



# Bridges to Learning Conference Program

## Pre-Conference – Thursday, May 13, 2010

**Full Day 9:00 - 4:00**

Location	Workshop	
Kelly Fonner CCT1140	Providing Meaningful Curricular Experiences through Assistive Technologies for Students with Significant Disabilities	Participants will be presented with a systematic way to address integrating assistive technology into the classroom. Teachers and related services struggle with how to make this placement academically appropriate for their students so that time is spent meaningfully. The focus will be on adaptations and accommodations to reading and writing and Communication & Behaviour Supports provided by a variety of assistive technologies. Participants will receive an extensive resource list and an "Assistive Technology Across the Curriculum: planning matrix.

**Half-Day 9-12:00**

Stevan Kucic CCT3150 Live Streamed	RTI Leadership That Works: Relentlessly Doing Whatever It Takes to Improve Achievement	RTI starts with effective leadership. How administrators reach decisions, solve problems, and think creatively determines to a great degree whether or not they are effective leaders. Learn the underlying principles and components of an RTI model initiated at the school and agency level, and improve your understanding of critical leadership challenges. All it takes is implementing the 4 roles of leadership and confronting the six secrets of change with unflagging integrity and enthusiasm...that's all!
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**Half-Day 1:00-4:00**

Stevan Kucic and David Bradburn CCT3150 Live Streamed	Using RTI to synergize technology and print interventions: THE key for widespread student success	We have the technology and print based interventions to have success with all students. A major dilemma is to determine how to organize these invaluable resources into a proactive strategy that results in improved outcomes. Join us for a discussion of proven and practical strategies for leveraging all our resources within an RTI strategy so that they benefit all students and those who serve them.
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## Conference – Friday, May 14, 2010

Session/ Location	Time	Presenter(s)	Topic	Description	Topic Grade Level
<b>9:00 - 10:30 • Keynote</b>					
Kaneff 137 Live Streamed	9:00 - 10:30	Stevan Kucic	Building the Context of Excellence for All, Some AND Few: Using Response to Intervention (RTI) as a Catalyst for Improving Outcomes!	An innovation is introduced and large investments made, with initial excitement. Over time, the effectiveness of the innovation fades and the innovation fails. What we do to stop this cycle and gain the most we can from every education dollar spent? Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.	

Session/ Location	Time	Presenter(s)	Topic	Description	Topic Grade Level
<b>1</b> CCT3150 Live Streamed	11:00 - 12:00	Lauri Susi  Focus: Math and Technology	NEW! Powerful, FREE online math tool to teach fractions!	Need a flexible tool to teach fractions concepts on an interactive whiteboard or in a lab? Need built-in accessibility, too? This groundbreaking online tool has the unparalleled ability to link fractions concept models to procedures and back again, helping to build mastery in this "gateway" topic of math. This web-based tool can be used anytime, anywhere to teach kids or provide professional development. Includes the support of an online community of teachers and math experts. Brought to you by former leaders of IntelliTools®.	All grades
<b>2</b> CCT2130	11:00 - 12:00	Heather White, Terri Van Loon, Lori Laing  Focus: Teaching and Learning using AT, Research on AT or Educational Technology	Impact of Intensive Six Week Kurzweil Training on Reading Skills	This presentation will describe the results of a recent research study into the effect of intensive text reader training on reading fluency, reading comprehension, and attitudes towards reading. Examples of effective classroom based strategies will be provided. Kurzweil 3000 is widely prescribed for students with a learning disability in the area of reading. Students typically receive training sessions in the use of Kurzweil at their home school, but some continue to struggle. The research study conducted at the Halton District School Board Learning Centre explored the effectiveness of an intensive, technology focused six week program to address this challenge.	Elementary, Special education, teacher education
<b>3</b> CCT2140	11:00 - 12:00	Kelly Fonner	Encouraging Teachers to use AAC in the Classroom	This session will cover strategies to be employed by AAC professionals when working with K-12 Classroom teachers who have students with AAC systems. Strategies to be covered will include: selection of meaningful communication activities, prompting strategies that do not create dependency and data collection.	
<b>4</b> CCT3124	11:00 - 12:00	Jacqui Specht, Kathleen Gifford,  Focus: Research on Assitive and/or Educational Technology	Educational and Assistive Technology: Exploring family perspectives	The task for this roundtable discussion is to guide the research from a family perspective. Setting priorities to help the academic researchers in the educational AT field. Making sure the research is relevant to real lives. 1) What are the crucial research questions? 2) How would you prioritize them? 3) What methods of dissemination helped and/or would have helped you? Facilitating the research to move faster --Participant experiences, recommendations and responses will be actively encouraged through dialogue	Adult Literacy, Special Education, Teacher Education
<b>5</b> CCT2150	11:00 - 12:00	Joan Cunningham  Focus: New developments in or applications of technology	Endeavor Desktop Environment - Rethinking Computer and Internet Access	A crucial component of independence and self-determination for individuals with cognitive disabilities is access to information. Whether it is a literacy barrier, a user-interface that is too-complex, or an issue of physical access to the computer, there is an ever-widening gap for individuals with cognitive disabilities to access computers and the internet. Too many people with intellectual and developmental disabilities, brain injuries, and issues associated with aging are missing out on the educational benefits, productivity gains, increased socialization opportunities, and personal enrichment that come with access to technology and information.	Middle school/High school/college/univers ity , Adult Literacy, Special Education, Clinical Rehab.

