

# Charting the Cs 2017

9th Annual Cross Categorical Conference

Everyday Educators  
Doing Extraordinary Things

April 23-25, 2017

Arrowwood Resort  
& Conference Center  
Alexandria, MN



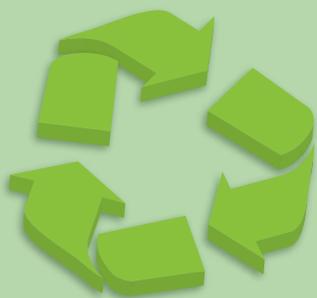
# Charting The Cs on your mobile device

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](http://www.guidebook.com) to view the conference schedule.

For tablets and smartphones, go to the App Store or Android Market and download the Guidebook app.



*Thank you for exploring our Charting the Cs 2017 Brochure*



## 9th Annual Cross-Categorical Conference Everyday Educator Doing Extraordinary Things

The conference planning committee is pleased to offer 59 sessions for you to select from this year. Over eighty 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 that reflect progress in meeting the 'standards'.

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:

This is 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.

MN CEC continues to collaborate and will host special events throughout the conference. They are planning special events for the Sunday Pre-Conference as well as throughout the conference program.

### 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.

### 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 #CCCMN17 to join the conversation.

*This initiative is funded in part with a grant from the Minnesota Department of Education using federal funding CFDA #84.027A Special Education - Grants to States.*

# Schedules at a Glance

## Pre-Conference – Sunday, April 23

- 9 a.m. to 5:00 p.m. ASL for Bullying, Abuse, Social Media & Apps  
 11 a.m. to 7 p.m. Conference Information Center and Registration open  
 1-4:30 p.m. \*The Impact of Trauma on the Developing Brain: Learning; Communication; Teacher-Student Interaction. Dr. Charlene Myklebust  
 \*Cortical Visual Impairment. Dr. Christine Roman-Lantzy  
 \*MN CEC hosted special topics and planning  
 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 24

- |                         |  |               |
|-------------------------|--|---------------|
| 7:30 a.m.               | Registration Open  |               |
| 7:30-8:40 a.m.          | Breakfast  | Tennis Center |
| 8:45-10 a.m.            | Welcome and Keynote<br>Ordinary, Everyday People doing Extraordinary Things!!<br>presented by Dr. Heidi Hahn | Tennis Center |
| 10-10:25 a.m.           | Break  | Tennis Center |
| 10:25-11:40 a.m.        | Breakout Block B   |               |
| 11:40 a.m. - 12:55 p.m. | Lunch/Exhibitor Networking   | Tennis Center |
| 12:55 - 1:30 p.m.       | General Session  | Tennis Center |
| 1:55-3:15 p.m.          | Breakout Block C   |               |
| 3:15-3:30 p.m.          | Break  | Tennis Center |
| 3:30-4:30 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 25

- |                         |                          |               |
|-------------------------|--------------------------|---------------|
| 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         |               |
| 1:15-2:30 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

\$109\* for the Main Conference  
 Make-N-Take material fees are in addition

\* \$109 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.](#)

# Keynote Presentation

Dr. Heidi M. Hahn

## Ordinary, Everyday People doing Extraordinary Things!

Have you taken a moment lately to reflect and ask yourself – “why do I do what I do?” Seriously, as a highly educated and qualified professional, you could be making way more money and you CHOOSE to work in a school. Come to this session and take time to reflect on the following:

- 1.) Why do I do what I do?
- 2.) Why is it so amazing that I do what I do?
- 3.) Does what I do make a difference?
- 4.) Who notices what I do?
- 5.) Am I good at what I do?

This session will allow you to reflect on your scope of practice; it will re-energize and affirm what you are doing and the importance of what you are doing; and it will be done with a good dose of humor and fun. What better way to start off the Charting the C's 2017 Conference???

Dr. Hahn is currently serving as the Director of Special Education for the Paul Bunyan Education Cooperative located in Brainerd, Minnesota. Previous to being the Director, she served as the Assistant Director of Special Education in charge of Brainerd Public Schools. Dr. Hahn has recently completed her 23rd year in the Brainerd Public Schools system and she has worked in the elementary, high school and alternative education settings throughout her tenure.

Dr. Hahn completed her doctoral work at St. Cloud State University in Education Administration and Leadership. Dr. Hahn's doctoral research focused on Principal Practices and their Impact on Teacher Job Satisfaction. The premise - “The quality of the education system is only as good as the quality of its employees” (Fullen, 2008) continues to be the focus and drive for Dr. Hahn's daily professional work and research.

Dr. Hahn earned her Bachelor's and Master's degrees in Education, Health and Human development from Montana State University. She is currently serving as an adjunct faculty member at St. Cloud State University in the Education Administration program.



Dr. Hahn is the 2014 Recipient of the Richard Green Scholar award for her doctoral research in the area of leadership practices and their impact on job satisfaction. In addition, she was most recently awarded the 2015 Minnesota New Leader in Special Education Award for exemplary leadership and service and Dr. Hahn was named the 2015 Brainerd Educator of the Year.

Dr. Hahn lives in Baxter, Minnesota with her 14-year-old daughter Kamery. In her downtime she enjoys running and the recreation of the Brainerd Lakes Area.

“I love my job because of the people I get to work with and support. They are amazing, and they impact and change the lives of our students daily!”

## Want to attend more of Dr. Hahn's presentations?

### **B3: Personalizing the keynote information-Making it work for you!**

*Monday, 10:25-11:40 a.m.*

*Dr. Hahn invites you to a follow-up conversation to learn more about how to increase your own level of engagement and satisfaction. Learn more about how to get more out of your work when you are already giving 100%.*

## Notes

The ASL for Bullying, Abuse, Social Media & Apps session is offered for .8 CEUs and assumes some knowledge of the topic.



Do you have a student who:

- Appears to “look right through you”?
- Turns or tilts their head to look at you or an object?
- Has a preferred color or like to look at light?
- Looks away when reaching for an object?
- Passes the vision screening?

Your student may have cortical/cerebral vision impairment (CVI). Cortical visual impairment is a term used to describe visual impairment that occurs due to brain injury. CVI is caused by damage to the visual centers of the brain, which interferes with communication between the brain and the eyes. The eyes are able to see, but the brain is not interpreting what is being seen. If you'd like to learn more about CVI, come to the Cs Pre~Conference session with Dr. Christine Roman-Lansky.

### ASL for Bullying, Abuse, Social Media & Apps – 9 a.m. to 5 p.m. (Please note the earlier start)

This workshop will cover some of the most challenging topics educators face in their schools on a daily basis: bullying, violence, abuse, social media, slang, dangerous phone apps and texting. We will have small and large group discussions, a chance to review case studies and ethical scenarios, learn a lot of new vocabulary in ASL and English, role play, and more. The social environment of schools today is much different than it was even 10 years ago and those working in the K-12 setting need to be prepared as much as possible.

Presented by:

Jessalyn Akerman Frank, M.Ed, ACC, RYT and Tarra Grammenos, M.S., SC:L, NIC Advanced

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

1-4:30 p.m.

#### The Impact of Trauma on the Developing Brain:

#### Learning; Communication; Teacher-Student Interaction

*Dr. Charlene Myklebust, Psy.D.*

This session will describe:

- how exposure to trauma impacts a child's developing brain
- life situations that constitute Adverse Childhood Experiences (ACE's)
- the impact of trauma on learning and life outcomes
- practical approaches and strategies to increase trauma-awareness and competence
- ways to develop resilience to secondary trauma exposure impacting teachers and caregivers.

Participants will learn to:

- explain how trauma exposure impacts children's emotional regulation, memory, reactivity, attention, and world view

1-4:30 p.m.

#### Cortical Visual Impairment (CVI)

*Christine Roman-Lantzy, Ph.D.*

Dr. Roman will cover the following:

- Causes of CVI
- The visual and behavioral characteristics associated with CVI
- Review The CVI Range (a functional vision assessment used to determine the degree of affect of the visual and behavioral characteristics)

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

5:30-7:30

#### • Developmental Cognitive Disabilities Community of Practice Meeting

*Facilitated by Garrett Petrie, Education Specialist with the Minnesota Department of Education*

Please feel free to drop in and join us.

#### • Physical/Health Disabilities Community of Practice Meeting

*Facilitated by Deb Williamson, Statewide Specialist for the areas of PI, OHD, and TBI*

Please feel free to drop in and join us.

#### • Teachers of Blind Visually Impaired Community of Practice Meeting

*Facilitated by Kristin Oien, Statewide Specialist for the areas of TBVI*

Please feel free to drop in and join us.

#### • AT Teams

*Facilitated by Kursten Dubbels MDE AT Specialist*

This meeting is for participating team members of the Minnesota AT Teams Project.

## Notes

7:30 a.m.

Registration Open

7:15-8:45 a.m.

Breakfast

8:45-10 a.m.

Welcome and

Keynote

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

Breakout Block B – 10:25-11:40 a.m.

