Smith

9:45-10:10 a.m.	**Break**	**Tennis Center**
10:10-11:40 a.m.	**Breakout Block B**	
11:40 a.m. - 12:55 p.m.	**Lunch/Exhibitor Networking**	**Tennis Center**
12:55-2:25 p.m.	**Breakout Block C**	
2:25-2:50 p.m.	**Break**	**Tennis Center**
2:50-4:20 p.m.	**Breakout Block D**	
4:30-5:45 p.m.	**Extended Special Program Sessions**	
5-7 p.m.	**Celebrating the Collaboration: Evening Meal**	**Tennis Center**
5:30-7:30 p.m.	**Exhibitor Networking and Poster Sessions**	**Tennis Center**

Charting the Cs Conference Day 2 – Tuesday, April 24

7:30 -8 a.m.	**Breakfast**	**Tennis Center**
8-9:30 a.m.	**Breakout Block E**	
9:30-10 a.m.	**Break**	**Tennis Center**
10-11:30 a.m.	**Breakout Block F**	
11:30-11:50 a.m.	**Break**	**Tennis Center**
11:50 a.m. to 1:15 p.m.	**Breakout Block G**	
1:15-2:00 p.m.	**Closing Program and Meal**	**Tennis Center**

Registration Fees

Sunday Pre Conference
$49 for General Sessions includes breaks and evening meal

$72 for ASL Session includes noon meal, breaks, and evening meal

Main Conference
$115* for the Main Conference
Make-N-Take material fees are in addition

* $115 fee includes Monday breakfast, breaks, noon and evening meal and Tuesday breakfast, breaks, and noon meal.

How to register

[Check out our website for more information.](#)

Justin Smith

Reimagining the Possibilities: A Work in Progress

How can we focus on the possibilities when faced with challenges? Justin will share his insights and perspectives about living with a disability that impacts movement, speech, hearing, and vision and why inclusion and accessibility matter. He will describe the barriers encountered when attempting to complete his homework independently. He will also share examples of how when inclusion and accessibility work well, he is able to successfully work towards his goals of being a disability rights advocate, author, and college student.

Justin Smith is a college student that uses assistive technology to communicate with the world. He shares his thoughts and ideas about living with athetoid cerebral palsy, auditory neuropathy, and kernicterus on his blog. He makes his voice heard by advocating for inclusion, accessibility, and disability rights. Since graduating from high school in 2016, he has graduated from the Partners in Policymaking program sponsored by the MN Governor's Council on Developmental Disabilities and was featured in Microsoft's Inclusion in Action video series. He presented at Closing the Gap and spoke about Reimagining the Future: Living with a Disability at the MN State Capitol Grand Opening. He lives with his parents and younger brother in the Twin Cities.

Want to attend more of Justin Smith's presentations?

C2: Reimagining the Possibilities: Power of Perspective & Creative Problem Solving
Monday, 12:55 - 2:25 p.m.
How can people with disabilities and their families focus on the possibilities when faced with challenges? Justin Smith and his mom, Kris Schulze, will share their perspectives and insights on creative problem-solving that comes along with living with a disability that impacts movement, speech, hearing, and vision. They will describe the barriers encountered as Justin attempted to complete his homework independently. They will describe examples of how inclusion, accessible curriculum, and assistive technologies helped him successfully work towards his goals of being a disability rights advocate, author, and student.

8 a.m. - 4 p.m. (Please note the earlier start)
Diving into ASL Skills

Justin M. Small, MS, ASLTA Certified, ABD is an Assistant Professor at St. Catherine University in the ASL & Interpreting Department. He is a Doctoral candidate in the Ed.D. Teaching and Learning cohort at UMD. Justin is an avid teacher, presenter and English to ASL sight translator. Justin previously has worked as an ASL instructor at UMD, and as a therapist for Deaf, Hard of Hearing and Deafblind individuals. Justin has conducted multiple workshops related to Mental Health, Interpreting and ASL through the years. Justin aims to improve your ASL skills and Deaf cultural knowledge through interactive handson workshops and a bit of humor! Easy to approach and work with, Justin values knowledge, culture and learning, let his passion for ASL move you!

Registration open - 11:00 a.m. to 7 p.m.

1-4:15 p.m.
Ensuring Access to the School Technology Ecostructure (Including Curriculum) for Students That Use AT
Kim Wee & Jennie Delisi

Access for all: school website, videos used in education, Google Docs, the school's Facebook page, handouts and homework assignments, school newsletters – all of these are examples of the school technology ecostructure. Learn the basics of digital accessibility, techniques you can use, and hear from a student who will tell you what it means to him.

Kim Wee is Webmaster and Accessibility Coordinator for Minnesota IT Services partnering with the Department of Education and is a Certified Professional in Web Accessibility (CPWA). I have over 18 years of web experience in design, development, and administration.

Jennie Delisi is the Accessibility Analyst in Minnesota IT Services' Office of Accessibility and was an Assistive Technology Resource Specialist for the Minnesota STAR Program. She is a Certified Professional in Web Accessibility (CPWA).

1-4:15 p.m.
Let's Explore Google Classroom to Support ALL Learners
Mike Marotta

Google Classroom is a learning management system that is integrated into the G Suite for Education platform. This tool is designed to streamline classroom sharing, learning and communication. Now Google Classroom is available to everyone! Let's dive deep into Classroom throughout this BYOD session and explore the features of the platform, including how to share documents, manage student work and promote a classroom culture of learning.
Find out about the accessibility of the tool and the ways we can incorporate the Universal Design for Learning (UDL) principles in order to engage ALL learners. Participants will be provided with an extensive resource list via a custom Google Site that will facilitate learning during the session and promote an ongoing learning community after the live training. PLEASE NOTE: This is a Bring Your Own Device (BYOD) session and each participant MUST have a computer capable of running the Chrome browser. Participants can bring a Chromebook, PC or Mac. Please do not bring a mobile device (tablet or smartphone) running Chrome (iOS or Android) as this will not provide the same learning experience.

Mike Marotta is a RESNA Certified Assistive Technology Professional who has been providing direct services to individuals with all disabilities for over 28 years. He runs his own technology con-sulting firm, Inclusive Technology Solutions, LLC. As an evaluator, Mike works collaboratively with teams in all environments (school, workplace, and community) to effectively match the individual's needs to technology supports.

1-4:15 p.m.
Putting PODD into Practice: Sharing, Q&A
Kelly Fonner

This session gives you the chance to hear stories from PODD users in the classroom and life of students, teachers, therapists and parents. Throughout the session there will be PODD implementation tips and tricks. This is a time for you also to share your experience and come and ask your questions of implementing the PODD augmentative communication system. Please note: It is preferred that participants have had the two-day PODD Training to be in this session.

Evening Meal – 5-6:30 p.m. in the Tennis Center

Notes

7:30 a.m.
    Registration Open
7:30-8:40 a.m.
    Breakfast
8:45-9:45 a.m.
    Welcome and
    Keynote

Continuing Education Units (CEUs) will be available at the end of your last session on Tuesday.

Breakout Block B – 10:10-11:40 a.m.

B1. Virtual Reality in the Universal Design for Learning Classroom
Janet Peters and Jesse Morgan

You may have seen the fun Virtual Reality (VR) booths at the mall or amusement park. But, this emerging technology isn't just fun and games. VR offers some exciting potential for added educational options in a UDL classroom. Participants in this session will learn what VR is, how to use Google Expeditions to enhance lessons/units, and how you can create 360 videos to create your own expeditions. This is an advanced session and assumes knowledge of the UDL framework.

B2. Data Collection Made Simple... From a Frazzled Type A Teacher Who Needed to Find a Way! Google Forms is FINALLY a way to gather data, inform instruction, and FREE UP MY TIME!
Allison Eitreim

Do you wish you could find a way to track the goals and monitor your student's progress, but struggle with finding the time and way to do this efficiently? As teachers, we are pulled to provide good instruction, and feel compelled to meet requirements of the law to progress monitor student goals. Google Forms allows you to do both! In about 30 minutes of set up per child once per year, you can wash your hands of this stress! Google Forms is a user friendly method that allows all service providers and paras to quickly gather data and have it at your fingertips immediately! The program automatically places the data into highly appealing tables and graphs to show progress. Progress reports are done! Your instruction can be reflective of the data.... and you can take out much of the running around to other professionals to see how that student is doing for them. From small groups to individuals, from cognitively delayed to behaviors and learning disabilities, and from speech/language skills to motor skills, Google Forms is the best thing since sliced bread in the world of Special Education!

B3.   Recognizing Early Warning Signs in Children and Adolescents
Cynthia Fashaw & Marilyn Dornfeld

Recognizing Early Warning Signs is a two hour workshop whose educational objectives are to help educators and professionals learn about typical development for children and youth, early warning signs of mental illnesses, gain an understanding of mental Illnesses and their symptoms, and learn strategies to support students who live with an illness. Strategies to talk to parents when there are mental health concerns, and suicide prevention, information and referrals are also included. This workshop meets the continuing education requirement for teachers.

B4. Aided Language Input and Core Vocabulary: The successes and challenges in implementation for students ages birth to twenty-one
Amy Marquez & Anna Sletten

Participants will understand the rationale and use of Core vocabulary for students who use alternative and augmentative communication systems. They will learn about the use of Aided Language Input as an intervention strategy to teach students to use their AAC system for a variety of communication functions. Finally, the presenters will discuss the successes and challenges of district-wide implementation.

Learner objectives include:
- Participants will understand the concept of ALI and Core Vocabulary
- Participants will receive an overview on how to implement ALI as an intervention strategy in their classrooms and therapy sessions
- Participants will hear examples of how special education teams in Minneapolis Public Schools are using ALI and Core district-wide for students with complex communication needs

B5. Equitable Access and the Digital Divide: Providing Equal Access to Special Education Students in An Era of Online Curriculum Delivery
Karen Berger, Jon Fila & Kristin Oien

School Districts are rapidly moving to the adoption of Learning Management Systems (LMS) as they seek to provide curriculum digitally to students; this includes providing students with electronic devices to access the LMS and do their schoolwork. School districts are also obligated to provide accessible curriculum to students who need it. However, LMS platforms are often adopted without an awareness of what is actually required to provide accessibly to special education students. As a result, students with disabilities struggle to access digital content. Their special education teachers grapple with figuring out how to make the LMS work for their students, and how to provide accessible content to these students.

Providing well designed, accessible LMS platforms, and accessible content is good for all students, not just special education students who have unique needs. This session will end with a discussion of how school districts and teachers can move forward in addressing this issue.

This session is for anybody who is interested in providing accessible materials to all students. Technical language will certainly be used which might be incomprehensible to some; however, this will only serve to highlight the difficulties in addressing this issue.

