



## February 17 & 18, 2011

CONFERENCE LOCATION:

### Northwest Regional ESD

5825 NE Ray Circle • Hillsboro, Oregon

Sponsored by: **Oregon Technology Access Program**

### THURSDAY, FEBRUARY 17, 2011

8:30 – 9:00 Registration  
Coffee/Treats

9:00 – 12:00 **Keynote**  
“Achievement for All!  
Strategies for  
Implementing UDL”  
By Scott Marfilus, M.A.

12:00 – 1:00 Lunch

1:00 – 2:00 **Keynote**, *continued*

2:15 – 4:30 **Interagency Poster Session  
and Networking**  
**Door Prize Raffle**

### UNIVERSITY CREDIT

Pending through Portland State University  
\$55 payable separately on-site

The AT Now! Conference proposes one unit of  
university credit for the two-day Seminar.

### FRIDAY, FEBRUARY 18, 2011

8:00 – 8:30 Registration Coffee/Treats

8:30 – 11:30 **SESSION ONE**

- A1 Writing First: Strategies for Struggling Writers**, *Scott Marfilus*
- A2 Understanding How Technology Influences Learning Styles**, *Stephanie Timmer*
- A3 200 a Day-The Easy Way: Make it Work!**  
*Freda, Caufield, Debbie Carrillo & Kim Baker*
- A4 Helping Teachers Integrate AIM in Classroom Instruction**, *Gayl Bowser*

11:30 – 1:00 **Lunch & Vendor Access**

1:00 – 4:00 **SESSION TWO**

- P5 Equals Mathematics: The First K-12 Math Curriculum for Students with Disabilities**  
*Ann Meyer*
- P6 RFB&D & Bookshare - SHARED SESSION**  
*Margaret Tennant & James Higgins, RFB&D  
Kristina King Cohen, Bookshare*
- P7 Isn't There an App for That?** *Kelley Wilson,  
Tracy Mansfield & Liz Ferris*
- P8 Consultation, Collaboration and Coaching**  
*Gayl Bowser*

**Seating is limited both days – register early!**

**Thursday, February 17, 2011**  
**KEYNOTE AND INTERAGENCY POSTER SESSION**

**KEYNOTE PRESENTATION • 9:00-2:00**

**Achievement for All! Strategies for Implementing Universal Design for Learning (UDL)**

Universal Design for Learning is a way of designing, selecting and using goals, methods, assessment and materials in a way that minimizes barriers and maximizes flexibility to fully support every student's access, participation, and progress in essential facets of learning and curriculum. UDL is an educational approach to teaching, learning, and assessment, drawing on new brain research and new media technologies to respond to individual learner difference. The principles of UDL have the potential to significantly influence the use of ALL technologies - "low", "high", "assistive", "instructional", and "universally designed". Learn the principles of UDL and recognize how they dovetail with NIMAS and other instructional initiatives to increase the educational achievement and functional performance for struggling students with and without disabilities. Discover how AT and UDL work together as complementary supports for involving every student in challenging activities that provide various levels of engagement, multiple means of acquiring information and knowledge, and a range of alternatives for demonstrating what has been learned.

**Scott Marfilius , MA, Assistive Technology/Educational Consultant**

Mr. Marfilius has 26 years of experience in the field, working with students with disabilities, and university-level teacher preparation programs. He is in high demand nation-wide as a dynamic and exciting speaker, focusing on computer access and technologies that assist those with cognitive and learning disabilities.

**Interagency Poster Session, Networking, Door Prizes • 2:15-4:30**

- Access Technology Inc. (ATI), *Laurie Brooks*
- ARTZ Center, *Allyson Goodwyn-Crane*
- Bookshare, *Kristina King Cohen*
- Child Development & Rehabilitation Center (CDRC), *Cat McGovern-Zlotek*
- Communicating Together, *Kerry Roediger*
- Cognitopia Software, *Tom Keating, Val Stilwell*
- Oregon Parent Training & Information (ORPTI), *Robin Wortman*
- Oregon Technology & Media Center (OTMC), *Bob Disher*
- Pacific University, *Christine Macfarlane*
- Public Utilities Commission (PUC), *Jon Cray*
- Recordings for the Blind & Dyslexic (RFB&D), *Margaret Tennant*
- Shriner's, *Mira Shah*
- Speech Camp, *Rosemary Ayres*
- Talking Books & Braille Services (TBABS), *Elke Bruton*
- United Cerebral Palsy (UCP), *Susan Cushman*

Friday, February 18, 2011  
CONCURRENT SESSIONS AND EXCITING EXHIBITS

**Session ONE • 8:30 – 11:30**

**A1 Writing First: Strategies for Struggling Writers (Lecture Format)**

***Scott Marfilius, MA, Assistive Technology/Educational Consultant***

Individuals experience difficulty in meeting writing demands for many different reasons. Cognitive/language delay, physical/motor disability, sensory impairment, and/or organizational and perceptual difficulties are some of the challenges that need to be considered when assessing for intervention. Too often writing takes a back seat to reading. Encouraging writing makes an impact on reading ability, and technology can be a great motivator. During this presentation we will apply assistive technology tools to instructional writing strategies for individuals who struggle with expressive written communication. Technology used in this session will include text readers, symbol to text systems, graphic organizers, and a variety of word processing supports. This session goes beyond teaching you to use the tools; it's about implementing these tools. Working through the basic stages of the writing process, participants will explore good teaching strategies using technology.