<p><b>6</b> CCT2150</p>	<p>1:00 - 2:00</p>	<p>Brenda Dillon</p> <p>Focus: Differentiated, Instruction and Universal design for learning</p>	<p>Teacher-Librarians: Your Partners in Inclusive Teaching and Learning</p>	<p>An inclusive School Library is the foundation for school-wide Differentiated Instruction. Learn how your Teacher-Librarian and School Library can support all students, including those with special needs, by helping you enrich your program, improve students' skills, boost students' self-confidence, and prepare students for the transition to life after high school. Discover how one high school Teacher-Librarian is creating programs and providing resources for all students, including those in a Planning for Independence Program (for students with developmental disabilities) and a Communication Program (for students with severe language impairments, including but not limited to students with Autism).</p>	<p>High School and Special Education</p>
<p><b>7</b> CCT2140</p>	<p>1:00 - 2:00</p>	<p>Jamie Crum</p> <p>Focus: Teaching and learning using Assistive and/or Educational Technology</p>	<p>Using Symbol Supported Software and Resources to Enhance Literacy Instruction</p>	<p>Literacy skills are key to participation in the educational process. They are also important for employment, social interaction, and personal enjoyment. Unfortunately, many individuals with complex communication needs, including but not limited to those with autism, cerebral palsy, Down syndrome, have limited access to meaningful literacy activities. This presentation offers an exciting range of symbol supported tools and resources to enhance literacy instruction for diverse learners. We will demonstrate assistive technology solutions that use proven strategies for successful acquisition of literacy skills. These tools include an evidence based literacy assessment, adapted curriculum supports, and meaningful on-screen interactive activities.</p>	<p>Primary, elementary, middle school.</p>
<p><b>8</b> CCT2130</p>	<p>1:00 - 2:00</p>	<p>Kathy Howery, JoAnne Jackson, Michelle Dargais</p> <p>Focus: Research on Assistive and /or Educational Technology, Teaching and Learning using Assistive and/or Educational Technology, Systems and Implementation Differentiated Instruction and Universal Design for Learning</p>	<p>A District's Journey through Assistive to Accessible Learning</p>	<p>In 2008 Lakeland Catholic Schools began developing and implementing a district wide assistive technology plan targeted at increasing educational success of students identified with learning disabilities or students who were "at risk" due primarily to their struggles with reading. This session presents a case study of their implementation journey. The wide scale deployment of assistive technology programs such as Read Write Gold, Clicker 5 (English &amp; French), Ghostwriter (French) and Boardmaker Plus was systematically supported in district goals, school based plans, professional development and ongoing developmental evaluation. The outcomes of this AT implementation will be shared focusing primarily on lessons learned and the district's ultimate move towards Universal Design. The presentation will be supported by videos of students using technology and interviews with staff, students and teachers about the benefits and challenges of creating meaningful access to learning through technology.</p>	<p>All grades, Special Education and teacher education</p>
<p><b>9</b> CCT3124</p>	<p>1:00 - 2:00</p>	<p>Marian Thorpe, Anne Hill, Stacey Falconer and The Techdudes</p> <p>Focus: Research on Assistive and /or Educational Technology</p>	<p>Halton District School Board Uses Kurzweil</p>	<p>A two year Halton/Bridges research study looked at a comprehensive professional development plan, designed to help educators and families effectively use Kurzweil to support student learning. In this "design experiment" data was collected on change/improvement over time regarding the use of Kuzweil in the following areas: 1. Student reading comprehension skills.2. Participant self reported measures of comfort with and implementation of assistive technology to support student reading comprehension. 3. Correlations are made with the Halton Special Education Department's Improvement plan (assistive technology focus).We will share our "reality" of doing research without funding. Students will share their personal stories.</p>	<p>Elementary, Middle, Special Education</p>