B6. ABCs & AAC: Alphabet Books in AAC Implementation
Kelly Fonner

This ABC for AAC Session takes a practical look at how alphabet books can be better utilized in AAC implementation in the classroom and/or in the SLPs caseload practice. Throughout the session there are a variety of ABC books presented that range in age acceptance as well as in area of interest. It has been a "useful" travel hobby to collect Alphabet books and then put them to use in classrooms and consultation and then to now share that practice with others.

In fact, categorizing the Alphabet books that you already own is just one part of the workshop. Each of the 18 categories of books has been matched up with a different AAC app or device to show diversity of learning and language development, without favoritism to either apps, lowtech or hightech devices. There is a range of AAC representation.

B7. AT for School and Home
Sue Redepenning & Kursten Dubbels

For over 30 years innovative educators have employed a vast number of Assistive Technologies (AT) within their classrooms to address the many obstacles that may inhibit active student participation. Students with learning, physical, communication, and sensory challenges have benefited in countless ways from technologies that make classroom activities more accessible. Students may face similar challenges at home that could be addressed by identifying appropriate assistive technologies to support independence. This session will focus on services available to students to identify appropriate assistive technology for school and home.

B8. Controlling the Madness of Motor Breaks: One District's Approach to Unifying this Positive Behavior Support Intervention for Both Students & Staff
Lori Warner & Stephanie Mahal

This session will provide the participants with an overview of how Northfield School District designed a motor room curriculum with the ultimate goal of achieving uniformity between schools supporting students with self-regulation needs. The occupational therapists will discuss the issues they encountered that lead them to develop a curriculum that incorporates the use of BrainWorks©, Zones of Regulation©, 5 Point Scale©, Go Noodle, and the GoTalkNow© app on the iPad. The participants will experience how through the use of a basic communication app, GoTalkNow©, this team was able to create a unified tool to assist the student in accessing the appropriate motor break strategy while incorporating the vocabulary and concepts being taught in their social skills interventions. The presenters will share the steps they used to develop curriculum, the resource/materials list, and training materials used for staff implementation.

Level of Knowledge/Experience: Beginning/Intermediate/Advanced Learners
Student Skills Targeted: Self-Regulation, Self-Advocacy

B9. Make-N-Take: Visual Supports for the Classroom: Starter Kit
Kerry Schmidt, Abbey Stanton & Jamie Ward

Students learn important skills in the special education setting. In order to encourage generalization of these skills to the classroom, we need to provide our paraprofessionals with supports. I made some of these visual supports for all of the paraprofessionals at my school. The staff loved them so much that all of the teachers started asking for the visual supports! This was great, as then our students were facing consistent access to visual aids across all settings. We will be making visual support rings, AAC topic boards, first/then choice boards, interactive vocabulary books and more! All together, these materials will help make paraprofessionals feel like they can support their students in the general education classroom and promote inclusion. You will be given PDF copies of all materials so you can go back to school and make these for each and every para! ***Maximum enrollment - 30 participants. $35 materials fee.***

B10. Make-N-Take: AT Curriculum Extension Boxes
Sue Allen & Katie Nelson

In this make and take we will be creating a curriculum extension box that can be used within site based DCD/ASD programs as an extension to support the skills being taught. The extension box will support 4 block literacy curriculum and promote "station" instructional strategies. The boxes will also support the use of Project Core Vocabulary to help meet the needs of all learners. Each activity box will include: leveled activities to meet the learning needs of all learners, items specific to the box (Uno and card holders), directions, suggested script for the activity and fringe vocabulary words for activity. ***Maximum enrollment - 30 participants. $25 materials fee.***

B11. Making YouTube Videos Accessible through Closed Captioning and Community Contributions
Taylor Thomas & Emily Manson

This session will teach participants the importance of utilizing captions for all students in the classroom, as well as teach participants how to caption videos using YouTube. Strategies for captioning your own videos and videos created by others will be shared. Participants will learn about the community contributions feature Youtube, how to turn it on, and how to caption using this feature. An intermediate level of YouTube knowledge and typing ability will be needed to participate in this workshop. **Maximum enrollment - 10 participants. Participants will need to bring their own laptop computer or Chromebook (NOT iPad).**

B12. QIAT Conversations
Joan Breslin Larson, Joy Zabala, Diana Carl

This session will focus on the resources available through QIAT, strategies to improve practice through use of indicators and matrices, and examples of strategies used in schools in MN to improve practice.

The QIAT Leadership Team believes that all special educators should have knowledge of the systems that support students in having access to appropriate AT tools and services. This presentation will support MN educators and families in identifying how this can occur with fidelity.

Lunch/Exhibit Interaction –
      11:40 a.m. to 12:55 p.m.

Breakout Block C – 12:55-2:25 p.m.

C1. Late Bloomers: Developing Augmented Communication Skills with Transition Age Students
Kate Hanagan

Developing better communication skills through use of augmented communication tools for students in the transition age range can be very successful, even for these "late bloomers". Attendees will recognize many possible advantages based on being in this "transition" age group. Attendees will view video demonstrations of student instruction and discuss approaches which may encourage student participation and learning directly based on student interests and learning styles. Attendees will be asked to contribute opinions about use of augmented communication for the transition age range of students and help identify prominent obstacles.

C2. Reimagining the Possibilities: Power of Perspective & Creative Problem Solving
Justin Smith & Kris Schulze

How can people with disabilities and their families focus on the possibilities when faced with challenges? Justin Smith and his mom, Kris Schulze, will share their perspectives and insights on creative problem-solving that comes along with living with a disability that impacts movement, speech, hearing, and vision. They will describe the barriers encountered as Justin attempted to complete his homework independently. They will describe examples of how inclusion, accessible curriculum, and assistive technologies helped him successfully work towards his goals of being a disability rights advocate, author, and student.

C3. Question, Persuade, Refer
Cynthia Fashaw & Marilyn Dornfeld

Question, Persuade, Refer (QPR) - Learn the three steps anyone can take to help prevent suicide. Just like CPR, QPR is an emergency response to someone in crisis and can save lives. QPR is the most widely taught gatekeeper training program in the United States, and more than one million adults have been trained in classroom settings in more than 48 states. This is a one-hour workshop is for members of the community over the age of 16 who want to learn best practices in suicide prevention.

C4. Cool Tech: Innovation to Support Struggling Learners
Nichole Krier & Erin Nelson

Participants in this session will gain tips and strategies on how to effectively integrate new and innovative technology into daily instruction for a wide range of learners. A specific example of a lesson from start to finish will be demonstrated along with interactive hands on activities for participants. Concentrating primarily on literacy, the use of Virtual Reality tools, along with literacy apps and extensions like Read&Write for Google Chrome, MindMeister, Google Draw, Lucidcharts will be used to show how one can easily incorporate innovative tech into a lesson. Participants will get a front row view of the process from start to finish and leave with the knowledge and resources to incorporate into their own setting.

C5. Learning Materials Made Easy: 3D Printing
Lori Klein, Kristin Oien & Christian Wernau

The MN 3D printing workgroup will provide an introduction to 3D printing and how they use it for access to instruction, communication, and collaborating with schools instructional technology programs.

Outcomes
•   Increase knowledge about 3D printing and its use in schools
•   Demonstrate the process of providing individualized materials
•   Application to instruction with individualized materials
•   Understanding of resources available

C6. Predictable Chart Writing (Four Blocks Literacy Framework)
Kayna Plaisted & Heather Cronin Ott

Do you have students who are struggling to write? Are your students producing less than a few authentic sentences about a topic? Predictable Chart Writing is a five day process to creating a shared writing lesson within an emergent classroom. In this training Educators will gain understanding and experience teaching Predictable Chart Writing as a part of the Four Block Model. We will discuss theory, watch classroom videos and practice application while incorporating alternative pencils related to emergent activities bridging into early conventional processes. The Four Blocks Model for Literacy Instruction is a balanced literacy framework that operates under two important assumptions: all students do not learn in the same way and all students can learn to read and write. The Four Blocks model can be used with students at any grade and reading level and with both verbal students and those who use AAC.

C7. The IDEAL ASD/DCD Classroom: From Start to Finish, the 7 areas of having your classroom run like a well oiled machine. Environment, Progress Monitoring/DataCollection, Lesson Design, Managing Paras, Managing Paperwork, Communicating with Parents, Working with general education and other service providers

Allison Eitreim

Whether you are a newbie or experienced and still feeling like there's got to be a better way, this session is for you! If you struggle to manage all the components of a positive and effective ASD/DCD classroom, or just one of them, feeling inadequate and out of time can cause us to be paralyzed and be ineffective in our roles. Come find out a tried and true model for classroom set up, organization, and management from someone that has felt your same pains for 22 years. Learn simple systems and strategies that will help you work smart so you can put your energy and effort into what you love most - teaching and connecting with your students. You will leave with all you need to implement when you get back to your classroom. From task baskets and data collection to room set up and managing many lessons happening simultaneously, you do not need to constantly recreate the wheel or feel like you need to move into your classroom on the weekend in order to keep all the balls in the air day to day! read and write. The Four Blocks model can be used with students at any grade and reading level and with both verbal students and those who use AAC.

C8. Sexuality for All Abilities: Supporting Sexual Health for People with Disabilities

Katie Thune

In this workshop we will review statistics of assault for people with disabilities, as well as review background about sexuality education for people with disabilities. We will discuss sensitive situations that may come up at with our students (assault, abuse, neglect, and/or crisis). We will learn what to look for and how to recognize sensitive situations - in both verbal and nonverbal students. There will also be discussion on how to respond/react when approached with a sensitive situation (immediate response strategies) and finally what the follow up procedures are for sensitive situations. Participants will leave this workshop with not only knowledge around this sensitive subject but also several activities they can use with their students.students together across districts.