### **B1. Low Tech Tools for Independence and Success (Make-N-Take)**



*Erin Friesen and Candy Meyer*

Attend this session to make low tech tools for student access, engagement and independence in educational environments. The session will focus on making several tools for academic and functional tasks. The participants will leave with many exciting low tech tools that can be individualized and used in the classroom the next day! **Limit 25 Participants. \$35 Materials Fee.**

### **B2. CVI and O&M**

*Dr. Christine Roman-Lantzy*

This session will cover content specific to Cortical Visual Impairment and Orientation and Mobility.

### **B3. Personalizing the keynote information-Making it work for you!**

*Dr. Heidi Hahn*

Dr. Hahn invites you to a follow-up conversation to learn more about how to increase your own level of engagement and satisfaction. Learn more about how to get more out of your work when you are already giving 100%.

### **B4. Writing for All: Assessment & Implementation Strategies for Students with the Most Significant Disabilities**

*Kelly Fonner and Scott Marfilus*

Classrooms supporting students with significant delays in writing ability and who barely make a mark on a page have been getting on the path to writing through the researched-based curriculums supported with assistive technologies. Whether starting in elementary, middle, or high school with students who are First Writers, guided lessons to teach why we write (not tracing), developing a desire for writing, teaches brainstorming, not just mechanics, can create a community of authors. Students supporting each other by talking to each other about what they have written on a weekly, sometimes daily basis! How's that for something new in your room? It's happening in First Author and Unique Learning classrooms!

### **B5. Nimble Responses to Everyday Barriers: A flexible team makes it look easy to support students with TBI.**

*Theresa Wallace and Megan Purfeerst*

Nimble organizations leverage technology, foster innovation and build creative alliances (Daryl Conner, 2016). Sound familiar? Apply these powerful attributes to intervention for students with TBI through committed administrative support, flexible teaming and familial collaboration. Inspiring success stories of students who overcame barriers and minimized limitations using “nimble” teams will show you how! Participants will: • Identify elements necessary for flexible and effective TBI programming by analyzing successful case studies; • Become aware of the interchangeable and interdependent roles of team members necessary for successful “nimble” teaming; • Evaluate the extent to which their organization is positioned to successfully implement a “nimble” model.

## **B6. Strengthening Self Advocacy through Student Led IEPs**

*Allana Walsh and Lindsay Tsakistos*

As a Chinese proverb states: “Tell me and I’ll forget, show me and I may remember, involve me and I’ll understand.” Student led IEPs involve students and parents in the educational process, leading to deeper understanding of their hopes, goals, and dreams for the future. Incorporating research, this session will focus on increasing student self determination, advocacy skills, and confidence by providing resources to engage students with a wide range of ability levels in their IEPs.

**Repeat of Session C6.**

## **B7. Did you use your Resources?**

*Scott Larson*

This presentation will share how DCD-MI/SLD Elementary students access the web throughout their day using a variety of apps on their personal device to support their Personal Learning curriculum. See how the students use technology as their primary resource. Learn how to use technology to organize student progress, collect data and provide support at an independent level. Examples of “flipped” curriculum is provided to demonstrate how technology is used as an independent assistant to the teacher and curriculum.

## **B8. SETTING the Stage for Collaborative Programming Planning**

*Kevin Anderson and Lowell Buysse*

In this session, participants will learn how to use a digital program planning tool, designed to guide collaborative lesson planning. Components of the SETT process will be described and examples of lessons created for primary and secondary settings will be presented. The digital program planning tool was designed to address student needs and adaptations in the areas of academics, communication, sensory, and motor ability. Assistive technology for computer access, selected using the digital programming tool, will be demonstrated by a secondary student with physical impairments.

## **B9. Understanding and Using Assistive Technology (AT) Research to Guide AT Decision Making**

*Penny Reed*

All special education professionals and parents are called upon to make decisions about the selection, application, and use of assistive technology (AT) through the IEP process. Federal law requires every IEP team to consider the need for AT. It also requires that all special education decisions be based on research to the extent possible. Who on your IEP team knows the research on AT or even where to find that research? This session will help participants understand where to find relevant research on AT and how to use it to improve their AT decision making.

## **B10. The True UDL Experience in the Special Education Classroom**

*Lori Warner and Monica Capra*

The goal of this session is to allow the participants an opportunity to experience UDL and the impact it could have on their classroom. The workshop environment will be transformed into a “flexible learning” classroom. Participants will be asked to experience this environment and activity as if they were a student with a disability through a role-playing scenario. The presenters will lead the “class” through a learning module as if they are the special education teacher with the goal of full class engagement and access. Instructional and assistive technology supports will be utilized to facilitate active participation and response from each student/participant. The workshop participants will gain an

understanding of strategies and tools that they can bring back to their classrooms as well as have a new perspective on the power of UDL using flexible learning systems. **Limit 15 Participants. Repeat of C10, E10 & F10.**

Lunch/Exhibit Interaction –

11:40 a.m. to 12:55 p.m.

General Session -

12:55 - 1:30

Breakout Block C – 1:55-3:15 p.m.

## **C1. Big Imaginations: Encouraging Early Literacy with UDL Tools (Make-N-Take)**



*Tina Hanson, Terri Rosen and Erika Thurston*

Developing literacy skills at an early age is crucial to becoming a motivated learner and good adult reader. But when a disability creates a barrier to early literacy, sometimes simply because of a lack of access, it can be hard to develop the necessary skills. Join us to explore Universal Design for Learning (UDL), how it relates to early literacy and practical strategies to make your classroom more inclusive for all children. Participants will adapt a board book using UDL principles and create a Do-It-Yourself phonics phone to support the diverse learning styles of their students. **Limit 30 Participants. \$25 Materials Fee.**

## **C2. CVI and Early Childhood & Literacy**

*Dr. Christine Roman-Lantzy*

This session will cover content specific to Cortical Visual Impairment and Early Childhood & Literacy.

## **C3. 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. Repeat of E4.

## **C4. AT for Early Childhood**

*Pam Moening, Katrina Salo-Bartz and Kursten Dubbels*

Introducing AT to our youngest learners can be challenging. We will teach you the laws and regulations that support AT and the family. We will then share how we implement AT for birth to three year olds and how we transition the child into a school based setting. Demonstrations of how utilizing and progressing AT allows the student to engage with their peers while also learning the curriculum will be shared. Finally, we will take a quick look at what UDL looks like for preschoolers and how technology can be used to support all students.

## C5. Behavior IS Communication

*Diane Gerads-Schmidt and Mary Watkins*

This session will address the complicated issues surrounding the challenging behaviors exhibited by students in the educational setting. From early childhood through transition programs, escalating behavior has been increasing in our schools. Our experiences in District 287, with children of all ages and cognitive abilities, have centered on examining the components that create the “reason” for the behavior and designing interventions that address those needs. Loss of special education supports and therapies as students age, or lack of assessments for students with poor attendance and academic performance, miss a prime opportunity for effective intervention. Our intent is to supply you with the information you need to tease out the reasons for a student’s behavior, design (and justify) educational supports/therapies and accurately measure the success of your interventions.

**Repeat of Session G5.**

## C6. Strengthening Self Advocacy through Student Led IEPs

*Allana Walsh and Lindsay Tsakistos*

As a Chinese proverb states: “Tell me and I’ll forget, show me and I may remember, involve me and I’ll understand.” Student led IEPs involve students and parents in the educational process, leading to deeper understanding of their hopes, goals, and dreams for the future. Incorporating research, this session will focus on increasing student self determination, advocacy skills, and confidence by providing resources to engage students with a wide range of ability levels in their IEPs. **Repeat of Session B6.**

## C7. Wear Your Words: Communication Accessibility in Schools

*Jennifer Erickson, Danielle Deschaine, Deanna Morrow and Dannel Friel*

Is your school accessible for students who have communication disabilities? Do students always have their primary communication modes available? How do your school staff support students who use augmentative and alternative communication modalities? If you’ve ever had these questions, come learn positive, engaging strategies for students and staff. We will discuss methods to support all students and staff including: the Wear Your Words campaign, the Communication Access symbol, incorporation of core word vocabulary, and additional strategies to support all school staff.

## C8. Don’t Forget Assistive Technology in the Transition Process

*Janet Peters and Nichole Krier*

This session will be a hands-on demonstration and discussion of Assistive Technology skills students in the transition process should strive toward as they work on transitioning from high school to post-secondary education or employment. Participants will gain knowledge of Toolkit for Transition to help support students and parents in the transition from the K-12 setting to Higher Ed. We will also explore the QIAT-PS Student Self-Evaluation Matrix, useful to both students struggling to manage AT in higher education settings and for K-12 programs to assist students in enhancing self-awareness and problem solving with AT for better transition outcomes.

## C9. Amazing Alexa Amplifying Academics

*Jennifer Mundl*

The Amazon Echo (Alexa) and the companion devices give students amazing powers for fact-finding, researching, mathematics, vocabulary and reading. Everywhere you look something exciting is happening with the Amazon Echo as it weaves itself into our society. This presentation will enlighten you and provide simple accommodations for your lesson plans. It does more than playing music by providing interesting and up to date materials to incorporate into every classroom or special education program. This device may be a homework helper as seeing it in the classroom will not be readily available. The session will introduce you to the difference between the three options: Amazon Echo, Amazon Tap and Amazon Dot. There now is Google Home for Android users. Topics being discussed are: exploring voice commands for education, investigating the Amazon Echo app, and discussing future trends.