<p><b>10</b> CCT3150 Live Streamed</p>	<p>1:00 - 2:00</p>	<p>Gabrielle Young, Jacqui Specht  Focus: Research on Assistive and/or Educational Technology</p>	<p>Assistive Technology: It's impact on self-concept and motivation across school transitions</p>	<p>This presentation will review the literature on assistive technology and present findings from three research studies. We will share what students' say about the use of assistive technology, as well as quantitative data demonstrating its impact. We will discuss the potential link between assistive technology and improvements in academic self-concept, and how long this takes to occur. We will also present some of our most recent findings which demonstrate the potential impact of assistive technology on school motivation.</p>	<p>Primary- High School, Special Education</p>
<p><b>2:00 - 2:30 • Break, CCT Atrium</b></p>					
<p><b>11</b> CCT3150 Live Streamed</p>	<p>2:30 - 4:30</p>	<p>Adam Wing  Focus: Teaching and learning using Assistive and/or Educational Technology, New developments in or applications of technology</p>	<p>The Power of Connectivity for Fun and Learning with Easy-Tech Assistive Technology</p>	<p>Access tools such as switches, easy-tech communication aids, and simple environmental control units provide powerful support and control for learners with disabilities in the classroom, at home, and around the community. By connecting these tools together, however, along with fun, educational and collaborative content and curriculum, you and your students can do and learn so much more! In this interactive session, we will explore how the power of connectivity for common AT tools increases success in the classroom. By linking together some of the most popular AT tools along with many powerful new products (including more wireless access, easier to program environmental control, and even more affordable communication) we will participate in engaging, effective, fun activities that you can do at home and school as soon as you return. We will also utilize FREE online tools for finding ideas and generating communication overlays fast, and without any cost.</p>	<p>All grades</p>
<p><b>12</b> CCT2160 Lab</p>	<p>2:30 – 4:30</p>	<p>Lauri Susi  Focus: Technology for Instruction Math</p>	<p>Try out a powerful, FREE online math tool to teach fractions!  <b>Windows Lab</b></p>	<p>Join us for a fun, interactive lab where you'll try out a new, free online tool for teaching fractions concepts. You'll learn how to use concept models to help students identify fractions, find equivalencies and solve problems in adding, subtracting, multiplying and dividing fractions. Ideal for use on an interactive whiteboard, or from anywhere with an internet connection. The tool includes built-in accessibility features for students with special needs, as well as powerful features for teacher training. Brought to you by former leaders of IntelliTools®.</p>	<p>All grades</p>
<p><b>13</b> CCT1160 Lab</p>	<p>2:30 – 4:30</p>	<p>Zoe Branigan-Pipe  Focus: Teaching &amp; Learning using AT, Differentiated Instruction/UDL</p>	<p>Differentiated Instruction through Project Based Learning and Course Management Software  <b>Windows Lab</b></p>	<p>Examples and short videos of lessons, blogs, podcasts and cloud computing applications and tools (livescribe, front row sound system, google docs, twitter, voicethreads, global collaboration initiatives) will provide the participants with authentic understanding of how a classroom with a limited set of computers can fully integrate a 21st Century approach to meet a wider variety of learners. This presenter will highlight projects such as how she has collaborated with over 25 different schools world wide, as well as innovative ways she has used podcasting to connect with Trip Expeditions in Antarctica. Participants will see first hand how both commercial collaborative activities and 2.0 web applications foster relationships and a sense of community within the classroom and thus, empower students to take control of their own learning . Participants can go to the presenter's blog at: <a href="http://pipedreams.edublogs.org">http://pipedreams.edublogs.org</a> or viewing the classroom website at: <a href="http://web.me.com/zpipe/pipe_dreams_classroom_site">http://web.me.com/zpipe/pipe_dreams_classroom_site</a> and they will be encouraged to continue the conversation through their own blog and twitter.</p>	<p>All grade levels</p>
<p><b>14</b> CCT3140 Lab</p>	<p>2:30 – 4:30</p>	<p>Tania Mason, Dianne Stroud, Jan Smith  Focus: Teaching and Learning Using Assistive Technology</p>	<p>Sharing Smart Caring  <b>Windows Lab</b></p>	<p>Participants will explore the design process where the needs of students with IEPs are integrated within the regular classroom using SMARTBoard activities. Demonstration and video will be used to share activities that have been created and used by teachers in the classroom. Participants who bring a memory stick will be supported to create templates for similar activities using SMART Notebook, Inspiration/Kidspiration, Clicker5, Classroom suite and Boardmaker.</p>	<p>Beginner/ Intermediate</p>