C9. Make-N-Take: Processing Behavior Visually

Kerry Schmidt, Jamie Ward & Abbey Stanton

Special education students may be starting with a verbal IQ that is below average. When that student is stressed or acting out, their verbal IQ drops even more. Do you have students who become non-verbal when they are asked to process about their behavior? The students with low verbal abilities, or those who have low functional verbal ability when stressed, deserve an opportunity to process their actions and make a plan for improving things in the future. During this make-and-take, we will talk about different ways to process with students after a behavior incident. We will make a behavior processing book/folder that can be used for any students who are unable to communicate verbally when trying to process their own actions and the consequences of those actions. *Maximum enrollment - 30 participants. $25 materials fee.*

C10. Make-N-Take: Watch, Do, Make

Jacki Madden, Stephanie Ross & Bambi Dubke

Come learn new ways to implement low and mid tech A.T. in your classroom. You will experience how to integrate A.T. into Life Skills, Rec/Leisure, Work Skills, Academics, Computer Access and Communication. We will focus on A.T. that is budget friendly, easy to make or you may already have it! This is also a Make and Take so you will walk away with items that you can implement in your classroom immediately. Bring your ideas to share! *Maximum enrollment - 30 participants. $30 materials fee.*

C11. Making YouTube Videos Accessible through Closed Captioning and Community Contributions

Taylor Thomas & Emily Manson

This session will teach participants the importance of utilizing captions for all students in the classroom, as well as teach participants how to caption videos using YouTube. Strategies for captioning your own videos and videos created by others will be shared. Participants will learn about the community contributions feature Youtube, how to turn it on, and how to caption using this feature. An intermediate level of YouTube knowledge and typing ability will be needed to participate in this workshop. **Maximum enrollment - 10 participants. Participants will need to bring their own laptop computer or Chromebook (NOT iPad).**

C12. Music as a Communication and Collaboration Tool for Students with Complex Communication Needs

Jocelyn Walsh

Students with Complex Communication Needs (CCN) are a unique special education population, requiring that teachers, practitioners, and staff are not only knowledgeable about the importance of and how to implement Augmentative and Alternative Communication (AAC) across communicative contexts in addition to providing students with multiple opportunities to practice communication strategies and techniques using various AAC systems and devices. Creating a music group around communication has allowed me to incorporate greetings through a hello and goodbye song, create routine around a schedule, and incorporate both collaborative arts and crafts into some sessions to pre-teach communication and the use of communication boards to help develop choice-making/self-determination skills. This strategy also allows me to incorporate multi-modal communication skills, targeting not only symbolic communication on boards and devices, but nonverbal communication, verbal communication and approximations, sign, and other forms of communication.

In my presentation, I will discuss the following: a) The benefits of combining music and AAC as a way to naturally provide both communicative and choice-making opportunities in oftentimes reinforcing and engaging small-group settings; b) my experience of using music and AAC in small groups as a vehicle for collaboration among practitioners and staff; and c) discussions around how to incorporate music and AAC and using this instructional method as a vehicle for collaboration in individual settings (small group discussion, followed by full group discussion).

This presentation is appropriate for people of all ability levels and backgrounds. I will be sure to define all terms and am happy to clarify any information unknown to participants.

Break – 2:25-2:50 p.m.

D1. Ten Tips to Support Social Inclusion From a Person Who Communicates Using AAC

Jolene Hyppa-Martin & Cindy Spraitz

In this presentation, Cindy Spraitz (who communicates using AAC) and Jolene Hyppa Martin will present a brief review of the extant literature about social inclusion for individuals who use AAC to communicate. The presenters will then share a few funny tales of how their friendship came to be and the occasional communication breakdowns they experienced along the way. These experiences inspired them to write and produce a series of short videos about successful social communication between people who use AAC and their peers who use natural speech—all told from the perspective of a skilled communicator who uses AAC. The videos will be integrated into the presentation as they share stories and tips about effective social interaction that will include the following: How to be a Good Communication Partner, How to Select the Right AAC Tool for the Job, and What NOT to do When Communicating with an Individual who Uses AAC.

D2. Paraprofessional On-boarding & Collaboration Strategies

Laurel Schoborg & Jennifer Lecy

Working with Paraprofessionals: - Initial orientation and on-boarding systems for new paraprofessionals; - Ongoing trainings and techniques for working with students who have unique learning needs; - Collaboration and procedures for working together as a team; - Supports and strategies for dealing with students' behavioral needs; - Ideas for implementing students' communication programs and assistive technology systems

D3. Go-To iPad Apps for Inclusion

Amanda Peters & Amanda Boehmer

Are you looking for ways to include your special education students in general education classes? Would you like to increase students independence and make them less reliant on the adults in the classroom? In this session you'll experience a tool-kit of go-to apps that students can utilize to be a part of the classroom community. The apps can discretely differentiate for individual students to utilize their strengths yet accommodate for areas of need. Both free and paid apps will be covered. Come learn how students can participate in mainstream curriculum even if they have difficulty with reading and writing using Snap&Read (which now allows students to annotate) and the "secret" features of Notability. Come learn how to utilize the Plickers(free) app to gather formative assessment data from students who are typically hesitant to participate in the general education classroom. Come learn how to utilize the 30/30(free) app as a way to keep students on task during independent work time. You will have time to explore the free apps on your own and develop a plan for utilizing the apps when you get back to school. Surprise apps for inclusion will be covered if there is time. Students' current and future lives are exploding with technology, by teaching them purposeful use of the apps in this session, they can learn to engage and contribute to their community through technology beyond Snap-Chat.

D4. Guided & Shared Reading: Comprehension & Engagement for All Abilities (Four Blocks Literacy Framework)

Kayna Plaisted

Are your students lacking communication skills? Do you have students who are struggling to comprehend? Have you ever wondered why a student is not making progress in their ability to understand a text and communicate about it? In this training Educators will gain understanding and experience teaching Guided and Shared Reading as part of the Four Block Model. We will discuss theory, demonstrate examples and watch classroom videos related to conventional and emergent practices such as Anchor Read Apply, Dialogic Reading and utilizing core vocabulary through aided language stimulation.

The Four Blocks Model for Literacy Instruction is a balanced literacy framework that operates under two important assumptions: all students do not learn in the same way and all students can learn to read and write. The Four Blocks model can be used with students at any grade and reading level and with both verbal students and those who use AAC.

D5. Back to the basics: How Primitive Reflexes Affect Academic Performance and How to Incorporate Practical Occupational Therapy Tricks into the Classroom

Tami Hellewell & Carrie Kesteloot

Infant reflexes that don't integrate successfully can lead to developmental delays and contribute to coordination and academic difficulties down the road. Understanding what primitive reflexes are, how they are integrated, and recognizing them when they are still present, can dramatically impact the success of your therapy or teaching sessions. Through many years of experience working with infants and school aged students, there are many simple OT adaptations or modifications that can be easily applied to help kids be more successful in the classroom. These practical skills are useful for a beginning to an experienced practitioner to apply in a variety of settings.

D6. Educating Students with ASD using Functional Behavior Assessment (FBA)-Based Interventions

Tami Childs, Michelle Glynn, Hailey Deloya-Vegter & Jessica Premo

For students with ASD, learning and behaviors related to their individual characteristics often prove challenging in the educational environment. Developing functional behavior and intervention plans that address the characteristics of students with ASD will result in the use of effective interventions-based on the specific needs of the student. This session will introduce tools developed to assist in conducting FBAs for students with ASD including the Prevent, Teach, Reinforce Model and the Ziggurat Model. Specific evidence based practice interventions at each level of intervention (proactive, teaching, and reinforcement) will be taught and modelled.

D7. Exploring Expeditions: Application of Virtual Reality Technology in Education

Blake Plankers

Participants will transform into world explorers as they are exposed to methods of integrating virtual reality technologies such as Google Expeditions into inclusive learning environments through discussion, videos, and use of a virtual reality kit. During the 2017-2018 school year students at Moorhead Schools were given an opportunity to enhance their learning through use of a Google Expeditions Virtual Reality Kit as part of an action research study. Explorers will understand student and teacher perceptions of its use and implementation, functionality of VR programs, considerations for further integration, and how it provides opportunities for multiple means of representation, expression, and engagement. Be prepared to feel the enthusiasm students experience when you attend this hands-on session with a classroom set of virtual reality viewers!

D8. An Integrated Approach to Wellness: Overview of Yoga Calm

Katie Thune and Anna Hayek

In this workshop, participants will honor self care, explore the power of breath, learn about mindfulness, discuss neuroscience implications, and experience Yoga Calm tools and principles. Yoga Calm is an innovative child education method that reduces stress and then engages both body and mind for optimum learning. It helps children develop emotional intelligence, communication skills, trust and empathy. It nurtures teamwork and leadership. It prepares students to learn. Attendees will leave this workshop with tools they can use with students tomorrow.

D9. Make-N-Take: Low Tech, Low Cost - DIY Literacy Supports for Young Learners

Terri Rosen & Tina Hanson

Developing literacy skills at an early age is crucial to becoming a motivated learner and a good adult reader and impacts all academic areas. But when a disability creates a barrier to accessing literacy materials, it can be hard to develop the necessary skills. Join us to explore Universal Design for Learning (UDL), the assistive technology continuum, and DIY solutions to make your classroom more accessible for all learners. Participants will learn about these concepts and apply the knowledge to create DIY slant boards, multisensory writing boards, and reading helpers that can be used immediately to support the accessibility needs of their students. *Maximum enrollment - 30 participants. $20 materials fee.*

App SmackDown
4:45-5:45 p.m.
An app smackdown is a fast-paced exchange of ideas - each person taking no more than 2-3 minutes to share a technology resource, app, lesson idea, Web 2.0 tool, student's work, or nifty technology integration idea recently discovered.

5-7 p.m.
Celebrating the Collaboration and Evening Meal

Poster Sessions Open 5:30-7:30 p.m.

Notes

Continuing Education Units (CEUs) will be available at the end of your last session.

Breakout Block E – 8-9:30 a.m.

E1. Take note of OneNote, an Effective and Efficient Writing Tool for All Learners

MariBeth Plankers

In this fast-past world with all the technology we could ask for, the need for efficiency rises to the top for all educators. Join me in gaining a wealth of knowledge about OneNote, a computer program for free-form information gathering and multi-user collaboration. It gathers the users' notes (typed or hand-written), drawings, screen clippings, charts, and audio comments. Explore this highly accessible software through Windows, Mac, Chrome and iOS for personal, professional, and student use, Kindergarten to post secondary.

E2. Alexa! Help Me Learn!

Blake Plankers

Participants will be exposed to the endless applications of artificial intelligence in education and how it provides a bridge for all students to access its benefits. Students with a variety of needs including functional skills, social skills, accessing technology, environmental controls, executive functioning, study skills, and accessing recreation/leisure activities in Moorhead Schools used Amazon Echo devices as part of an action research study in the 2017-2018 school year. Through discussion, video, demonstration, and hands-on participation, you will learn specific strategies for integrating artificial intelligence (AI) into specialized and regular instruction. Hear the experiences of real students and teachers to guide your own instructional adventure into the evolving world of

E3. So you have a 3D printer...now what?!

Allison Westplate & Jesse Morgan

Are you thinking about getting a 3D printer? Do you now have access to a 3D printer? If you are looking for ideas on how to maximize the use of a 3D printer for students with special needs, this session might be for you. We will help educators develop ways to utilize a 3D printer to create tools for their students. Specific examples of projects created for students in Minneapolis Public Schools will be shared. Attendees will learn how to access software that will allow them to download plans of projects created by others and also how to create their own plans. Participants will also learn basic 3D printer troubleshooting and the pros and cons to various 3D printers on the market.