**A2 Understanding How Technology Influences Learning Styles (Hands-on Lab)**

***Stephanie Timmer, Ph.D., Vice-President, Research & Development, Premier Literacy***

This generation of students is illustrating the impact and the power of having lived entirely within the digital age. Digital technology and everything it encompasses is a fully integrated aspect of their lives. Students are using new media and technologies to create new things in new ways, learn new things in new ways, and communicate in new ways with new people. There is a gap between the way students are taught in school and the way they approach socialization, meaning-making, and accomplishment when they are not in school. Education must find ways to minimize this gap and must also leverage the power of these emerging technologies for instructional gain. Changing instructional approaches is challenging, especially when technology is involved. This session will cover attention span and how it affects learning, how technology has significantly changed the way students access information and changed their reading habits. Through hands-on experience, participants will learn how to use technology to increase comprehension and retention of information, and the critical role played by modern learning environments for modern students.

**A3 200 A Day – The Easy Way: How to Make it Work! (Lecture Format)**

***Freda Caufield, SLP, Beaverton SD, Debbie Carrillo, CCC-SLP, Kim Baker, CCC-SLP/Augmentative Communication Specialist, Beaverton School District***

*"How do I provide opportunities for my (nonverbal or limited verbal) students/child to initiate communication throughout their day?"* This is a question we often hear from teachers, parents, educational assistants, and other stake holders in an individual's life. Recent research indicates that nonverbal individuals need to be presented a minimum of 200 opportunities a day to interact and to engage communicatively with the adults AND peers in their lives. In this interactive session we will explore a "typical" day for our students who attend the Independent Skills Centers (ISC) in the Beaverton School District. We will show materials such as the "Assistive Technology First Aid Kit", a tool box every classroom should have. We will share videos of how we have successfully been able to provide opportunities across the day for our students to not only request, but **initiate** a wide range of other communicative functions. Finally, we will share ideas and materials that have helped classroom teams provide those precious opportunities for their students. Using role-play, participants will have the opportunity to try some of the strategies and tools we have found to be helpful.

## **A4** Helping Teachers Integrate AIM in Classroom Instruction (Lecture Format)

### **Gayl Bowser, Assistive Technology Collaborations**

After an IEP team determines that a student needs accessible instructional materials (AIM) and chooses the tools that a student with disabilities will use to gain access to core instructional materials, the work has only begun. Implementation planning, inclusion strategies and evaluation of the effectiveness of AIM use are essential if AIM is to become useful for student learning. What should teachers do to ensure that individuals who use AIM are able to participate as fully as possible in classroom activities and learning opportunities? What can research about classroom management and organization contribute to AIM implementation for individual children? How can principles of Universal Design and Differentiated Instruction help teachers plan for students' use of AIM in daily, classroom instruction? In this workshop, we'll share ideas and stories, and work together in teams with a focus on improving conditions for AIM-based learning.

## **Lunch & Vendor Access • 11:30 – 1:00** (Lunch is included in fee)

### **VENDORS**

- Access Technologies, Inc. (ATI)
- Bookshare
- Cognitopia Software
- Dynavox
- Freedom Scientific Learning
- Intel Reader
- Learning Services
- Lightspeed Technologies
- Low Vision Store

- Object Symbol Resource, LLC
- Oregon Telecommunications
- Premier Literacy
- Prentke-Romich Company
- Recordings for the Blind and Dyslexic (RFB&D)
- Talking Book and Braille Services (TBABS)
- Tobii ATI

## **Session TWO • 1:00 – 4:00**

### **P5** Equals Mathematics—The First K-12 Math Curriculum for Students with Disabilities (Hands-on Lab)

#### **Ann Meyer, Vice-President, Ablenet, Inc.**

A comprehensive math curriculum aligned to K - 12 math standards has been developed for students with mild, moderate, and severe/profound disabilities. Equals Mathematics covers a broad spectrum of standards-based objectives that start at the very beginning of math concepts for learners with little or no experience in math education then develop higher math concepts in five additional content areas. Participants will be given an overview of Equals Math, and the research behind it, with specific examples of general education and special education best practice methodologies. Demonstration of these methodologies using kit materials, manipulatives, tools, and assistive technology will be included, along with videos of students across disability categories. Come to this session to see how all students can be math learners and demonstrate significant levels of achievement.