## C10. The True UDL Experience in the Special Education Classroom

*Lori Warner and Monica Capra*

The goal of this session is to allow the participants an opportunity to experience UDL and the impact it could have on their classroom. The workshop environment will be transformed into a “flexible learning” classroom. Participants will be asked to experience this environment and activity as if they were a student with a disability through a role-playing scenario. The presenters will lead the “class” through a learning module as if they are the special education teacher with the goal of full class engagement and access. Instructional and assistive technology supports will be utilized to facilitate active participation and response from each student/participant. The workshop participants will gain an understanding of strategies and tools that they can bring back to their classrooms as well as have a new perspective on the power of UDL using flexible learning systems. **Limit 15 Participants. Repeat of B10, E10 & F10.**

## C11. Predictable Chart Writing for Emergent Literacy Intervention (Make-N-Take)

*Cathleen Pinkosky*

Does the student: Know most of the letters most of the time? Engage actively during shared reading? Have a means of communication and interaction? Understand that writing involves letters and words? We often hear of the Four Blocks model for conventional literacy intervention – Guided Reading, Self-Selected Reading, Writing, and Working with Words; however, if the answer to any of the above questions is “No”, there is an alternate model for emergent literacy intervention. During this session, we will focus on a multilevel activity for emergent literacy learners, Predictable Chart Writing, with opportunities for hands-on application of the process. **Limit 25 Participants. \$10 Materials Fee.**

Break – 3:15-3:30 p.m.

## Breakout Block D – 3:30-4:30 p.m.

### **D1. Little Bodies, Big Behaviors (Make-N-Take)**

*Mindy Schroeder*

Sometimes big, challenging behaviors come from our younger students and they need different supports than older students. We will learn and practice intervention techniques while we make some tools. While we all know there are no “magical solutions” we will begin to develop the building blocks for long-term success and skill building. **Limit 22 Participants. \$25 Materials Fee.**

### **D2. CVI and Social Skills**

*Dr. Christine Roman-Lantzy*

This session will cover content specific to Cortical Visual Impairment and Social Skills.

### **D3. Universal Core Vocabulary: It's About Access to Communication and Literacy**

*Barb Wollak*

Participants will learn about Project Core's research and resources. Attendees will learn about (1) assessing communication abilities (2) dispelling symbol myths and misconceptions (3) teaching and modeling core vocabulary in natural environments (4) embedding core vocabulary throughout the day and (5) incorporating universal core into instructional routines for students who need AAC (augmentative/alternative communication).

### **D4. Social Development Checklist Update**

*Sara Noble & Julie Macrae*

Social Development Checklist round table. This session will be focused on discussing the updated checklist and discussing how teachers are currently using the checklist and new ways to implement the checklist. We will also discuss samples of IEP goals and objectives with a social language focus. We'll also share ideas and activities teachers are currently creating to bring deaf/hard-of-hearing students together. And discussing new ideas for bringing students together across districts.

### **D5. Travel Training: Opening Doors to Independence**

*Allison Cacich*

The goal of the presentation is to educate participants about travel training and its importance in transition programming for youth with disabilities. Although the ADA mandates that public transportation is accessible to people with disabilities, it is critical for students to be offered structured opportunities to learn how to use public transit systems independently. The power of travel training lies in its ability to help individuals with disabilities thrive as active members of their community. We would like our participants to understand the skills taught in travel training, service delivery models, personnel qualified to provide instruction, and strategies to gain family support.

### **D6. The Evolving Role of Teachers of Student who are Deaf or Hard of Hearing - Developing a Professional Development Plan to match the Scope of Practice.**

*Anna Paulson and Becca Jackson*

IDEA has resulted in a shift in the educational setting for the majority of students with hearing loss, from schools for the deaf

to the general education classroom (Antia, Kreimeyer & Reed, 2010). The efficacy of itinerant services for students who are DHH has been questioned, given the relatively short amount of time itinerant teachers are typically able to spend with each student (Szymanski, Lutz, Shahan, & Gala, 2013). Luckner (1991) found that teachers are not adequately prepared to implement consultative models of service provision. The panel will discuss current research related to the role of teachers of students who are DHH; and guide the participants to developing a professional development plan to meet the new landscape for teaching students with hearing loss.

### **D7. Supporting All Students in a 1-1 iPad District**

*Rebecca Tetlie, Teresa Glass and Lois Beck*

How can schools provide differentiated supports to students with IEP needs in a 1:1 iPad school district? In St. Paul Public Schools, the Office of Specialized Services has worked closely with the Office of Teaching and Learning and the Information Technology Department to help students be able to personalize their learning with the iPad's accessible features and specialized apps to meet IEP needs. Come to learn about how staff find and request paid apps to meet individual student needs, how some AAC trials are offered, and how these supports can be written into the IEP.

### **D8. Putting It To The Task**

*Mary Christeson, Jane Kloeckl, Katie Hendrickson and Lisa Eischens*

Have you ever had a challenge and wondered “Where do I start with programming, how do I start creating a program, and what steps are needed to make a successful program?” Setting up a program for ASD, DCD, ADHD, and behavioral students is a challenge. We put together a program for students that incorporated academics (reading, writing, math), fine motor, gross motor, sensory, social skills, positive behavioral skills, and communication that has been successful and we will share hands-on examples with you. Our special education program has made a difference with our students in creating a smooth transition into their general education setting.

### **D9. Ideas on using VR and G Suite in the UDL Classroom**

*Kevin Keller and Janet Peters*

There is so much more to the G Suite of apps and other tools. We will explore how to use your phone to create 360° images to introduce students to new buildings using Google Cardboard. We will discuss how to write and create your own adventure story with Google Forms and will show you some great features now available in Google Docs and Slides.

### **D10. No Tech, Low Tech, & High Tech Incorporation into the Classroom**

*Mary Alice Buettner and Jaynie Halvorson*

Have you ever wondered, “What is this crazy thing called assistive technology?” Well, by the end of this session you will gain an understanding of what assistive tech is, have a visual of the various types, and uncover the logic behind AT use. With occasional crowd participation we will illustrate its use while also covering various methods of distribution for AT in a school setting and teacher/paraprofessional incorporation. You will walk away from this session with a handout of resources including various AT devices and apps that you can actually use!



## 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

## Please join us to learn more about: n2y and Unique Learning System

This session will look at the standards-based curriculum for students with significant disabilities and how the materials can assist students in making gains with their educational goals. Information will be shared on how to access a 30 day trail on Unique Learning System, News-2-You, and Symbolstix PRIME. Facilitated by Scott Marfilius.

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. ECSE Hacks (Make-N-Take)**

*Mindy Pazen, Catie Butcher and Lea Yager*

The goal of this Make—N-Take is to demonstrate and provide participants with activities and ideas on using ordinary materials in extraordinary ways. Participants will leave with ideas on how to engage students at all ability levels as well as how to incorporate good teaching techniques that meet their individual needs while supporting all areas of development. The target audience of this session is B-5 early childhood educators. **Limit 30 Participants. \$30 Materials Fee.**

#### **E2. Have I got a story for you!**

*Blake Plankers, Elizabeth Plankers and MariBeth Plankers*

Narrative language is a critical component in determining academic achievement and proficiency as early as age five for future reading and comprehension. The use of narrative language supports cognitive, social, and academic skills across a variety of settings. Learn about the power of narrative language and its influence on thinking, social development, literacy, and success in school. Explore and participate with hands on informative assessment and intervention tools that model Universal Design for Learning.

#### **E3. Sustainability in AT Leadership**

*Joan Breslin Larson and Diana Carl*

The use of the Quality Indicators for Assistive Technology (QIAT) are a proven tool to identify what practices in assistive technology (AT) need to occur to improve services to students with disabilities. The QIAT indicator areas of consideration, evaluation, documentation in the IEP, implementation, evaluation of effectiveness, supports for transition, administrative supports and professional development are known to be critical components and key indicators of successful practice in AT in educational settings. Through the work of the National Implementation Research Network (NIRN) hosted at the University of North Carolina, Chapel Hill, supports are provided to develop and implement change strategies utilizing the science of implementation. These strategies are critical in helping an AT Implementation Team identify what change needs to occur to improve practice, and the strategies to explore, install, implement, and sustain practices over time. Through concrete and definable stages, teams are able to map a course for change, develop critical supports, implement change strategies, and measure success. Combining the work of QIAT and the appropriate supports from the NIRN, focus will be placed on the five stages of implementation, strategies to identify what stage a team is in, strategies to identify necessary drivers for change, including leadership, capacity and organizational drivers; and perhaps most importantly, strategies to measure the capacity of an organization to engage in and support change in practice. Examples will be provided of teams who have combined the use of QIAT and science of implementation in a way that supports sustainable changes in practice for schools and districts.