E4. Alternative Access and Low Tech Strategies for Communication

Jennifer Erickson, Danielle Deschaine & Meredith Richards

Do you want to know how to help students with physical impairments or sensory impairments better access their communication modes? This session will provide ideas for alternative presentation and alternative access for students who use augmentative communication. We will highlight low tech augmentative communication strategies to help increase students' autonomous communication. Case examples will demonstrate how to adapt communication systems to meet student's physical and sensory needs.

E5. Let's Get Engaged! How to engage your students with unique communication and learning needs

Lori Mjones & Heidi Hunter

How do you engage those students who are unable to voice their thoughts and ideas? How do you increase social skills with challenging communication needs? In our session, we will provide you with practical ideas to engage your students who may present unique learning styles and use of paraprofessionals throughout the day. Areas addressed will include reading, writing, math and social and inclusion with regular education students as peer models.

E6. Supporting ALL Students in General Education Settings: Creating an Infrastructure that Works

Cami Algaier

It is imperative to provide students with significant cognitive disabilities and/or behavior challenges opportunities to participate in general education settings. Fair and equitable inclusion starts with school and district leaders supporting meaningful opportunities for students to participate at the classroom, school and district level. This presentation will guide a discussion on how school leaders can promote inclusive practices throughout their district while at the same time ensuring students with significant learning challenges are engaged in appropriate educational activities. Participants will review the components necessary for an infrastructure that not only supports, but sustains, inclusive practices while addressing specific learner goals. Topics discussed will focus on effective assessment, program planning and practices to target student learning goals while providing meaningful inclusion opportunities. Practical and accessible teacher tools for modification and differentiation of instruction will also be discussed.

E7. Self Determination: A Transition Sequence for Students with Less Obvious Challenges
Estelle Denbrook & Kyle Jensen

Self Determination is a sequence of instruction designed to offer support and preparation in the area of transition for students with less obvious disabilities. Attendees will learn a course model of instruction for grades 9-12; this model can also be adapted for transition age and/or students with independent abilities. Areas of focus are: self-advocacy/self awareness (including disability awareness), relationship building and effective communication, post-secondary and career readiness, academic study strategies and Executive Functioning strategies, independent living skills, and financial planning and education. This session is not for staff working with students with multiple challenges.

E8. Person-Centered Practices – Beyond Philosophy- MDEs work to implement Person centered- practices across education
Sue Benolken, Mary Cashman-Bakken & Sarah Knoph

Person-centered practices are a continuum of promising practices to help individuals with disabilities receive support in the most integrated setting and are based on the fundamental principle that policy and supports must include what is "important to" as well as important for in order to prepare for, create or maintain a life that they enjoy in the community to the fullest extent possible.

Participants will receive information about person centered practices. Get an overview of what MDE is doing to develop and support the implementation of those practices across the state. This is an opportunity to look at specific tools and processes that support practices to help our students get great lives, not just great paperwork. Give feedback regarding our efforts with individual educators, districts and regions that MDE supports through professional development and policy-enhanced partnerships with DHS, DEED, and MDH.

E9. Make-N-Take: Charting the 3 C's...Creating Calming Classrooms
Nicole Mold, Joyce Hennes, Alyssa Longberg & Nicole Wilson

The classroom is the main learning environment for students in our schools. For best student outcomes both academically and behaviorally, it is vitally important that this space be calming. Some basic tenets of a calming classroom involve limiting the visual and auditory input. Some learners require more. In this session, you will create several items to keep in your "Classroom Calming Kit". Items in this kit have the potential to help improve students' focus while allowing them to remain engaged in learning and stay in the classroom. You will also receive a binder with instructions on how to fabricate these items on your own. Of equal importance in creating a "Classroom Calming Kit" is structuring a method of check in. Several examples of "check in" sheets will also be included in the take home binder. The items you create were chosen for this session because they are easily made (not bought) and they are the highest teacher requested fidgets in our school district. While this session is intended for classroom teachers, anyone with a willingness to create a classroom calming kit is encouraged to attend. *Maximum enrollment - 25 participants. $30 materials fee.*

Breakout Block F – 10-11:30 a.m.

F1. Teaching Self-Advocacy and Literacy through the Use of a Green Screen and Educational Technology
Taylor Thomas & Brenda Szoka

Educational technology enables all students, of all ages, including those with disabilities, to engage and participate in educational tasks and activities. In this session, participants will learn innovative ways to incorporate technology into their instruction of literacy and self-advocacy skills. Using educational technology is a great way to motivate students to participate in lessons and learn new skills. Participants will learn how to use a green screen to create newscasts, student inservices, and other literacy videos. Additionally, participants will learn about other iPad apps, internet-based games, and resources to help guide their instruction and engage their students. Participants attending this session should be comfortable using technology such as an iPad, camera, computer, and Youtube.

F2. Name That Tool!
Elizabeth Wychor, MariBeth Plankers & Blake Plankers

Explore educational tools that are cost efficient and motivating to students across various educational settings and situations. Take part in this interactive hands-on session to learn more about interventions used to expand vocabulary, literacy and conversational skills. Gain expertise with engaging the K-12 learner through accessing tools that demonstrate multiple means of representation, expression and action.

F3. Sustainable Leadership in Assistive Technology
Joan Breslin Larson & Diana Foster Carl

Leadership in assistive technology (AT) is critical to create sustainable changes in practice. There are components to leadership that are critical to success in identifying, implementing and sustaining an effective change system.

This session will focus on components of leadership that occur in educational settings, including the interaction between administration (management) and change agents who build sustainable leadership systems.

Strategies to implement successful changes in AT will be explored as well as resources to support effective leadership at the local level. Critical components of change strategies will be analyzed and ideas on strategies to build capacity in each of these critical components will be explored.

This session is appropriate for all levels of learners, including beginners. More advanced learners will also benefit.

F4. That is Not a Good Idea!
Emily Aust & Kelsey Janni

"Can we put on a play?" In this session learn how one student's comment turned into a joint effort by the Speech-Language Pathologist and Special Education teacher to have the Life Skills class put on a play! Learn how the class took a children's book ("That is Not a Good Idea" by Mo Willems), wrote a script to make it a play, made costumes, rehearsed, rehearsed some more, and put a play in front of of 50+ people! And while accomplishing this, working on their reading, writing, functional, and communication skills! After attending this session, attendees will have ideas of how to take simple book and transform it not only into a play but also have a collection of ideas to work on many other skills!

F5. Cerebral/Cortical Visual Impairment (CVI): Diagnosis and Environmental Considerations
Susan Sullivan

CVI is a neurological visual disorder suspected by a normal or close to normal eye examination that does not explain visual performance, a medical history which typically includes neurological problems and/or the presence of unique visual/behavioral characteristics. Join us in learning about the diagnosis and the environmental considerations that can help this population become successful learners.

F6. High School Language and Literacy Adaptations
Heather Prenovost & Christy Palmquist

Language skills are deeply imbedded in literacy development. Research indicates that without a base of word awareness, word knowledge, and comprehension, students struggle to become strong readers. Because they are struggling readers, their access to higher level academic vocabulary is limited and the cycle of lower vocabulary skills and lower comprehension skills continues. In addition, many struggling readers lack skills in visualizing, which impacts their ability to monitor their level of understanding of text. In this session, we will share some of the adaptations we have implemented in our high school literacy framework to help our students make gains in their reading skills, especially those with a language disorder and multi-language learners. Attendees will walk away with strategies that can be generalized to many literacy interventions, or used in individual therapy sessions. This session is appropriate for all levels of learners.

F7. Poetry: A Hugging Machine for the Mind
Cathy Pinkosky

Join me as I share our experience with the power of poetry for students on the Autism spectrum. Resident poet, Chris Martin, brought to our building Unrestricted Interest, a poetry program that works toward using students' restricted interests to access broader unrestricted interests. This began as a pilot program in which Chris worked with a small number of students in our building on a weekly basis, either individually or in small groups while mentoring their teachers in the process of using poetry to create pathways to "facilitate the transformation of a restricted interest into a portal of discovery." In just four short weeks last spring, and again this year during our year-long collaboration, we have watched our students blossom. Poetry has given them a voice!

F8. Your Best Life Your Way - Disability Hub MN
DisabilityHub MN Staff

Disability Hub MN is a free statewide resource network for people with disabilities. In this session you will learn about:

*Tools and resources to help youth with disabilities understand their options and plan for their future, and

* How you can use those tools and resources in your work as you support youth and families.

F9. Make-N-Take: Structured Tasks: Beyond File Folders or Stuff in a Box
Audra Wells and Lisa Sorensen

Reaching independence is the main goal for our students and their future success in the workplace, training programs, and independent living opportunities. Structured teaching is based on the TEACCH Model from the University of North Carolina Chapel Hill and individualizes and differentiates for the unique needs and learning profiles of students with a variety of disabilities (autism, developmental disabilities, traumatic brain injuries, etc). The practice of structured teaching is supported by the following Evidence-Based Practices (EBPs): Antecedent Based Intervention, Modeling, Prompting, Task Analysis, and Visual Supports. Participants will understand how to structure tasks that promote student independence and use the criteria for creating a structured task. Participants will learn that structure applied to tasks eliminates the need for continued prompting by staff in order to complete a task. Participants will leave the session with approximately 3-5 structured tasks for their age level of instruction. This session is appropriate for all learner levels from beginning teachers to experienced teachers. ***Maximum enrollment - 25 participants. $35 materials fee.***

F10. Make-N-Take: Charting the 3 C's...Creating Calming Classrooms
Alyssa Longberg, Nicole Wilson, Nicole Mold & Joyce Hennes

The classroom is the main learning environment for students in our schools. For best student outcomes both academically and behaviorally, it is vitally important that this space be calming. Some basic tenets of a calming classroom involve limiting the visual and auditory input. Some learners require more. In this session, you will create several items to keep in your "Classroom Calming Kit". Items in this kit have the potential to help improve students' focus while allowing them to remain engaged in learning and stay in the classroom. You will also receive a binder with instructions on how to fabricate these items on your own.   Of equal importance in creating a "Classroom Calming Kit" is structuring a method of check in. Several examples of "check in" sheets will also be included in the take home binder. The items you create were chosen for this session because they are easily made (not bought) and they are the highest teacher requested fidgets in our school district. While this session is intended for classroom teachers, anyone with a willingness to create a classroom calming kit is encouraged to attend. ***Maximum enrollment - 25 participants. $30 materials fee.***

Break – 11:30-11:50 a.m.