**P6** **SHARED SESSION – Bookshare and RFB&D (90 Minute Presentations each)**

**Curriculum Solutions Using RFB&D Assistive Technology and Accessible Instructional Materials (Hands-on Lab)**

*Margaret Tennant, Director of Programs and Services, James Higgins, VP, Dr. Brian Frelander (via web), Recording for the Blind and Dyslexic (RFB&D)*

Recording for the Blind and Dyslexic is a long-established resource for Accessible Instructional Materials (AIM). RFB&D works with leading publishers and technology innovators to bring accessible materials in audio formats to individuals with visual and learning disabilities. Available in every grade and most subjects, RFB&D textbook and literature titles are used nationwide. This session will present an overview of RFB&D's services and technology solutions.

**AIM Higher with Bookshare! (Hands-on Lab)**

*Kristina King Cohen, Education Program Manager, Benetech/Bookshare*

How are accessible digital books being used in today's classroom? What benefits are we starting to see for these students with print disabilities? During this session participants will learn about the benefits of Bookshare and how it can help educators and students with print disabilities to better access instructional materials in a format that they can use.

**P7** **Isn't There an App for That? (Hands-on Lab)**

*Kelley Wilson, Assistive Technology Specialist, Eugene SD, Tracy Mansfield, Ph.D, CCC-SLP, ATP, Lane ESD, and Liz Ferris, Ph.D, Beaverton SD*

This workshop will provide training in the use of iPod/iTouch/iPad (iOS device) educational applications. The presenters will demonstrate how to locate, download, and upgrade apps through iTunes. We will share some great apps that we have found to be beneficial for children in special education, and discuss how this technology can be used to enhance student participation and achievement. Participants are encouraged to bring their own devices and share favorite apps. iPads and iTouches will also be available for hands-on experience and exploration of recommended educational apps. Come and get familiar with the technology everyone is talking about!

**P8** **Consultation, Collaboration and Coaching: Tools for Providing Meaningful AT Support (Lecture Format)**

*Gayl Bowser, Assistive Technology Collaborations*

Effective assistive technology (AT) service providers use a variety of strategies, including direct service to students, consultation to teachers, and collaboration with team members in their work to integrate AT into the everyday routines and activities of students with disabilities. This workshop will address each of these strategies and provide an introduction to the exciting potential of coaching to improve AT services. Training in specific coaching strategies will be provided as well as practice opportunities. Participants will receive forms to help organize and document their practice as well as resources to help develop new consultation, collaboration and coaching skills.

**LODGING**

**HOLIDAY INN EXPRESS**

5900 NE Ray Circle, Hillsboro, OR 97124

[www.hiexpress.com/hillsboroor](http://www.hiexpress.com/hillsboroor)

**503-844-9496**



*A block of rooms has been reserved at the Holiday Inn Express at the special conference rate of \$90.*

*Reserve by February 2, 2011 and mention OTAP to receive the reduced rate.*

# CONFERENCE LOCATION

The AT Now! Conference will be held at  
Northwest Regional ESD, 5825 NE Ray Circle, Hillsboro, OR 97124  
This conference location holds a limited number of participants. **Please register early!**  
For more information and driving directions, please click on the following link:  
[Driving-directions-to-NWRESD](#)

# REGISTRATION

**Seating is limited both days. Please register early!**

Name: \_\_\_\_\_ Position: \_\_\_\_\_  
Agency: \_\_\_\_\_  
Address: \_\_\_\_\_  
City/State/Zip: \_\_\_\_\_  
Phone: (\_\_\_\_) \_\_\_\_\_ Email: \_\_\_\_\_

*An email confirmation will be sent prior to the event. Please provide a valid email address to receive the confirmation.*

**Fee includes LUNCH both days. I will attend on:** \_\_\_\_\_ Thursday \_\_\_\_\_ Friday  
Special Physical or Dietary Accommodations? (*specify*) \_\_\_\_\_

<b>FRIDAY SESSION –February 18, 2011</b> ( <i>Full day registration ONLY. We are not offering a half day fee</i> ) <i>If sessions do not meet minimum enrollment of 10 people, they will be cancelled.</i>
<b>Morning:</b> I will attend Session <input type="checkbox"/> <b>A1</b> <input type="checkbox"/> <b>A2</b> <input type="checkbox"/> <b>A3</b> <input type="checkbox"/> <b>A4</b> 2 <sup>nd</sup> choice _____
<b>Afternoon:</b> I will attend Session <input type="checkbox"/> <b>P5</b> <input type="checkbox"/> <b>P6</b> <input type="checkbox"/> <b>P7</b> <input type="checkbox"/> <b>P8</b> 2 <sup>nd</sup> choice _____

- \_\_\_ **\$150** two-day fee for service providers before 1-31-11 (**\$165 LATE**)
- \_\_\_ **\$100** one-day fee for service providers before 1-31-11 (**\$115 LATE**) \_\_\_ Thursday \_\_\_ Friday
- \_\_\_ **\$95** two-day fee (per family member) for families of children with disabilities or if you are a student attending college full time.
- \_\_\_ **\$75** one-day fee for family members or full time students.



**Checks or POs payable to:** (*We are unable to accept credit cards*)  
**Douglas ESD – AT Now! Conference – Attn: Karen Daniels**  
**1871 NE Stephens, Roseburg, OR 97470**

**Purchase Order #** \_\_\_\_\_