#### **E4. 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. **Repeat of C3.**

#### **E5. Word Splash! An Interactive Vocabulary Strategy (Make-N-Take)**

*Cathy Pinkosky*

Research tells us typical students need to encounter a word at least 15 times in order for it to become part of their vocabulary. We can all agree that most students with special needs require even more structured and purposeful encounters. “Word Splash” supports student access using a strategy that lends itself to quick daily exposure to vocabulary, and offers opportunities for extension activities. This session will focus on sight words and content vocabulary, so please bring 10 vocabulary words and a device that can access PowerPoint to create your own “Word Splash!” **Limit 30 Participants. \$10 Materials Fee.**

## E6. Person-Centered Thinking: Balancing What is “Important To” & “Important For” Our Students

*Garrett Petrie*

Learn about Person-Centered Thinking (PCT), a two-day interactive training for acquiring and practicing effective person-centered skills to discover and balance what is “important to” and what is “important for” people, including students of all ages. PCT addresses issues of health and safety from a variety of perspectives, while empowering people like our students to increase their control and input. This is an opportunity to look at specific tools that support practices to help our students get great lives, not just great paperwork. You will also be connected with information about how PCT will begin to be implemented in Minnesota schools.

## E7. Veni, Vidi, Egi: I Came, I Saw, I Built

*Mike Meyers*

Meeting the needs of students who require something other than an “off the shelf” answer by providing custom solutions and saving thousands of dollars is what this presentation is all about. Come see what we have designed, built and refined during the 30 years our program has existed, all by tapping the skills of volunteers and therapists who work together in this unique, national award-winning program. Unthrowable iPad mounts, bowling ball launchers, compression vests, easels, standing desks, foot fidgets, wheelchair trays, custom seating systems, standers, DAPE equipment, adult size sit-n-spins, switches, mounting arms, tactile symbols, and much more! Participants will gain knowledge on how to beat “the system”.

## E8. Making Universal Supports Universal: Toward Positive Behavioral Interventions and Supports for All Students

*Aaron Barnes and Maci Spica*

This session will provide a description of common barriers facing staff and students with disabilities as we work to implement positive behavior supports and demonstrate examples of how these barriers may be addressed. Special attention will be given to Universal (Tier I) Positive Behavioral Interventions and Supports (PBIS), where the word “universal” is often used but the risk of some supports failing to reach ALL students can, at times, loom large. Prior knowledge of PBIS is not required. All those interested in the application of UDL to expand the impact and utility of behavior supports are encouraged to attend.

## E9. The Age of Innovation: The Impact of Media Barriers on Instructional Access

*Taylor Thomas*

Attend this session to learn about accessibility in the classroom through closed captioning. Attendees will be able to explain why closed captioning is a vital accommodation for learners with hearing loss (and English Language Learners) and will be provided resources and simulations for inservicing general education teachers and administrators. Attendees will learn various ways to make educational media accessible to students who are deaf/hard of hearing by learning how to add captions to YouTube videos using the auto-generated captions already provided by YouTube. Additionally, attendees will be shown how to add captions using Camtasia.

## E10. The True UDL Experience in the Special Education Classroom

*Lori Warner and Monica Capra*

The goal of this session is to allow the participants an opportunity to experience UDL and the impact it could have on their classroom. The workshop environment will be transformed into a “flexible learning” classroom. Participants will be asked to experience this environment and activity as if they were a student with a disability through a role-playing scenario. The presenters will lead the “class” through a learning module as if they are the special education teacher with the goal of full class engagement and access. Instructional and assistive technology supports will be utilized to facilitate active participation and response from each student/participant. The workshop participants will gain an understanding of strategies and tools that they can bring back to their classrooms as well as have a new perspective on the power of UDL using flexible learning systems. **Limit 15 Participants. Repeat of B10, C10 & F10.**

Break – 9:30-10 a.m.

Breakout Block F – 10-11:30 a.m.

## F1. Communicating with Core Words (Make-N-Take)

*Beth Johnson, Kelly Carlson and Kristine Dooley*

Participants will learn the rationale for using core words in augmentative communication. The core words focused on will be high frequency words used to produce many functional requests, statements, and questions when communicating across settings (e.g., educational, community, home, work, etc.). Using core word boards will increase consistency and generalization of communication skills to improve learning, achievement, and communication. Participants will also make several low tech core word materials for use with students as well as three language kits containing motivating activities and core word boards to use in the classroom and speech settings to practice use of augmentative communication. Note: The content and activities made will be very similar to our session last year. **Limit 30 Participants. \$30 Materials Fee.**

## F2. Write On!

*MariBeth Plankers*

Let’s make writing fun for all students. Learn about engaging writing tools and strategies that motivate students to take part in writing opportunities. Gain knowledge about informal assessment and data tools that measure written language. Consider a variety of ways to represent written language, based on the learner’s preference. Become an “Expert Learner” using Universal Design for Learning to make writing a positive experience!

### **F3. Therapeutic Insight to Incorporating the Power of Literacy Theme Books to Help Children Achieve Academic Success**

*Tami Hellewell and Carrie Kesteloot*

Participants will be able to apply a multi-sensory approach while incorporating literacy theme books to help children gain skills in the areas of visual motor, visual perception, gross motor, fine motor, and body awareness. More specifically, these skills will include handwriting, eye-hand coordination, sequential memory, balance, auditory memory, and laterality skills. **Repeat of Session G3.**

### **F4. Supporting Sexual Health for People with Disabilities**

*Katie Thune and Anna Hayek*

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 with staff (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 a few activities that they can use with their students.

### **F5. Nifty Thrifty Fifty Word Splash: Making a Splash with Prefixes, Roots, and Suffixes (Make-N-Take)**

*Cathy Pinkosky*

The Nifty Thrifty Fifty "Word Splash" will focus on supporting student vocabulary development through prefix/root/suffix word work. Research tells us typical students need to encounter a word at least 15 times in order for it to become part of their vocabulary. We can all agree that most students with special needs require even more structured and purposeful encounters. Incorporating the Nifty Thrifty Fifty words into a Word Splash with extension activities provides quick, daily, structured exposure to vocabulary. Please bring a device that can access PowerPoint to begin creating your own Nifty Thrifty Fifty "Word Splash!" **Limit 30 Participants. \$25 Materials Fee.**

### **F6. Can You HEAR IT?**

*Pandy King-Henke and Laura Watkins*

Participants will be able: to walk away with ideas to create their own form of organizing deaf and hard-of-hearing student auditory information, to have access to educational handouts, and be given tools to provide deaf and hard-of-hearing students with increased awareness of their hearing needs for self advocacy. After viewing a PowerPoint on how we created our auditory organizational tools, the participants will meet the goals as stated above, as well as have a hands-on experience.

### **F7. Implementing AAC ALL DAY LONG**

*Dee Adix, Cathy Bengtson, Rachelle Friesen and Mary Baumann-Spooner*

AAC is a complex area of assistive technology that requires a team approach to make sure a student is successful with using their communication system. Come meet the ACCESS (Augmentative Communication Coaching to Enhance Student Success) SLPs from the St. Cloud Area School District and learn about our indirect service model that includes coaching techniques to ensure everyone on the student's team (teachers, paras and caregivers) know how to use and implement an AAC system ALL DAY LONG. Learn about our ACCESS Team approach to problem solving AAC systems for students with complex communication needs. Find out how to identify communication functions and routines to increase your student's communication skills beyond just requesting. Come see actual examples of success stories in our district and find out how we have overcome many barriers that arise when trying to implement an AAC system. **Repeat of Session G2.**

### **F8. SWIS.org: A Decision-Making Tool to Prevent Challenging Behaviors & Identify Student Needs**

*Garrett Petrie*

Come learn how to quickly and effectively problem solve student behavioral challenges with the School-Wide Information System (SWIS) online tool. In our session, you will learn how to create reports that show school-wide or program-wide behavior patterns. You will be able answer these questions: How often are problem behaviors occurring? What problem behaviors occur most frequently? Where are problem behaviors most likely to occur? When are problem behaviors most likely to occur? Which students are struggling and how much are they struggling? Demo available at <https://app.swis.org>.

### **F9. Video Games: Obstruction or Asset?**

*Blake Plankers*

Our students' engagement with video games can be viewed as a fruitless perseverance; however, the enthusiasm video games evoke can be harnessed for productive, educational purposes. Participants will gain strategies to differentiate instruction using video games to improve students' expressive/receptive communication, engagement in academic core subjects, transition/life skills, and social/emotional intelligence. Exploration of how principles of video game design can apply to the creation of student-centered positive behavior support plans will also be included. **Repeat of Session G9.**

### **F10. The True UDL Experience in the Special Education Classroom**

*Lori Warner and Monica Capra*

The goal of this session is to allow the participants an opportunity to experience UDL and the impact it could have on their classroom. The workshop environment will be transformed into a "flexible learning" classroom. Participants will be asked to experience this environment and activity as if they were a student with a disability through a role-playing scenario. The presenters will lead the "class" through a learning module as if they are the special education teacher with the goal of full class engagement and access. Instructional and assistive technology supports will be utilized to facilitate active participation and response from each student/participant. The workshop participants will gain an understanding of strategies and tools that they can bring back to their classrooms as well as have a new perspective on the power of UDL using flexible learning systems. **Limit 15 Participants. Repeat of B10, C10 & E10.**

Break – 11:30-11:50 a.m.