Breakout Block G – 11:50 a.m. to 1:15 p.m.

G1. From one Special Educator to Another: We Have Come Long Way Baby!Building Independence in the DCD Classroom
Kathy Robatcek & Mary Sagstetter

Often student with ID are thought of as not being as capable as their peers. In reality, those of use that have spent years in the trenches teaching these unique individuals would have a differing opinion. Students that have things done to and for them, have less expectations and fewer opportunities to be independent and therefore the probability is higher that they will perform lower than their peers. When students are provided with multiple opportunities paired with high expectations …. They ARE capable of demonstrating growth and progress in way never imagine.

This beginner level session will provide tried and tested instructional strategies, use of a variety of assistive technology and real-life experiences that empower students to be successful in the school community and beyond.

G2. "BEYOND Dick and Jane: Literacy for Students with Deafblindness or Significant Sensory Loss"
Doreen Bohm & Marissa Mahowald

This training and resources will help to make literacy accessible for students who, because of their unique needs, cannot access and get meaning from typical books found on the library shelves.

"To achieve literacy, there must be reading. To achieve reading, it must be meaningful. To achieve meaningfulness, there must be communication. To achieve communication, there must be experience. To achieve experience, there must be opportunity. To achieve opportunity, there must be care and understanding." (Laurie Hinzman, literacy.nationaldb.org)

Experience books are similar to traditional books in that they: tell a story; are tied to specific language/communication; allow a child to share, re-create, and review the same story over and over again with many different people, whether at home or at school; and are the basis for conversation. Experience books differ from traditional books in that: Experience books are created with a specific reader in mind. The story is based on an experience or interest of the target reader. The objects included in the experience book are particular to the experience or interest of the student for whom the book is made. Attendees will learn about why experience books are used and how they support literacy for ALL.

G3. Ability Awareness Toolkits for Staff, Students, and Buildings
Allana Walsh & Lindsay Tsakistos

"The first step towards change is awareness. The second step is acceptance" (Nathaniel Branden). Do you want to be a part of creating awareness and acceptance of students with disabilities? This session will highlight the work that a team of Minneapolis Public Schools teachers did by creating ability awareness kits. The purpose of the work was to share the kits throughout the district to promote inclusion, acceptance, and celebration of differences. We will share the experience of using these kits in over 30 buildings. All are welcome to attend. In this session learners will…

-understand the purpose and importance of ability awareness kits

-have access to multiple resources for ability awareness activities for grades K-12

-feel comfortable in implementing my learning in my school community

G4. Promoting High Expectations for Post-School Success: Tools for students, families, and professionals
Sheila Koenig & Erika Theiler

"Disability is a matter of perception. If you can do just one thing well, you're needed by someone."-Martina Navratilova. This belief is essential to student success. In this session (presented by transition specialists from PACER and Rehabilitation Services), learn how education professionals can support and promote high expectations and family involvement for transition students. Leave with specific tips and actions to help strengthen the education and family partnership. Open to all audiences.

G5. Cerebral Visual Impairment: How a learning media assessment will help
Susan Sullivan

This presentation will address how Cerebral Visual Impairment (CVI) affects learning to read and write. The diagnosis of CVI presents individualized challenges in literacy beginning with emergent skills and continuing with access to academics. We will explore why a learning media assessment is a necessity as well as share strategies for teachers and learners based on the information obtained.

G6. A SpedTECHular Year!
Scott Larson

Let's talk about tech. Let's talk about thinking outside the box when embedding technology into a Special Ed program. I am in a unique position this year to have been able to start a pilot program as a Technology Integrationist working exclusively with the Special Ed teachers in my district. After 30 years as a Special Ed classroom teacher, I am now able to work with my Special Ed peers and students to use technology in a unique and creative way to help Special Ed students be more successful and independent. In this session, I'll share many uses of apps (I love all things G Suite) and gadgets that we have found successful while working in the Special Ed curriculum. With successes come the challenges of "obstacles" and we will have time to share those as well. What are your hopes, fears, and challenges that you face when attempting to use technology in your program for curriculum enhancement, student independence, organization or data collection? Let's talk about a SpedTechular journey.

G7. Creating Equity using Digital Tools: Accommodated Reading Strategies and Technology to Support Instruction in the General Education Curriculum
Melissa Misterman, Amanda Holstrom, Michelle Raml & Pat Cicharz

Join us as we share our journey through the process of creating and implementing a program to address the requirements of IDEA, 2004. Compliance requires schools to offer accessible education materials to those individuals with documented needs for such support. At SMS, most importantly, the induction of AEM has impacted student confidence and independence, addressed achievement gaps, removed barriers within core classes, and expanded the inclusion of all students. In this session we will cover the process and procedure of implementing an Accessible Education Materials program including:
Timeline and lessons learned
Resources to get started
Student reflection
Hand-on experience with the programs we have adopted
Educating others about changing the way we think about delivery of information
Audience members should be in a district that is currently 1:1 or in the process of becoming 1:1. iPads will be the highlighted platform for student use.

G8. Access to Digital Materials for Students with Physical Impairments

Kelli Proulx, Addie Geske, Holly Pemble & Amanda Peters

Are you struggling to get accessible educational materials (AEM - aka AIM) in the hands of your students in a timely manner? Are you having difficulty convincing others in your district about the importance of providing accessible educational materials in a timely manner? Then come join our fireside conversation while we show data and case studies of the difference accessible educational (aka instructional) materials make in the lives of students with physical impairments. Come and brainstorm ways that will assist your district in overcoming the barriers you're encountering in providing AEM in a timely manner. Leave with a plan to help your students get their accessible materials in a timely manner- meaning at the same time as their peers! While the data and case studies that will be presented are of students with Physical Impairments, the solution discussion and plan development will be applicable to any student population needing AEM. This presentation is suited for all knowledge levels.

G9. Make-N-Take: Structured Tasks: Beyond File Folders or Stuff in a Box

Audra Wells and Lisa Sorensen

Reaching independence is the main goal for our students and their future success in the workplace, training programs, and independent living opportunities. Structured teaching is based on the TEACCH Model from the University of North Carolina Chapel Hill and individualizes and differentiates for the unique needs and learning profiles of students with a variety of disabilities (autism, developmental disabilities, traumatic brain injuries, etc). The practice of structured teaching is supported by the following Evidence-Based Practices (EBPs): Antecedent Based Intervention, Modeling, Prompting, Task Analysis, and Visual Supports. Participants will understand how to structure tasks that promote student independence and use the criteria for creating a structured task. Participants will learn that structure applied to tasks eliminates the need for continued prompting by staff in order to complete a task. Participants will leave the session with approximately 3-5 structured tasks for their age level of instruction. This session is appropriate for all learner levels from beginning teachers to experienced teachers. ***Maximum enrollment - 25 participants. $35 materials fee.***

Closing Program and Meal – 1:15-2:00 p.m.

Presenters

Abbey Stanton

Abbey Stanton received her undergraduate degree in psychology from the University of Kansas and her Master's Degree in Special Education from Bethel University. Abbey was a special education paraprofessional for 4 years and has now been a special education teacher in the Wayzata School District for 2 years. She has worked both in the Cross-categorical resource setting, Emotional Behavioral Specially Designed Classroom setting and with General Education Behavior Intervention.

Addie Geske

Ms. Addie Geske is a Physical Health Disabilities Teacher with Independent School District #917. She currently serves Hastings, South Saint Paul, and Farmington school districts. She has also worked as a DCD Special Education teacher for 5 years.

Allana Walsh

Allana Walsh is a District Program Facilitator in Minneapolis Public Schools. She is passionate about inclusive practices in all areas of life. She works to focus on responding to each learner's needs by removing barriers to full social and academic acceptance.

Allison Eitreim

Allison Eitreim, Autism Consultant, was a special education teacher for over 20 years first. She believes in finding systems that allow us as educators to focus on what we love... teaching and connecting! She won't settle for going home frustrated at the end of the day with a "To Do" list full of paperwork tasks and a rising stress level. Allison has continually found and created better ways through the years to free up time to make a difference in the lives of children.

Allison Westplate

Allison Westplate, a Special Education teacher and Assistive Technology Specialist in her 9th year as an educator and 4th year with Minneapolis Public Schools, is a member of the district's Assistive Technology team responsible for providing AT solutions to students ages birth to 21 years, and in charge of 3D printed AT tool design and provision.

Alyssa Longberg

Alyssa Longberg is currently employed as an OT by the Anoka Hennepin School district. Her experience is primarily with elementary and high school aged students across a wide variety of disability groups.

Amanda Boehmer

Amanda Boehmer is a special education teacher with over three years' experience working with youth in a juvenile detention setting. She hold a bachelor's degree in criminal justice, both an elementary education and special education (EBD) licenses, and a Master's of Arts in Special Education. Amanda believe that students learn best when they enter a classroom that is both engaging and supportive to their needs.

Amanda Holstrom

Amanda Holstrom is currently an Instructional Technology Specialist for the Sartell Middle School. Her previous experience in the 6-8 Language Arts classroom and as a technology teacher, provided students and teachers unique opportunities to thoughtfully integrate technology into the classroom. She is passionate about student learning, engagement and creativity and continues to provide guidance and support to ensure student excellence in education.

Amanda Peters

Ms. Amanda Peters is a Lead Teacher for Intermediate School District 917 where she works with assistive technology, curriculum, care and treatment sites, and the Speech, OT, and Physical Health Disabilities programs.

Amy Marquez

Amy Marquez has worked as a speech/language pathologist specializing in AAC since 1998. She is part of Minneapolis Public Schools' Assistive Technology Team. She has presented at state and national conferences on the topic of AAC. Amy was the instructor for Introduction to AAC at the University of Minnesota and currently teaches AAC at Mankato State University. Finally, she is the mom to an AAC user, her son Owen.

Presenters

Anna Hayek

Anna Hayek has been practicing yoga for 15 years and teaching yoga to adults and children for 4 years. After spending 7 years teaching English Language Learners in schools in the Apple Valley/Eagan/Rosemount School District, she embarked on a new adventure by taking a leave from classroom teaching to focus her work on yoga and wellness. Anna feels honored every time she has the opportunity to empower people of all ages, backgrounds and abilities to connect to their breath, body and community. She is especially passionate about bringing this work to communities who have limited access to wellness opportunities.

Anna Sletten

Anna Sletten is a 2011 graduate of the Speech-Language Pathology M.A. program at the University of Minnesota – Twin Cities. She works as a speech-language pathologist for the Birth-3 program with Minneapolis Public Schools, and is a member of the district Assistive Technology Team. Anna provides support and training to speech-language pathologists within Minneapolis Public Schools on AAC assessment and implementation.