<b>15</b> CCT2140	2:30 – 4:30	Terry Leverton, Pat Balis, Arlette McGrath  Focus: Systems and Implementation	Position Available - Assistive Technology Resource Teacher	A lighthearted, humorous, but honest presentation will review the challenges faced by school boards due to the increasing demand for Assistive Technology. These challenges will be examined from the perspective of the Resource Teacher for Assistive Technology.	All grades, Special Education
<b>16</b> CCT2150	2:30 - 4:30	Simone Chalifoux, Eryn Biddiscombe  Focus: Teaching and Learning with AT and/or Educational Technology , Systems and Implementation	The Non-Verbal Learner; a Community's Perspective	How assistive technology can increase and hinder learning and social interactions for a neuro-typical and non-verbal child, from the perspective of that child, her little sister, her friends, her parents, her aides, her teachers, her therapists, and many other members of her community. We will have many devices to demonstrate ranging from low-tech picture board set-ups to Classroom Suite on a laptop with the Intellikeys keyboard, MightyMo, and Vantage with EyeMax System. We will have a PowerPoint presentation that includes a wide variety of photos and videos as well as practical ideas to take home for easy implementation!	Elementary, Middle school, special education, teacher education.

## Conference – Saturday, May 15, 2010

<b>17</b> CCT3124	8:30-11:00	Kerri Steel  Focus: Differentiated Instruction and UDL	Universally Designed Literacy Programs in the Elementary Classroom	Universal Design for Learning (UDL) is a framework for teaching and learning that creates opportunity for the many learners who find themselves disengaged and disheartened in our classrooms. This session will show participants how to provide all students with greater access, choice, and opportunity, to participate alongside their peers in a productive way. By exploring each of the three principals of UDL: multiple means of representation (how to introduce new information to students), multiple means of engagement (ways to practice the new skills), and multiple means of expression (how students demonstrate what they've learned), participants will learn how to provide varied, flexible opportunities for students that are goal-based, and are structured around performance-based assessments. This session will illuminate how technology can be integrated with structured partner talk, graphic organizers, and inquiry-based projects, leading to success for all students.	Elementary
<b>18</b> CCT2160 Lab	8:30-11:00	Jamie Crum  Focus: Teaching and learning using Assistive and/or Educational Technology and differentiated instruction and universal design for learning	Integrating Multimedia in Boardmaker Plus: Creating Multi-Modal Activities for Diverse Learners  <b>Windows Lab</b>	Using multimedia within on-screen interactive activities provides multiple means of engagement and representation of information for a variety of students. This Boardmaker Plus Hands-on Lab teaches participants how to integrate multimedia within on-screen activities to support the curricular principles of Universal Design for Learning. We will explore step-by-step strategies for importing digital images, sound and music files, and movie files in Boardmaker Plus to create a multi-modal learning environment. Participants will leave with an understanding of how to successfully integrate multimedia into Boardmaker Plus activities. For a successful lab experience, some experience creating on-screen activities in Boardmaker Plus is recommended.	Primary, elementary, middle school, high school
<b>19</b> CCT2130	8:30-11:00	Karen Erickson	A Working Session on Action Research for Literacy Educators	Action research is a set of methods that are easily learned and applied by educators seeking to examine and enhance their own classroom practices and their students' learning. In this working session, participants will learn and practice the basics of designing a classroom research project, asking good questions, reviewing the literature, collecting data in unobtrusive ways, and the use of technologies (many of them free and online) for data analysis. Focus will address especially reading and writing instruction, particularly through the use of technology.	All grades