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

## G1. Generate, Create, Make and Take: Super Supports for Super Kids! (Make-N-Take)

*Marcy Szarkowski and Connie Lillejord*

Participants will be provided with the materials and time to create as many tools as they can during this session. While several examples and ideas will be provided, each participant will decide what they want to create to meet their own needs. Each participant will leave the session with COMPLETED projects that can be implemented right away. Make and Take tools to increase performance and success in the following areas will be covered: sensory and visual supports. 1. The learner will gain a better understanding of visual supports, their uses in multiple environments, and the varied components that are required for proper development and implementation. 2. Participants will gain an understanding of sensory systems and how a student needs to learn to calm themselves in their environments, so they are ready to learn. 3. Participants will learn how to create sensory items from items found in the home or in their local stores that can be used at school or in the home. 4. The learner will gain a working knowledge of various web resources to be used in the classroom, therapeutic, and home setting. 5. The learner will generate and create a minimum of 3-5 tools to support their students/child's learning needs. **Limit 30 Participants. \$25 Materials Fee.**

## G2. Implementing AAC ALL DAY LONG

*Dee Adix, Cathy Bengtson, Rachelle Friesen and Mary Baumann-Spooner*

AAC is a complex area of assistive technology that requires a team approach to make sure a student is successful with using their communication system. Come meet the ACCESS (Augmentative Communication Coaching to Enhance Student Success) SLPs from the St. Cloud Area School District and learn about our indirect service model that includes coaching techniques to ensure everyone on the student's team (teachers, paras and caregivers) know how to use and implement an AAC system ALL DAY LONG. Learn about our ACCESS Team approach to problem solving AAC systems for student's with complex communication needs. Find out how to identify communication functions and routines to increase your student's communication skills beyond just requesting. Come see actual examples of success stories in our district and find out how we have overcome many barriers that arise when trying to implement an AAC system. **Repeat of Session F7.**

## G3. Therapeutic Insight to Incorporating the Power of Literacy Theme Books to Help Children Achieve Academic Success

*Tami Hellewell and Carrie Kesteloot*

Participants will be able to apply a multi-sensory approach while incorporating literacy theme books to help children gain skills in the areas of visual motor, visual perception, gross motor, fine motor, and body awareness. More specifically, these skills will include handwriting, eye-hand coordination, sequential memory, balance, auditory memory, and laterality skills. **Repeat of Session F3.**

## G4. MN AEM Best Practices Pilot Project Update

*Diana Carl, Kristin Oien and Kursten Dubbels*

This session will include: • What are AEM and methods of delivery • Why provide AEM • Who needs AEM • Resources for determining appropriate AEM • Acquiring AEM Information about the MN AEM Best Practices pilot sites will be discussed, including model practices and resources.

## G5. Does the Shoe Fit?

*Berni Ester*

Do the supports you put in place for students best and most efficiently meet their global needs given the available technology and expectations in their classes? Compare supports for reading, writing, note taking, math, social/behavioral interaction and organization feature by feature across platforms (computer, tablet, Chromebook). Learn how students can build an integrated system of supports that helps them put their best foot forward using a 'shoe' that really fits them. All participants will receive a categorized list of resources with a comparison of their features on specific technology tools.

## G6. Person Centered Planning and Interagency Coordination

*Sue Benolken, Wendy Berghorst, Bekah Kaufenberg-Satre and Alyssa Klein*

Interagency coordination is a powerful strategy to improve outcomes for students. Essential components include: Interagency coordinated practices, person-centered concepts & practices and facilitated IEP process/product. Participants will learn about the coordinated interagency practices field test and will gain an understanding of the interagency, facilitated, person centered strategies use in the field test as well as the results to date.

## G7. Behavior IS Communication

*Diane Gerads-Schmidt*

This session will address the complicated issues surrounding the challenging behaviors exhibited by students in the educational setting. From early childhood through transition programs, escalating behavior has been increasing in our schools. Our experiences in District 287, with children of all ages, and cognitive abilities, have centered on examining the components that create the "reason" for the behavior and designing interventions that address those needs. Loss of special education supports and therapies as students age, or lack of assessments for students with poor attendance and academic performance, miss a prime opportunity for effective intervention. Our intent is to supply you with the information you need to tease out the reasons for a student's behavior, design (and justify) educational supports/therapies and accurately measure the success of your interventions. **Repeat of Session C5.**

## G8. Success in Life through Self-Management: Teaching Students to Manage Their Learning and Behavior

*Michele Glynn and Kathy Healy*

Self management interventions help students learn to independently regulate their behaviors and act appropriately in a variety of home, school and community situations. Self-management interventions can be used to target skills in all domains including language/communication, social, behavioral and adaptive. Self-management is not only an evidenced-based intervention, but also a foundational skill that impacts learner's abilities to develop a variety of other skills. Importantly, the ability to utilize self management techniques increases student independence and reduces student over reliance on adult supports. Participants will be provided examples and step by step procedures to implement this intervention with students.

## G9. Video Games: Obstruction or Asset?

*Blake Plankers*

Our students' engagement with video games can be viewed as a fruitless perseverance; however, the enthusiasm video games evoke can be harnessed for productive, educational purposes. Participants will gain strategies to differentiate instruction using video games to improve students' expressive/receptive communication, engagement in academic core subjects, transition/life skills, and social/emotional intelligence. Exploration of how principles of video game design can apply to the creation of student-centered positive behavior support plans will also be included. **Repeat of Session F9.**

Closing Program and Meal – 1:15-2:30 p.m.

# Presenters

## Aaron Barnes

Aaron Barnes is an Education Specialist at MDE. His work focuses primarily on training, coaching and supporting the implementation of Positive Behavioral Interventions and Supports (PBIS) and other function-based supports for school systems, groups, and individual students. He obtained his doctorate at the University of Oregon.

## 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 Cacich

Allison Cacich graduated from Northern Illinois University with a M.S.Ed. in Visual Impairments and Orientation & Mobility (O&M). She has been working as a Teacher for the Blind/Visually Impaired and Certified O&M Specialist for five years in Minnesota. Currently, she is employed as an O&M/Travel Instructor for St. Paul Public Schools.

## Alyssa Klein

Alyssa Klein, Transition Specialist Minnesota Department of Employment and Economic Development (DEED), Vocational Rehabilitation Services (VRS), Alyssa has worked for Vocational Rehabilitation Services for 20 years. She began her tenure as a career guidance counselor for youth and adults with disabilities and currently serves as the statewide transition specialist. Her primary interest is to see that all youth have the information, opportunities and supports needed to explore, prepare for and be successful in careers.

## Anna Hayek

Anna Hayek has been practicing yoga for 14 years and teaching yoga to adults and children for three years. After spending seven years teaching English Language Learners in schools in the Apple Valley/Eagan/Rosemount School District, she embarked on a new

adventure by taking a two year 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 Paulson

Anna Paulson is a licensed teacher in the areas of Deaf/Hard of Hearing and Elementary Education with a certification in Early Childhood Education. She works for the Commission for Deaf, Deaf Blind and Hard of Hearing Minnesotans as the Coordinator of Educational Advancements and Partnerships. Anna's role within the commission is to coordinate the priorities and initiatives of the 50 stakeholders who participate in the Minnesota Collaborative Plan. The purpose of the Collaborative Plan is to improve educational outcomes so that each student, upon graduation, is prepared to enter the adult workforce or continue his/her education and be a productive member of the community. Prior to joining the commission, Anna was an Educational Specialist at the University of Minnesota; Department of Educational Psychology in the teacher preparation program for Deaf/Hard of Hearing education

## Barb Wollak

Barb Wollak teaches "Effective Literacy Instruction for Students with Moderate to Severe Disabilities" at the University of St. Thomas and is the coordinator of the Literacy Session at Camp Friendship. Barb is an SLP and has worked over 30 years in the public schools.

## Becca Jackson

Becca Jackson is the Special Education Workforce Specialist at MDE. She began her career as a Deaf Education classroom teacher. She is licensed in Deaf Education and Special Education, and is certified in early childhood Montessori. She has taught in teacher preparation programs for both Deaf Education and Special Education, and has conducted research in topics related to language acquisition, special education services, and disability employment.

## Bekah Kaufenberg-Satre

Bekah Kaufenberg-Satre is a Disability and Employment Policy Consultant with the Minnesota Department of Human Services, Disability Services Division. With a background in policy and advocacy, Ms. Kaufenberg-Satre's work focuses on increasing interagency coordination at the state and local level, increasing competitive employment for people with disabilities and successful transitions to adulthood for Minnesota's youth with disabilities.