Audra Wells

Audra Wells, M.Ed has been in the field of special education for 25 years. She has taught students with autism spectrum disorders and developmental disabilities. Audra has been trained in the TEACCH model and has applied all of the components of the TEACCH Model to her programs for students. In 1999/2000 Audra participated in Minnesota Low Incident Project and trained as a trainer at the UNC TEACCH model. She along with her regional colleagues have provided a three-day hands-on training using student models in the practice of structured teaching for approximately 11 years. Audra is currently a special ed coordinator with ISD 728.

Bambi Dubke

Bambi Dubke was a DCD teacher for a year and a half. She has been a Physical/Health Disabilities Consultant and A.T. Specialist for 18 years. Bambi has a Master's Degree in Special Education. She holds licensure in Elementary Education, MMMI, MSMI, P/HD, ECSE and Director of Special Education.

Blake Plankers

Blake Plankers currently serves as ASD consultant for Moorhead Schools, President of Education Moorhead, and Secretary of Red River Asperger Autism Network. He has worked with individuals with ASD and social learning challenges in several capacities over the past 10 years and holds a master's degree in special education.

Brenda Szoka

Brenda Szoka (pronounced SHOW KA) is the newest member of ISD 917 Assistive Technology team. Brenda has over 20 years of teaching students with special needs. Brenda is in her 5th year working in the Students with Unique Needs (SUN) Program, a federal setting iv program at Cedar School located in Eagan, MN. The SUN program offers students the opportunity to work on academics, functional, transition, and social skills. Brenda provides small classroom instruction for students with ASD, EBD, and OHD ages 15-21. For the past several years, Brenda has been developing transitions curriculum for her site. Brenda has been focusing this year on incorporating more assistive technology into her classroom to help accommodate students with disabilities and students are using green screen along with iMovie to create Cedar School's first student news segment.

Cami Algaier

Cami Algaier worked within the private sector for 6 years and the public school setting for 14 years. Within the school setting Cami was a part of the Assistive Technology team, Autism team, provided hands-on STAR training, supervised SLPs and graduate students. She provided support for Preschool Programs for Children with Disabilities, Functional Life Skills and Structured Teaching Method classrooms. She works with children and families with speech and language disorders, autism and other developmental disabilities. She also provides collaboration and support for students in need of Assistive Technology, Augmentative and Alternative Communication systems. Cami has a Masters degree in Communication Disorders. Cami enjoys connecting with educators and families, while bringing a realistic and supportive approach to presentations and classroom consulting.

Carrie Kesteloot

Carrie Kesteloot is a Certified Occupational Therapy Assistant who has worked with children for over 18 years for the Southwest / West Central Service Cooperative. The service cooperative provides specialized services to 17 school districts in the Southwestern Minnesota area. Carrie is passionate about providing accommodations to children from birth to 21 years of age to help with their classroom independence.

Cathy Pinkosky

Cathy Pinkosky is a Literacy Specialist for the special education, early learning center, and alternative learning center programs at South Education Center, serving students birth through age 21. In addition to her role as a Literacy Specialist, she has been a Teacher of the Deaf/Hard of Hearing with District 287 since 2001, serving itinerant, homebound, resource room, and site-based students.

Christian Wernau

Christian Wernau is the Region 10 Low Incidence Facilitator. He provides regional supports to teachers of low incidence disabilities in SE MN. Christian strives to improve opportunities for staff and students to attain equitable access to general education curriculum and accessible educational materials through professional development, facilitating communities of practice, and technical assistance.

Christy Palmquist

Christy Palmquist has been a special education teacher, coach, and literacy intervention specialist for 25 years. Currently she is responsible for developing, training, leading, and supporting the secondary literacy interventions for students with special education needs.

Cindy Spraitz

Cindy Spraitz is an independent woman who resides in the Twin Cities metropolitan area. Cindy lives in her own apartment with attendant care, family, and community support. She has an interest in early childhood education and enjoys supporting educational experiences involving young children in the metro area. Cindy uses high and low tech AAC to manage her busy life and public speaking engagements in which she shares perspectives and advice for current and future AAC practitioners.

Presenters

Cynthia Fashaw

Cynthia Fashaw, Director of Children's Programs and Multicultural Outreach, NAMI Minnesota – Cynthia directs NAMI Minnesota's children and youth mental health programs, provides training to parents and professionals, and conducts training in cultural communities. She directs outreach to cultural communities where she provides mental health and suicide postvention education as well as a number of other trainings. Cynthia is a certified Mental Health First Aid and Youth Mental Health First Aid instructor, and is a certified suicide postvention trainer.

Danielle Deschaine

Danielle Deschaine is a speech-language pathologist who has specialized in augmentative communication for 10 years. She currently works for Saint Paul Public Schools in Minnesota, providing direct services at Bridge View School and consultative augmentative communication support in various schools in the district. Danielle's private practice, All Voices Augmentative Communication, provides in-home augmentative communication evaluation and therapy in the Twin Cities metro area.

Diana Foster Carl

Diana Foster Carl, M.A., L.S.S.P., is a Licensed Specialist in School Psychology in Texas with more than 30 years' experience in various capacities in public education. Currently, Diana contracts with CAST as the Special Projects Coordinator for the National Center on Accessible Instructional Materials. Diana is a former Director of Special Education Services at Region 4 Education Service Center in Houston, Texas and was lead facilitator of the Texas Assistive Technology Network for twelve years. Diana's daughter has cerebral palsy and uses a power wheelchair for mobility.

Doreen Bohm

Doreen Bohm has been teaching in the field of special education for over 30 years. The past 21 years she has worked in St. Cloud ISD 742 as a Teacher for Students with Blindness/Visual Impairment and a Certified Orientation and Mobility Specialist. Doreen is an active member of the MN DeafBlind Community of Practice. She conveys energy and passion in sharing her knowledge of strategies to meet the unique needs of low incidence learners.

Elizabeth Wychor

Elizabeth Wychor is a Speech Language Pathologist for Moorhead Public Schools, serving students ages K-4th grade for a variety of communication needs.

Emily Aust

Emily Aust, MA CCC-SLP, is a Speech-Language Pathologist in the Belle Plaine school district and currently works with students ages birth to 5, and 7th-12th grades. While working with students, she enjoys find new and creative ways to engage them in order to develop their communication skills! She is currently completing her Educational Specialist degree in Educational Leadership at Minnesota State University- Mankato. Emily is serving as the VP for Education Issues with the MN Speech-Language Hearing Association.

Emily Manson

Emily Manson is an itinerant teacher of students who are deaf and hard of hearing for St. Paul Public Schools. She is a member of the St. Paul Public Schools Captioning committee and is training staff in schools across the district about how to caption for access. Emily also serves as a co-facilitator for the Region 11 Metro ECSU D/HH Community of practice.

Erika Theiler

Erika Theiler is a Transition and Employment Specialist at PACER Center. Erika started at PACER in June of 2017 after working as a special education teacher with St. Paul Public Schools for 6 years. She earned her Master's of Special Education from the University of Minnesota in 2011.

Erin Nelson

Erin Nelson is a district-wide Assistive Technology Specialist for Edina Public Schools in Minnesota. She graduated from the University of Wisconsin – Eau Claire with an undergraduate degree in Early Childhood Special Education and Cognitive Disabilities, and has recently completed a master's degree in Learning Design and Leadership through the University of Illinois at Urbana Champaign. Erin began her career as a special education teacher, before transitioning into the world of assistive technology, where she has worked in both EC-12 and non-profit settings. She was drawn to AT work because it is the intersection between creative problem solving, technology, and special education.

Estelle Denbrook

Estelle Denbrook has been an SLD teacher at Watertown-Mayer High School for the last seven years. She has experience with intervention reading and writing, transition instruction, academic coaching, assistive technology, and co-teaching. She is also a middle school volleyball coach and advises the student council.

Hailey Deloya-Vegter

Hailey Deyola-Vegter, M.A, BCBA has over 10 years of experience as an ASD teacher and behavior specialist. She currently provides district-wide coaching to teachers of students with ASD in the Minneapolis School District and is a co-chair on the Statewide Community of Practice for Autism Spectrum Disorders

Heather Cronin Ott

Heather Cronin Ott has been teaching in schools since 2007. She has licenses in Developmental Cognitive Delay and Autism Spectrum Disorder. Heather has had an opportunity to teach pre-service teachers at the University of Minnesota as an adjunct instructor for coursework in the areas of Emotional Behavioral Disorders and Developmental Cognitive Delay.

Heather Prenovost

Heather Prenovost has been a Speech-Language Pathologist in St. Paul Public schools since 2001, working primarily with secondary age students in alternative school settings. She also provides coaching support for high school language and literacy and AAC.

Heidi Hunter

Heidi Hunter has been a Speech/Language Pathologist with DGF schools for 23 years. She has worked with a variety of ages from birth to 21. She enjoys working with a team to think outside the box to develop modifications so each student can be successful at their own level.

Holly Pemble

Ms. Holly Pemble works for Intermediate School District 917. She has been a Speech Language Pathologist for the past eleven years and is currently working as a part time Speech Pathologist and part time Physical/Health Disabilities Teacher. She serves Inver Grove Heights, West St. Paul-Mendota Heights and ISD 917 programs.

Presenters

Jacki Madden

Jacki Madden was a Life Skills/DCD teacher for grades 7-12+ for almost twenty years. She has been a Physical/Health Disabilities Consultant, ASD Consultant, and DCD Consultant for 5 years. Jacki has a Bachelor's degree and holds teacher licensure in Elementary Education, ASD, DCD, and P/HD.

Jamie Ward

Jamie Ward has been a special education teacher in the Wayzata Public Schools for 6 years. She completed her masters degree at St. Cloud State. She is extremely skilled in behavior regulation and social skills.

Janet Peters

Janet Peters is the Project Coordinator of Accessible and Assistive Technology with the Great Lakes ADA Center, which offers technical assistance on the Americans with Disabilities Act in the great lakes region. Janet has 20 years of experience with technology for people with disabilities. She has worked extensively with business entities, state and local governments, and education institutions to maximize technology use to further opportunities for individuals with disabilities.

Jennifer Erickson

Jennifer Erickson is a speech-language pathologist for the Saint Paul Public Schools in Minnesota. She currently works at Bridge View School and provides consultative augmentative communication support for early childhood special education classrooms.

Jennifer Lecy

Jennifer Lecy has a background in the areas of Developmental/Cognitive Disabilities and Physical/Health Disabilities. She has worked as a DCD teacher and P/HD teacher with students ages birth - 21 for 18 years and is currently a Lead Special Education Teacher in District 742.