<p><b>20</b> CCT3140 Lab</p>	<p>8:30-11:00</p>	<p>Terry Leverton, Pat Balis, Arlette McGrath</p> <p>Focus: Teaching and learning using Assistive and/or Educational Technology, Differentiated Instruction and Universal Design for learning</p>	<p>Bringing Smartboard into the Classroom <b>Windows Lab</b></p>	<p>This interactive workshop will focus on the use of the Smart Notebook to create lessons and the use of the Smartboard to deliver those lessons. Sample lessons on Jump Math and Making Words will be demonstrated and video model lessons will be viewed of in class sessions. Participants will receive all lessons in digital format.</p>	<p>Primary, Elementary, Middle School, Special education, teacher education</p>
<p><b>21</b> CCT2140</p>	<p>8:30 - 9:30</p>	<p>Neil Andrew</p> <p>Focus: Teaching and Learning with AT and Educational Technology</p>	<p>Literacy with Clicker and Beyond</p>	<p>In this session, participants will discover meaningful ways to develop reading and writing skills using Clicker, Clicker Paint, and WriteOnline. The presentation will demonstrate how these innovative technologies incorporate Universal Design for Learning principles to target crucial literacy skills and address specific learning objectives across all areas of the curriculum. Participants will also explore how Clicker, Clicker Paint, and WriteOnline's highly flexible features provide personalized learning environments in order to engage and support students of all abilities, including learners using switch access.</p>	<p>All grade levels/Adult literacy/special education</p>
<p><b>22</b> CCT3150 Live Streamed</p>	<p>8:30 - 9:30</p>	<p>Barbara Welsford, Anita Kingdon</p> <p>Focus: New developments in or</p>	<p>Utilizing iPod Touch Technology to Support Students with Disabilities: 4 Case Studies</p>	<p>iPod Touch technology provides students with disabilities with engaging and portable opportunities of inclusion. 4 Case Studies will present a number of students with varying disabilities and how they utilize the iPod Touch to communicate (with Proloquo2G0 APP); write (iLecture); organize (Round Toit) and so on. The process of integrating the technology into home and school will be discussed.</p>	<p>All grades</p>
<p><b>24</b> CCT2150</p>	<p>8:30 - 9:30</p>	<p>Elizabeth Baird, Jennifer Maes, Cynthia Medeiros</p> <p>Focus: Teaching and Learning using AT</p>	<p>Getting a Jump on Kindergarten: Assistive Technology and Literacy</p>	<p>Literacy development is especially important for Augmentative and Alternative Communication (AAC) users since literacy enables them to communicate novel ideas. Results of a pilot project involving literacy consultation for preschool children who use AAC will be shared. These preschoolers are clients of Communication and Writing Aids Service, Bloorview Kids Rehab. In this session we will share the literacy development of these preschoolers over a school year, and how their literacy needs were supported. As these preschoolers transition to Kindergarten, we hope their achievements will facilitate expectations by their teachers, resulting in the inclusion of literacy goals within the Individual Education Plan (IEP).</p>	<p>Primary, Special education, Clinical rehab, teacher education.</p>
<p><b>9:30 – 10:00 • Break</b></p>					
<p><b>25</b> CCT2140</p>	<p>10:00-11:00</p>	<p>Joan Cunningham</p> <p>Focus: New Developments &amp; Applications</p>	<p>Pocket Endeavor - Memory and Organization Supports in the Palm of Your Hand</p>	<p>Survivors of acquired and traumatic brain injuries have seemingly limited choices for assistive technology that is engineered to specifically meet their needs. Now, there is Pocket Endeavor, based on several years of interactions with soldiers with brain injuries, as well as a grant through the U.S. Department of Defense. Pocket Endeavor addresses the executive functioning needs of those with brain injuries with scheduler/voice recorder/cell phone operating on a SmartPhone designed for independent use!</p>	<p>Middle school/High school/college/university, Adult Literacy, Special Education, Clinical Rehab</p>