## Berni Ester

Berni Ester is an Augmentative Communication/Assistive Technology Specialist and Coordinator for Special Education Staff Development with the Forest Lake Schools. She has over 40 years of experience in special education and over 20 years in assistive technology.

## Beth Johnson

Beth Johnson has been a Speech Language Pathologist in the Osseo School District for 23 years; the last four years have been as an AAC Consultant working with elementary schools. She is currently participating in Year 3 of the Minnesota Department of Education AT Teams Project with the Osseo team.

## Blake Plankers

Blake Plankers has worked with individuals with ASD in several capacities over the past ten years. He is currently serving as the Autism Consultant for the Moorhead School District. He designed a program titled, Strategies for Interpersonal and Academic Success, which seeks to holistically meet the needs of secondary students on the spectrum. Prior to that, his experiences have included working as a paraprofessional, camp counselor, job coach, and funky drummer! He currently holds a master's degree in special education and strives to maintain a learner's mind in all endeavors.

## Candy Meyer

Candy Meyer is an occupational therapist in the South Washington County Schools and has worked with educational teams and students from pre-school to transition age.

# Presenters

## Carrie Kesteloot

Carrie Kesteloot is a Certified Occupational Therapy Assistant who has worked with children for over 16 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 Bengtson

Cathy Bengtson is an ACCESS SLP with the Saint Cloud Area School District. She works with students that are homebound, elementary and transition age needing augmentative/alternative communication systems.

## 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.

## Catie Butcher

Catie Butcher has been an ECSE Teacher for the Anoka-Hennepin School District for the past ten years and is currently working in the B-3 Early Intervention program. Previous to that, she taught ECSE in Kansas for eight years, as well as working with Head Start. Catie also has served as the director and coach for the Special Olympics program in Ames, IA.

## Christine Roman-Lantzy, Ph.D.

Christine Roman was raised in Michigan and received degrees in Elementary Education and Special Education/Visual Impairment at Michigan State University. She worked as an itinerant teacher of the visually impaired in the greater Pittsburgh, Pennsylvania area for 17 years prior to becoming a Research Assistant in the Vision Studies Program at the University of Pittsburgh. While at Pitt, she completed studies in Orientation & Mobility and received a Master's Degree in Medically Fragile/High Risk Infants.

Her doctoral studies were also completed at Pitt where she completed a Ph.D. in 1996; her dissertation, Validation

of an Interview Instrument to Identify Behaviors Characteristic of Cortical Visual Impairment (CVI) in Infants revealed that caregivers of infants can reliably report regarding the presence or absence of the characteristics of CVI.

Dr. Roman is the Director of The Pediatric View Program at The Western Pennsylvania Hospital in Pittsburgh, PA and serves as Project Leader of the CVI Project at The American Printing House for the Blind in Louisville, KY.

She has lectured extensively regarding the CVI educational materials she has developed. These materials include: The CVI Range an assessment of functional vision, and The CVI Resolution Chart & CVI/O&M Resolution Chart used to plot and monitor progress both of which will be available in a book in press (working title, CVI: Identification, Assessment & Intervention) with The American Foundation for the Blind.

## Connie Lillejord

Connie Lillejord, MOT, OTR/L, ATP is an occupational therapist. She has worked in the field of pediatrics for the past 30 years. She is currently employed at the Anne Carlsen Center where she served as Director of Therapy for 16 years and is now currently working in their Ideation Center providing internal and external trainings and works in Autism Diagnostic clinics across the state. Her interests and trainings have included: Adapting a Child's Play Environment, Developing Handwriting and Fine Motor Skills and Sensory Strategies for Learning. She completed her undergraduate work at the University of St. Catherine in St. Paul and received her Master's degree from the University of North Dakota. In addition, she has a graduate certificate in Assistive Technology from Northern Arizona University. At home, Connie and her husband have been licensed foster parents to over 20 children, for the past 15 years, and enjoys the rewards and challenges of that. Connie is a certified ATP (Assistive Technology Professional) through RESNA.

## Danielle Deschaine

Danielle Deschaine is a speech language pathologist at Bridge View School in Saint Paul, Minnesota. She has been working in the field of augmentative and alternative communication for eight years.

## Dannel Friel

Dannel Friel is an Assistive Technology Specialist with many years' experience in assessment, selection, and use of AAC/SGD's. She is currently the Tobii Dynavox consultant for northern Minnesota.

## Deanna Morrow

Deanna Morrow is a speech-language pathologist at Focus Beyond Transition Services in St. Paul, MN. Deanna has 30 years of experience with AAC and has published research and presented at professional conferences in the USA, Canada, and China. Deanna is passionate about providing people with the skills and tools they need to "Speak Up"

## Dee Adix

Dee Adix is an ACCESS SLP with the Saint Cloud Area School District. She works with students that are elementary and middle school age needing augmentative/alternative communication systems.

## Diana Foster Carl

Diana Foster Carl, M.A., L.S.S.P., has more than 35 years of experience in various capacities in public education and in leadership roles in national, statewide and regional organizations. Carl is a former Director of Special Education Services at Region 4 Education Service Center and lead facilitator of the Texas Assistive Technology Network (TATN). Currently she contracts with CAST as the Special Projects Coordinator for the National Center on Accessible Educational Materials, serves as Leadership Strand Advisor for the ATIA Conference, and, as a founding member of the Quality Indicators for Assistive Technology (QIAT), serves on the QIAT Leadership Team.

## Diane Gerads-Schmidt

Diane Gerads-Schmidt has been a Speech Language Pathologist for District 287 for over 25 years. Diane's current passion is advocating for students with significant behavioral challenges whether they are verbal or non-verbal. She particularly enjoys spending time teaching students the skills needed to negotiate, argue and refuse... some of her favorite communication intentions as well :)

# Presenters

## Dr. Heidi M. Hahn

Dr. Hahn is currently serving as the Director of Special Education for the Paul Bunyan Education Cooperative located in Brainerd, Minnesota. Previous to being the Director, she served as the Assistant Director of Special Education in charge of Brainerd Public Schools. Dr. Hahn has recently completed her 23rd year in the Brainerd Public Schools system and she has worked in the elementary, high school and alternative education settings throughout her tenure.

Dr. Hahn completed her doctoral work at St. Cloud State University in Education Administration and Leadership. Dr. Hahn's doctoral research focused on Principal Practices and their Impact on Teacher Job Satisfaction. The premise - "The quality of the education system is only as good as the quality of its employees" (Fullen, 2008) continues to be the focus and drive for Dr. Hahn's daily professional work and research.

Dr. Hahn earned her Bachelor's and Master's degrees in Education, Health and Human development from Montana State University. She is currently serving as an adjunct faculty member at St. Cloud State University in the Education Administration program.

Dr. Hahn is the 2014 Recipient of the Richard Green Scholar award for her doctoral research in the area of leadership practices and their impact on job satisfaction. In addition, she was most recently awarded the 2015 Minnesota New Leader in Special Education Award for exemplary leadership and service and Dr. Hahn was named the 2015 Brainerd Educator of the Year.

Dr. Hahn lives in Baxter, Minnesota with her 14-year-old daughter Kamery. In her downtime she enjoys running and the recreation of the Brainerd Lakes Area.

"I love my job because of the people I get to work with and support. They are amazing, and they impact and change the lives of our students daily!"

## Elizabeth Plankers

Elizabeth Plankers is in her third year as a Speech Language Pathologist for Moorhead Public Schools. She is currently working at the Probstfield Kindergarten Center with Kindergarteners! Aside from being an expert shoe tie-r, nose tidy upper, and milk carton opener, Elizabeth strives to provide engaging speech-language services to children with a variety of disorders. Prior to becoming a Speech

Language Pathologist, Elizabeth acquired her joy of working with young children while she worked as a swim instructor at Dragon Swim School for over seven years.

## Erika Thurston

Erika Thurston is an Assistive Technology Specialist in the Simon Technology Center and coordinates the assistive technology Lending Library. She also conducts assistive technology consultations, in-services and workshops on a variety of topics. Erika graduated from the College of Saint Benedict and Saint John's University with a Bachelor of Arts in Sociology. Her background includes teaching English to native Spanish speakers and working as a PCA for children and adults with disabilities.

## Erin Friesen

Erin Friesen is an occupational therapist in the South Washington County Schools and has worked with educational teams and students from pre-school to transition age.

## Garrett Petrie

Garrett Petrie taught and supported students with developmental disabilities in their classrooms as a special education teacher and PBIS coach in Minneapolis before becoming an Education Specialist at the Minnesota Department of Education for students with Developmental Cognitive Disabilities, with a focus on alternate assessment, standards-based instruction, PBIS and Active Implementation.

## Jane Kloeckl

Jane Kloeckl has worked in the Glencoe-Silver Lake School District as an Educational Speech and Language Pathologist and also has her Elementary Education degree. She has worked closely with her co-workers in developing this program and is excited to present this program to those in attendance.