Jesse Morgan

Jesse Morgan, Occupational Therapist (OTR/L) and Assistive Technology Professional (ATP), has 17 years experience as an occupational therapist and assistive technology specialist with Minneapolis Public Schools. Jesse works at the Minneapolis Public Schools Assistive Technology Center where he supervises the workshop and provides consultation and training for various assistive technologies.

Jessica Premo

Jessica Premo, M.A. has been providing special education services to students with ASD for over 10 years. She is an ASD licensed teacher and has received extensive training and coaching on evidence based practices for students with ASD.

Joan Breslin Larson

Joan Breslin Larson, MEd brings over 30 years experience in AT to her work. She has worked as an independent consultant, in school settings and at the state level. She is a member of the QIAT Leadership Team, and a co-author of Quality Indicators for Assistive Technology. Joan is the parent of three adult children, one of whom had an IEP. She is a recipient of a Lifetime Achievement Award in Assistive Technology from the state of MN.

Jocelyn Walsh

Jocelyn Walsh is a speech-language pathologist who is working in a Federal Setting 4 Special Education Program, who collaborates with classroom teams around literacy and AAC. Jocelyn is completing her Ed.D. in Special Education from the University of Washington – Seattle.

Jolene Hyppa-Martin

Jolene Hyppa-Martin is a speech language pathologist and assistant professor at the University of Minnesota Duluth. Dr Hyppa-Martin facilitated an AAC outreach clinic in northeastern MN for a decade and serves individual with AAC needs at UMD's clinic. She earned her PhD from the University of Minnesota Twin Cities where she focused her studies on AAC.

Jon Fila

Jon Fila, Curriculum Coordinator for ISD 287, OER, digital curriculum resources and professional development in blended, digital, and just-in-time teaching. Curriculum developer, trainer and support for the MN Partnership for Collaborative Curriculum. Teaches English 12 online for Northern Star Online.

Joy Smiley Zabala

Joy Smiley Zabala, Ed.D., ATP, is a general and special educator who has worked with students, families, education agencies, and others across the USA and abroad for more than 25 years to expand the use of assistive technology to increase the communication, participation and productivity of people with disabilities. She is the developer of the SETT Framework (http://www.joyzabala.com/). Joy is the Director of Technical Assistance for CAST and the National Center on Accessible Instructional Materials (http://aim.cast.org).

Joyce Hennes

Joyce Hennes in currently employed as an OT by the Anoka Hennepin School District. She has worked with a wide variety of students across all ages and disability groups ranging from birth-3 thru high school in both MN and OR.

Justin Smith

Justin Smith is a college student that uses assistive technology to communicate with the world. He shares his thoughts and ideas about living with athetoid cerebral palsy, auditory neuropathy, and kernicterus on his blog. He makes his voice heard by advocating for inclusion, accessibility, and disability rights. Since graduating from high school in 2016, he has graduated from the Partners in Policymaking program sponsored by the MN Governor's Council on Developmental Disabilities and was featured in Microsoft's Inclusion in Action video series. He presented at Closing the Gap and spoke about Reimagining the Future: Living with a Disability at the MN State Capitol Grand Opening. He lives with his parents and younger brother in the Twin Cities.

Kate Hanagan

Kate Hanagan is a Speech and Language Therapist currently working with transition age students who may also have physical, cognitive, and behavioral needs. Kate has worked 40 years in the field primarily working within a trans-disciplinary service delivery model. She has repeatedly seen how use of visual symbols, augmented communication tools and voice-output communication devices work to enable people with disabilities to communicate.

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Presenters

Kathy Robatcek

Kathy Robatcek is a Special Educator in North Branch, MN. She has dedicated 32 years to teaching students with varying intellectual abilities. After attending Charting the C's for many years, she excited this year to share her tips and tricks with you for building independence in the DCD classroom.

Katie Thune

Since 2007 Katie Thune has been implementing yoga-based interventions and mindfulness for people with disabilities. She has her Teaching License in Health Education, and Special Education K – 12, as well as her MA in Education: Developmental Disabilities. Katie has done extensive curriculum writing and relationship work with nonprofits like Highland Friendship Club, Autism Society MN, Upstream Arts, and Special Olympics MN. She has developed curricula and courses for these organizations and on her own around the topics of healthy relationships and sexuality education.

Karen Berger

Karen Berger, Teacher of the Blind and Visually Impaired with Intermediate District #287 for 33 years. Lover of technology. Solving accessibility issues presented by a learning management system so that her blind student has access to her educational curriculum has been the greatest challenge of her career.

Katie Nelson

Katie Nelson is a special education teacher within the Burnsville-Eagan-Savage District 191, servicing students within a site-based focus program at the elementary level. She is also on the district's Assistive Technology team, working primarily at the elementary level, mentoring and co-teaching with a focus on implementation of Assistive Technology to address student needs.

Kayna Plaisted

Kayna Plaisted is a Curricular Support Specialist at Northeast Metro 916 servicing students with special needs in elementary and middle school. After attending three different week long literacy camps, hosted by Drs. Karen Erickson and David Koppenhaver, she is confident with the right strategies in place, ANY student can become a literate individual.

Kelli Proulx

Ms. Kelli Proulx works for Intermediate School District 917. She has worked with the district for twelve years serving students with various educational disabilities. Currently she works as a Physical/Health Disabilities Teacher serving Farmington and Lakeville school districts.

Kelly Fonner

Kelly Fonner is a self-employed consultant in assistive and educational technology. She is a Special Educator and has a Masters in Educational Technology with emphasis in Rehabilitation/Special Education. Since 1986 she has presented to schools, universities & families in 48 states & internationally on augmentative communication, computer access & electronic literacy.

Kelsey Janni

Kelsey Janni is a Special Education Teacher in the Belle Plaine school district. She is currently in her 5th year teaching and will be receiving her Master's Degree in December. Within the Belle Plaine School District, she works with 7-12 grade students in a life skills classroom, where the students are able to learn and utilize skills they'll need once they graduate from high school. Some of these skills include laundry, cleaning, community outings, and much more!

Kris Schulze

Kris Schulze is Justin Smith's mother and works to improve user experience with technology for the State of Minnesota's Information Technology Department. She was co-founder of Parents of Infants and Children with Kernicterus, a non-profit organization that raised awareness of kernicterus through partnership with health care organizations and government agencies to change pediatric standards of care for newborn jaundice.

Kristin Oien

Kristin Oien is the Minnesota Department of Education State Specialist for the Blind and Visually Impaired. She is responsible for providing support, training and technical assistance to teachers of the blind / visually impaired (TBVI), certified orientation and mobility specialists (COMS), and other stakeholders providing service to students with disabilities and their families.

Kursten Dubbels

Kursten Dubbels is the assistive technology (AT)and Universal Design for Learning (UDL) Specialist at the Minnesota Department of Education (MDE). She coordinates staff development activities to build local capacity of educators to implement multiple initiatives to strengthen efforts toward a more inclusive educational experience through the AT Teams, AEM, and UDL Cadre and Mentor projects for the Department.

Kyle Jensen

Kyle Jensen is an eighth year SLD teacher at Watertown-Mayer High School. He has experience teaching Read180, math interventions, transition instruction, academic coaching, and co-teaching models. He coaches track, football, weight room, and summer strength, along with advising ecology club and peer coaching.

Laurel Schoborg

Laurel Schoborg has a background in Communication Disorders and DCD Programming for 33 years. She has worked in the areas of Assistive Technology, Communication, DCD Teacher, for grades K-12, and is currently a Special Education District Lead Teacher in the St. Cloud School District.

Lindsay Tsakistos

Lindsay Tsakistos is a Physical/Health Disabilities teacher for Minneapolis Public Schools. She is passionate about supporting schools with creating inclusive environments. She is currently the leader of the Universal Design for Learning (UDL) committee in Minneapolis.

Lisa Sorensen

Lisa Sorensen, MS has been in the field of special education for 27 years. Lisa is the autism consultant for Sherburne N. Wright Cooperative for the past 10 years. Lisa has experience with a variety of disabilities including SLD, DCD, ASD, and OHD. Lisa has participated as a trainer with her regional colleagues in providing a three day hands-on with student models structured teaching workshop. Lisa is an advocate promoting student independence and training colleagues to better serve students with disabilities.

Presenters

Lori Klein

Lori Klein is a Teacher of Blind/Visually Impaired and Certified Orientation and Mobility Specialist with Intermediate School District 917, located in SE Metro area. Lori is the Lead Teacher who answers questions from ISD 917 and its 9 member districts. Lori is the BVI Coach for students in BVI training programs for Region 11.

Lori Mjones

Lori Mjones has been teaching kindergarten at DGF school district for over 30 years. She inspires her students to do their best every day. She practices hands on learning with her students to help them achieve their personal best. She loves her job and watching her students grow and develop.

Lori Warner

Lori Warner, Occupational Therapist & Assistive Technology Consultant - Northfield School District Region 10 Assistive Technology Community of Practice.

MariBeth Plankers

MariBeth Plankers is a speech language pathologist and assistive technology professional. She is the director of the Regional Assistive Technology Center at Minnesota State University Moorhead. At the University in the Speech Language Hearing Department, MariBeth provides services and clinical supervision in the areas of Assistive Technology and Universal Design for Learning.

Marilyn Dornfeld

Marilyn Dornfeld, Director of Adult Programs – Marilyn oversees NAMI Minnesota's adult programs. She is a Family–to-Family teacher, trainer and manages NAMI's Family-to–Family program, Family Support Groups, and Family Connections (BPD) groups. Marilyn is certified to teach QPR, Good Mental Health in the Workplace, Youth Mental Health First Aid, Mental Health First Aid, Early Warning Signs and other programs.

Marissa Mahowald

Marissa Mahowald is a Teacher for Students with Blindness/Visual Impairment as well as a Certified Orientation and Mobility Specialist in St. Cloud. She has worked in the field of visual impairment for 17 years. Over the last ten years, Marissa has actively sought out training opportunities in the low incidence area of deafblindness and is passionate about sharing her knowledge of deafblind strategies with teams.

Mary Cashman-Bakken

Mary Cashman-Bakken is the Deaf and Hard of Hearing State Specialist for the Minnesota Department of Education. She taught as a DHH itinerant teacher for 10 years prior to coming to the State of MN where she has been working for about 25 years. Mary earned a B.A. from the College of St Benedict in St. Joseph, MN, a M.A. from Gallaudet University in Washington, D.C and a Juris Doctorate (J.D.) from William Mitchell College of Law in St. Paul. Mary is Deaf herself and grew up with 2 deaf siblings. She and her husband have 2 daughters. She is an avid reader and collects children's books.