## Janet Peters

Janet Peters is the Project Coordinator on Educational and Assistive Technology with the Great Lakes ADA Center. Janet has 20 years of experience and knowledge in the area of technology for people with disabilities. She has worked extensively with transition teams and higher education institutions to improve service delivery of assistive technology. She is the creator and developer of Punch-In a self-directed

employment resource for young adults with disabilities. Janet also codirects, with the Southwest ADA Center, the Quality Indicators for Assistive Technology in Post Secondary (QIAT-PS) project which provides tools and training for students and campuses to improve assistive technology service delivery.

## Jennifer Erickson

Jennifer Erickson is a speech-language pathologist at Bridge View School in Saint Paul, MN. Jennifer has been working with students who use augmentative and alternative communication modalities for seven years.

## Jessalyn Akerman Frank

Jessalyn Akerman Frank, M.Ed, ACC, RYT holds a Bachelor's Degree in Communications and a minor in Criminology from Gallaudet University, and a Master's in Special Education with a focus on Deaf/Hard of Hearing from the University of Minnesota. She is also a recent graduate of the Life Coach Program through Cross Road Solutions. Jessalyn is a former director of a non-profit organization where she oversaw the Deaf Domestic Violence program and was a Deaf and Legal Advocate for 10 years. She has many years of experience working in bullying prevention with children and families. She currently works with the Commission for Deaf, DeafBlind, and Hard of Hearing as a consultant, and also teaches at North High School in Saint Paul. In her free time, she teaches Deaf Yoga and spends time with her wife, Lys, three boys, Sam, AJ, and Ben, and their two dogs.

## Joan Breslin Larson

Joan Breslin Larson, M.Ed. Joan is the supervisor for low incidence disabilities at the Minnesota Department of Education. She has worked in AT for over 20 years as an independent consultant, in a school setting and at the state education agency. She lives in Minnesota, and is the parent of three adult children, one of whom had an IEP. Joan is a member of the QIAT Leadership Team, a recipient of a lifetime achievement award in excellence in assistive technology from the Governor of Minnesota, and a frequent presenter on systems change in assistive technology.

# Presenters

## Kathy Healy

Kathy Healy is a District Program Facilitator in Special Education from Minneapolis Public Schools, where she has worked for 17 years. She has presented and coached teachers and para-professionals on the use of Evidenced Based Practices to improve student outcomes. Kathy also teaches and coordinates the Developmental Adapted Physical Education program at the University of Minnesota.

## Katie Hendrickson

Katie Hendrickson is an Occupational Therapist in the Glencoe-Silver School District with a Bachelor's Degree in Occupational Therapy and has worked as an Occupational Therapist for 13 years in an educational setting. Katie has been an Occupational Therapist for 30 years and graduated from the University of Minnesota. She is currently employed by the Southwest West Central Service Cooperative.

## 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. In her 12 years working as a school teacher in Saint Paul Public Schools, her most rewarding work was helping children reach their fullest potential, whether helping a child join Special Olympics or teaching a student mindfulness techniques to use at home. 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 on the topics of healthy relationships and sexuality education, incorporating mindfulness activities and yoga.

## Katrina Salo-Bartz

Katrina Salo-Bartz is a Registered and Licensed Occupational Therapist who received her Master of Occupational Therapy in 2011 from St. Catherine University. Katrina has been working with children of various ages and abilities in multiple settings (private practice, in home

and school) since graduating. She enjoys working with children of all ages and helping them to achieve their goals and reach their fullest potential.

## Kelly Carlson

Kelly Carlson has been a Speech Language Pathologist in the Osseo School District for seven years; the last four years have been as an AAC Consultant working with secondary schools. She is currently participating in Year 3 of the Minnesota Department of Education AT Teams Project with the Osseo team.

## 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 and families in 48 states and internationally on AT, augmentative communication, computer access and electronic literacy.

## Kevin Anderson

Kevin Anderson is an occupational therapist and teacher of physical impairments. Having worked in Moorhead Public Schools for the past 27 years, Kevin has provided assistive technology consultation for students of all ages and disabilities. Kevin also works as an adjunct professor of special education and provides private therapy for young adults with disabilities in their homes and community.

## 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.

## Kristine Dooley

Kristine Dooley has been an Occupational Therapist in the Osseo School District for 16 years; the last eight years have been as the Assistive Technology Consultant for the district. She is currently participating in Year 3 of the Minnesota Department of Education AT Teams Project with the Osseo team.

## 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.

## Laura Watkins

Laura Watkins completed her schooling at MacMurray College in Jacksonville, Illinois. Laura has taught Deaf/Hard of Hearing Students in several states including; Texas, Louisiana, Illinois, Michigan, Wisconsin and currently Mrs. Watkins is an itinerant teacher in Minnesota. Throughout her 20 years of teaching experiences, she began a Deaf/Hard of Hearing Pre-School in Illinois and has worked at all grade and ability levels. Laura truly enjoys working with the birth to three children and their families, helping them to establish an understanding of Deafness and showing them how successful their kids will be! Laura is married and has three children. She enjoys knitting, camping and spending time outdoors.

## Lea Yager

Lea Yager is an ECSE Teacher for the ECSE Program with the Anoka-Hennepin School District. She currently serves the role of Developmental Delay Consultant for students in kindergarten and 1st grade settings. Previous to the DD position, she was a 3-5 centerbase teacher. Lea has been working in AH for 25 years.

## Lindsay Tsakistos

Lindsay Tsakistos is a Physical/Health Disabilities teacher for Minneapolis Public Schools and an adjunct instructor in the Education Department at Augsburg College. Lindsay is passionate about supporting schools with creating inclusive environments. She is currently the leader of the Universal Design for Learning (UDL) committee in Minneapolis.

# Presenters

## Lisa Eischens

Lisa Eischens is currently a paraprofessional in the Glencoe-Silver Lake School District. Lisa works closely with the Special Education Department and implements programming for the students. She helps provide ideas and assist in creating educational material with staff and has hands-on experience working with students with multiple disabilities and needs.

## Lois Beck

Lois Beck is the lead resource manager for occupational therapists, physical therapists, DAPE and music therapists for St. Paul Public Schools. She is also the TBI resource person for SPPS. She also serves on the St. Paul School's Assistive Technology Team. She specializes in assisting teams with students that have difficulty in writing. She has worked extensively with students needing assistance in these areas in St. Paul Schools since 1986.

## Lori Warner

Lori Warner is an Occupational Therapist/Assistive Technology Consultant Supporting Northfield School District and Cannon Valley Special Education Cooperative Region 10 Assistive Technology Community of Practice.

## Lowell Buysse

Lowell Buysse is a Speech Language Pathologist in the Moorhead Public Schools serving students at Robert Asp Elementary. He also serves as an Assistive Technology consultant working with teams to address student's needs in the Early Childhood and Elementary settings.

## Maci Spica

Maci Spica is a licensed special education teacher in Autism Spectrum Disorders and a Board Certified Behavior Analyst. At present, she is the Autism Spectrum Disorders Specialist at MDE and an adjunct professor in the special education department at the University of St Thomas. Before coming to MDE, she worked as an Autism and behavior specialist in Alaska, Texas, and internationally.

## Marcy Szarkowski

Marcy Szarkowski, M.S.,ED,SES,ATP has been employed by the Anne Carlsen Center for 19 years. In her current role as a Ideation Center Specialist, she serves on a team of professionals responsible for internal and external development for the organization. These activities include staff development training, client consultations, comprehensive programmatic assessments, community-based vocational assessments, and professional trainings/workshops to outside entities throughout the state of North Dakota and surrounding areas. She completed her undergraduate work at Jamestown College in Elementary Education. She completed her master's degree at the University of North Dakota and is credentialed as a Special Education Strategist. Marcy is a certified ATP (Assistive Technology Professional) through RESNA.

## MariBeth Plankers

MariBeth Plankers is a Clinical Supervisor and the Faciliator of the Regional Assistive Technology Center at Minnesota State University Moorhead, which is a lending library of Universal Design for Learning and Assistive Technology tools. MariBeth teaches at the clinic and practices Speech-Language Pathology in the areas of autism spectrum disorders and augmentative alternative communications.

## Mary Baumann-Spooner

Mary Baumann-Spooner is an ACCESS SLP with the Saint Cloud Area School District. She works with students that are elementary to high school age needing augmentative/alternative communication systems. She has served on the Regions 5 & 7 Assistive Technology Network and MDE AT Leadership Team. This fall she taught an augmentative/alternative communication class at St. Cloud State University.

## Mary Christeson

Mary Christeson is a Special Education teacher in the Glencoe-Silver Lake School District. She has a Masters in Special Education and is licensed in the following areas: DCD, EBD, ASD, and SLD. Her passion is incorporating hands-on learning for all students and meeting their needs.

## Mary Watkins

Mary Watkins is currently a Behavior Intervention Specialist for District 287.

## Megan Purfeerst

Megan Purfeerst graduated from the University of Wisconsin-River Falls with a degree in elementary education. She received her master's degree from the University of St.Thomas in Education with an emphasis in Reading. Megan completed her certification for blind/visual impairment from the Minnesota cohort program. She currently works for Roseville Area Schools as a teacher for the Blind/Visually Impaired.

## 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!

## Mike Meyers

Mike Meyers is an occupational therapist and assistive technology professional who has survived 35 fun filled years in Minneapolis Schools. He currently leads the district's assistive technology team, carries a caseload at North High school, and supervises a volunteer program of retired woodworkers who can fix most everything, except the crack of dawn and a broken heart.

## Mindy Pazen

Mindy Pazen is a Speech/Language Clinician and Technology Specialist for the ECSE Program with the Anoka-Hennepin School District. Currently, she provides speech services for three - five children in a phonological classroom and provides assistive technology support for the students and staff of the ECSE Program. This is Mindy's 24th year with AH.

## Mindy Schroeder

Mindy Schroeder is a behavior and autism consultant for the Zumbro Education District. She has worked for over 20 years helping teams develop tools to help students learn skills that will allow them to be more successful in school and other settings. She believes in keeping interventions easy for adults and simple for students.

# Presenters

## Monica Capra

Monica Capra is a Physical Health Disabilities/Assistive Technology Consultant Servicing All Goodhue County Education Districts Region 10 Physical Health Disabilities Community of Practice Region 10 Assistive Technology Community of Practice.

## Nichole Krier

Nichole Krier is an assistive technology specialist with the Edina Public Schools and an expert with tools for reading and writing assistance. She is the co-creator of the Toolkit for Transition to help parents and professionals with technology training and options in the transition process. She is also an expert training for R&W chrome.

## Pam Moening

Pam Moening, Doctor of Occupational Therapy (OTD) and a first generation Sibshop facilitator has been involved with assistive technology for over ten years. She completed her doctorate with an emphasis in pediatrics and a capstone project focused on implementing Universal Design for Learning. Pam has worked as an early childhood school-based occupational therapist since 2012. She has had the opportunity to work closely with many families as they adjust to family life when a child has special needs as well as how assistive technology can support our youngest learners.

## Pandy King-Henke

Pandy King-Henke has been an itinerant Teacher of the Deaf/Hard of Hearing at HVED for the past 13 years. She is fluent in American Sign Language and has worked as a D/HH teacher for 20+ years. Pandy has a strong background in language development receiving her M Ed. from St. Mary's in 2003 and as a licensed Reading Specialist focusing on struggling readers graduating from Hamline in 2010. She is a strong advocate of D/HH learners in the classroom; providing equal access to information and curriculum in the mainstream. Giving teachers and teams the tools they will need to make the classroom accessible and the students successful is an ongoing goal.

## Penny Reed

Penny Reed, Ph.D., is currently an independent consultant in the field of special education specializing in assistive technology services. She was founder and director of the Wisconsin Assistive Technology Initiative, a statewide technical assistance project on assistive technology from 1993 to 2003. She has been a teacher, consultant and administrator in the field of special education.

## Rachelle Friesen

Rachelle Friesen is an ACCESS SLP with the Saint Cloud Area School District. She works with students that are elementary to high school age needing augmentative/alternative communication systems.

## Rebecca Tetlie

As a member of St. Paul Public School's Assistive Technology Team, Rebecca Tetlie works with SPPS staff in assistive literacy options, AAC technology and is also a UDL coach. She received her master's in communication disorders and behavior analyst certificate at the University of Minnesota after receiving an elementary teaching license from Concordia College in Moorhead. She recently received ATP certification.

## Sara Noble

Sara Noble, M.Ed U of M. is currently teaching Deaf/Hard of Hearing Students for Minneapolis Public Schools.

## Scott Larson

Scott Larson is a special education teacher at North Park Elementary and has been transforming his classroom with technology by creating rich, authentic and engaging experiences for his students each and every day. By utilizing technology he ensures that all of his students have access to real-world situations and are able to voice their opinions and ideas on each and every topic.

## Scott Marfilius

Scott Marfilius has been working with individuals with disabilities for the past 33 years. The past 29 years has involved implementing assistive technology at various levels. Scott's focus areas in assistive technology include computer access, and technologies that assist those with cognitive and learning disabilities.

## Sue Benolken

Sue Benolken has provided leadership to local communities as they work on developing successful implementation of the Coordinated Interagency System, ages birth to 21. She has over 30 years experience working for children with disabilities and their families. She has worked in the area of education and social services and interagency work at regional and state levels. She is a system change agent skilled in the areas of policy analysis, state and community planning, negotiation, and communication.

## Tami Hellewell

Tami Hellewell is an Occupational Therapist who has worked with children for over 13 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.

## Tarra Grammenos

Tarra Grammenos, M.S., SC:L, NIC Advanced, holds a Master's Degree in Criminal Justice, Graduate Certificate in Legal Interpreting, Bachelor's Degree in Psychology of Deviance, and an Associate's Degree in ASL Interpreting. She has been a certified ASL/English interpreter for the past 10 years and specializes in legal, DV/SA, conference, theatre, video relay, and cruise settings. She was recently awarded "Member of the Year" by the Minnesota Registry of Interpreters for the Deaf for her years of volunteer work and conference planning. She currently lives in Bloomington with her fiancé Patrick, his son Max, and their adorable chihuahua, Junior.

# Presenters

## Taylor Thomas

Taylor Thomas has been an itinerant teacher of Deaf/Hard of Hearing learners for the past six years with Intermediate School District 917 (ISD 917). Taylor works with students from kindergarten through high school. Over the last two 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-Coach 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 technology into instruction.

## Teresa Glass

Teresa Glass is an occupational therapist and serves on the Assistive Technology team for St. Paul Public Schools. Additionally, she serves all students with occupational therapy needs in the St. Paul Schools high schools. She specializes in assisting students that have difficulty in writing and sensory needs. She recently received her ATP certification.

## Terri Rosen

Terri Rosen is an Assistive Technology Specialist in the Simon Technology Center specializing in elementary education. Prior to coming to PACER, Terri gained a decade of experience working in public schools. Using skills from her bachelor's and master's degrees from St. Olaf College and the University of St. Thomas, she taught at both secondary and elementary levels and provided direct support to students with learning disabilities. Technology was an integral part of her instruction, both in delivery of lessons and in engaging students of all abilities through the use of iPads. Terri is passionate about literacy and helping students and families to work together with their educational professionals to ensure a student's right to learn. In addition to providing assistive technology consultations, she currently leads Project KITE (Kids Included Through Technology are Enriched) to provide early childhood assistive technology training to teams in their own communities. Terri's specialty areas include: technology to support literacy

skills development and access, elementary math concepts, and high and low tech supports for students with attention and reading difficulties.

## Theresa Wallace

Theresa Wallace has a broad experience base working with individuals with disabilities; from special education in public schools, to working with students with severe to profound disabilities in a neurobehavioral hospital setting, to in-home behavioral consultation and training. She graduated with a bachelor's degree in Special Education in Mild to Moderate Disabilities and a Certificate in Behavioral Studies from Franciscan University in Ohio, and received her master's degree in Special Education from The Johns Hopkins University in Severe to Profound Disabilities with a Certificate in Autism Studies. She worked as a teacher at Kennedy Krieger Schools in Maryland for seven years before moving to Minnesota in 2011. She has served several school districts as an ASD, P/HD, and TBI Specialist. She specializes in individualizing instruction and supports for complex learners.

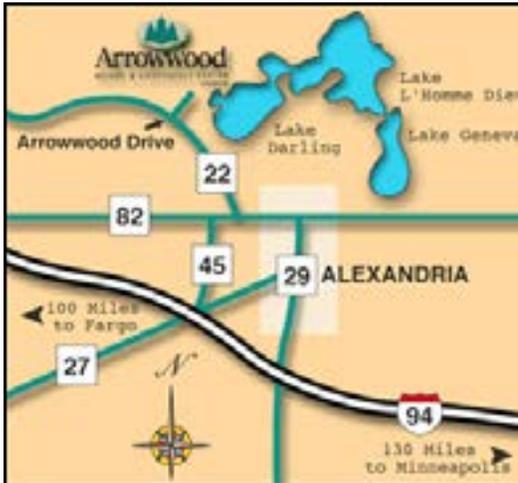
## Tina Hanson

Tina Hanson is an Assistive Technology Specialist for the PACER Simon Technology Center. She coordinates EX.T.I.T.E (EXploring Interests in Technology and Engineering) Camp and the Technology for Girls workshop series, both of which focus on encouraging middle school girls with disabilities to pursue interest in STEM. Tina also conducts AT consultations, inservices and workshops for parents and professionals on a variety of topics. Her specialty areas include reading, writing and alternative access methods. Before coming to PACER, Tina worked for the University of Minnesota where she created a community-based computer training program to help people build their computer skills in hopes of gaining employment.

## Wendy Berghorst

Wendy Berghorst has joined the CYSHN section as the new PHN Transition Specialist as of November 2016. Wendy is a PHN with a MA in Family Studies. She has a varied background working in the public, medical and mental health sectors.

# Conference Lodging / Location / Directions



Your lodging form for this event is located online at: [www.lsc.org](http://www.lsc.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](mailto: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.



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