Mary Sagstetter

Mary Sagstetter joined AbleNet in June of 1998, with over 11 years of professional experience in the field of Special Education. In her current role as Sr. Business Development Manager, Mary focuses on providing awareness of AbleNet's growing portfolio assistive technology solutions for individuals with disabilities. Mary presents at national conferences and has provided assistive technology and curricular training for organizations across the nation.

Melissa Misterman

Melissa Misterman came to Minnesota from Pennsylvania where she held the position of Student Disability Coordinator and Instructor at the post secondary level. Melissa obtained a B.A. in Psychology from Wilkes University, Pa. and a Master's Degree in Special Education from Marywood University, Pa. She is passionate about providing students with unique learning experiences that provide opportunities for them to identify their strengths and to be successful in learning.

Meredith Richards

Meredith Richards is a speech-language pathologist at Bridge View School and Focus Beyond Transitional Services in St. Paul Public Schools. She has specialized in the area of augmentative and alternative communication for three years.

Michele Glynn

Michele Glynn, M.A. is a special education teacher for students with ASD in the Minneapolis Public Schools. She has worked for over 25 years as a special education teacher for children with developmental disabilities including Autism Spectrum Disorder. She has presented nationally and has consistently received excellent feedback for her practical and inspirational ideas in the area of educating students with autism!

Michelle Raml

Michelle Raml currently serves as an assistant principal for Sartell Middle School, having spent 13 years in the middle school language arts classroom. Her passion for education in honoring all students on their educational journey runs deep. Michelle's dedication to co-teaching practices, using assessment data to inform instruction, and integrating best practices to provide high-quality education for all students is at the forefront of her service to students and families.

Nichole Krier

Nichole Krier is an Assistive Technology and Special Education Consultant. She has worked in the field of Special Education for 16 years. She is licensed in the areas of Elementary 1st-6th grade, Special Education K-12 (Categories: Learning Disabilities, Emotional/Behavioral Disorder, Autism Spectrum Disorder & Mild/Moderate Mentally HDCP). Nichole has worked in both the classroom and consultative role during her 16 years. She has used a variety of technology tools to adapt classroom materials for students who needed Assistive Technology support. In her different roles, she has trained students, teachers, parents and administrators on technology tools for students with special needs.

Nicole Mold

Nicole Mold is currently employed as an OT in the St. Francis School District. She has experience working with a wide range of students in elementary schools and with infants in birth-3 school based programs.

Nicole Wilson

Nicole Wilson is currently employed as a COTA by the Anoka Hennepin School district. She has worked with both elementary and early childhood students. Nicole also fabricates custom items and devices for school aged students.

Pat Cicharz

Pat Cicharz is a special education teacher with students in fifth through eighth grade, serving over 20 years in this position. Her primary focus is supporting students with emotional and behavioral difficulties to learn skills for success. Pat received her Masters in Education from St. Cloud State University.

Presenters

Sarah Knoph

Sarah Knoph serves as the agency Integrated Education and Olmstead Plan Specialist. In this new role, Sarah has the opportunity to collaborate with agency leaders on continuous improvement opportunities directed at inclusion of students in the most integrated setting. Sarah obtained her juris doctorate at the University of St. Thomas and her master's in special education at Bethel.

Scott Larson

Scott Larson's dream job has become a reality this year. He was asked to pilot a new position as a Technology Integrationist for the District Special Education Department. He is spending his days in a think-tank, helping Sped. Teachers create useful technology skills for organization, data collection and student independence.

Sheila Koenig

Sheila Koenig is the Transition Coordinator at State Services for the Blind. Before coming to SSB, she taught 9th grade English. She earned her Master's in Curriculum and Instruction from the University of Minnesota. As a blind person herself, she strives to empower students with skills and self-determination.

Stephanie Mahal

Stephanie Mahal, Occupational Therapist servicing K-8 grade students in Northfield Specialized Educational programs: DCD, LI, EBD, ASD/NB, OHD, and SLD Region 10 OT/PT Community of Practice.

Stephanie Ross

Stephanie Ross was an elementary Life Skills teacher for 10 years in Iowa. Then she was a Resource Room teacher for 5 years. She has recently become a Physical/Health Disabilities Consultant. Stephanie has a Master's in Special Education. She holds teacher licensure in Elementary Education, DD, and P/HD.

Sue Allen

Sue Allen is a Speech Language Pathologist within the Burnsville-Eagan-Savage School District 191, servicing students within a site based DCD/ASD program at the high school. She also works as an Assistive Technology Specialist working with teams primarily at the secondary level, training, coaching and mentoring teams as they address AT needs for all students.

Sue Benolken

Sue Benolken is the Interagency Coordination Specialist for the Division of Special Education. She has provided leadership to local communities as they develop successful implementation strategies of the Coordinated Interagency System, ages birth to twenty-one for over 30 years. She has worked in schools, regional organizations, the state departments of Human Services and Education. She believes passionately that strategic coordinated planning efforts across home, school and community will contribute to the success of children and youth with disabilities, and mental health concerns and their families.

Sue Redepenning

Sue Redepenning is the owner of LiveLife Therapy Solutions, Inc. Her company received an Assistive Technology grant from the state of MN in March of 2013 called Technology for HOME (TFH). Sue leads 12 Assistive Technology consultants with degrees in Occupational Therapy, Speech Therapy, Physical Therapy, or Engineering for the TFH program. These AT consultants travel throughout MN to see people to meet their Assistive Technology needs so they can stay living in their own home or move to live in their own home. The grant serves MN with disabilities that have home care services or waivered services. Sue has worked in Assistive Technology for more than 30 years in home care, rehabilitation and school based settings.

Susan Sullivan

Susan Sullivan is currently the CVI Project Leader at the American Printing House for the Blind (APH) in Louisville, Kentucky. She graduated from Illinois State University with a teaching degree in Low Vision and Blindness and from the University of Illinois with a master's degree in Early Children Special Education/Infancy. CVI has been her passion throughout her career and she is excited to share and learn through her work at APH.

Tami Childs

Tami Childs is a licensed school psychologist and MN statewide ASD specialist. She has much experience implementing and training on evidence based practices for ASD and related disabilities. She has helped develop training protocols in MN for several evidence based practices and has presented on PMII nationally.

Tami Hellewell

Tami Hellewell is an Occupational Therapist who has worked with children for over 15 years for the Southwest / West Central Service Cooperative. The service cooperative provides specialized services to 17 school districts in the Southwestern Minnesota area. Tami is passionate about bringing fun and utilizing a multi-sensory approach into her therapy to help children be more successful with their daily academics.

Taylor Thomas

Taylor Thomas has been an itinerant teacher of Deaf/Hard of Hearing learners for the past seven years with Intermediate School District 917 (ISD 917). Taylor works with students from kindergarten through high school. Over the last three years, Taylor has worked with school districts to increase their use of closed captioned media in the classroom. Taylor is a member of ISD 917's Assistive Technology Committee, as well as, a co-facilitator for the Region 11 Metro ECSU D/HH Community of Practice. Taylor has created numerous inservices and simulations to demonstrate the needs for accessible media. She is extremely passionate about incorporating accessible educational technology into instruction.

Terri Rosen

Terri Rosen is an Assistive Technology Specialist in the PACER Simon Technology Center. In addition to providing assistive technology consultations, she currently leads Project KITE (Kids Included Through Technology are Enriched) to provide assistive technology training to teams of parents and educators of students aged 3-8. Terri's specialty area is focused on technology to support literacy skills development and access.

Tina Hanson

Tina Hanson is an Assistive Technology Specialist for the PACER Simon Technology Center. She coordinates EX.I.T.E. Camp and Technology for Girls Club, both of which focus on encouraging middle school girls with disabilities to pursue interest in STEM. Tina also conducts AT consultations, in-services and workshops for parents and professionals with a focus on reading, writing, and alternative access methods.
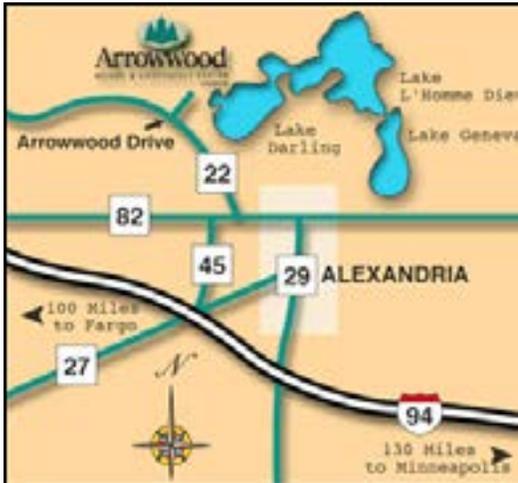
Your lodging form for this event is located online at: www.lcsc.org, then [Programs & Services], then [Charting the Cs Information Center]. You will need to print and mail or fax the lodging form to the Arrowwood Resort and Conference Center to complete your lodging arrangements. No phone reservations accepted.

Arrowwood's contact information: Phone: (320) 762-1124 • Fax: (320) 762-0133 • Email: resort@arrowwoodresort.com

Click here for interactive driving directions to the Arrowwood Resort & Conference Center (powered by Google).

From Minneapolis/St. Paul Area
(Click here for driving directions powered by Google):
I-494 West to I-94 West. Follow I-94 to the Alexandria exit #103. Take a right onto hwy 29 North. Follow 29 North through downtown Alexandria. Turn left onto county road 82. Follow for .7 of a mile. Turn right at the stoplights onto county road 22 (between Magellan gas tanks). Stay on 22 for 2.3 miles. Turn right onto county road 104. Arrowwood Lane is .4 of a mile.

Alternate Directions from Minneapolis Area:
(This is a faster route to the Resort, as it avoids the town of Alexandria).
I-494 West to I-94 West. Follow I-94 to Exit #100, 2 miles past Alexandria Exit. Proceed on County Road 45, straight ahead at exit. Follow 45 approximately 3 miles to 82. Right on 82 approximately .5 miles to 22. Note: 22 is marked by an oil tank farm and stoplights; 22 runs through the rows of tanks. Left on 22. Follow 22 to Arrowwood Drive. Right on Arrowwood Drive.

From Fargo/Moorhead
(Click here for driving directions powered by Google):
Take exit #100 off I-94. Take a left onto hwy 27 follow to the junction of county road 45. Take a left onto county road 45 following it to county road 82. Take a right onto county road 82. Take a left at the stoplights onto county road 22 (between the Magellan tanks). Follow 22 for 2.3 miles. Turn right onto county road 104. Arrowwood Lane is .4 mile.

Access Equity Inclusion for ALL