<b>26</b> <b>CCT3150</b> <b>Live</b> <b>Streamed</b>	10:00-11:00	Kevin Johnston  Focus: Teaching and learning using Assistive and/or Educational technology, New developments in or applications of technology	Getting, reading, and learning through accessible reading materials and tests using the New Read:OutLoud 6, Co:Writer 6, Intel Reader, and Google Forms.	Getting text, reading text, and learning from text has always been a difficult process given the inaccessibility of many materials used in schools. You'll see in this session that you can make your inaccessible materials accessible with a snap of a picture and the help of the new Intel Reader. Put that material on a computer and use Read:OutLoud's reading strategies to learn from that material. Finally, learn how to create tests and track data using the power of Google Forms, while at the same time making those tests accessible through the power of Read:OutLoud, and/or Co:Writer 6's new Speech Feature.	All grades, College/University, Adult Literacy, Special Education
<b>27</b> <b>CCT2150</b>	10:00-11:00	Richard Messina	Knowledge Forum	Knowledge Forum (www.ikit.org) is a multi-media space allowing to share information, launch collaborative investigations and build networks of new ideas together. This technology was especially designed to support Knowledge Building – a pedagogical approach developed by Scardamalia and Bereiter (2003), the goal of which is to produce and continually improve ideas of a value to community. In Knowledge Building, students work collaboratively and creatively with ideas that really matter to them, advancing the frontiers of knowledge in the classroom. Knowledge Forum enables to make these ideas available to the whole community in a form of notes that are organized in user-created graphical views. The students can build on each other's notes, write collaborative co-authored notes, or cite each other by inserting reference links. The benefits of these and other Knowledge Forum functionalities will be presented during the conference session. Various contexts of technology use will be discussed and illustrated by multiple examples.	
<b>28</b> <b>CCT1160</b> <b>Lab</b>	10:00-11:00	Dave Bradburn  Focus: Differentiated Instruction and UDL	Best Practices: Universally Accessible Reading, Writing, and Study Support with Kurzweil 3000  <b>Windows Lab</b>	Kurzweil 3000 is used in colleges throughout the state of California to provide assistance to students who need help with reading, writing and study skills. Ideal for all students, Kurzweil 3000 provides scaffolded layers of support for students with learning or reading difficulties, those who are blind, and those students for whom English is a second language.	Special Education

**10:30 - 11:00 • Break, CCT Atrium**

**11:00 - 12:00 • Unopposed Exhibit & Poster Time, CCT Atrium**

**Poster Session Descriptions**

Presenter	Title	Description
Alex Dunn, Cheryl Cameron	SMARTBoards +AT + Inclusive Practice + Good Instruction = Smart Inclusion ----Where we are now!	What happens when you combine interactive whiteboard with assistive technology and you situate this in the context of Universal Design, Differentiated Instruction, Participation Model and you sprinkle on a fantastic training model? The result that Upper Canada DSB and London District Catholic School Board have been the creation of a 21 <sup>st</sup> Century inclusive classrooms and now school communities where combining technology with good instruction has enhanced educational and social participation for ALL students including those with disabilities – "necessary for some good for all". This pilot project has attracted international attention since its inception and we are back to share student/teacher data and where we are now.
Connie Bentley Suzanne Harwood	An Overview of SET-BC's Website and Online Resources	SETBC offers a wide range of online resources, developed to support students and their teams that are using assistive technology in British Columbia. This session will provide an overview of the freely available online resources such as pictureSET (an online database of visual supports), curriculum SET (an online collection of software specific activities), and the Learning Center (tutorials and training materials). In addition to providing information about SET-BC's mandate, some SETBC projects and initiatives will be highlighted.

Roberta Thomson	Computers and Special Needs: Supporting Development through the use of Technology in Early Intervention	The development of one child with Global Developmental Delay has been supported through the use of various software programs integrated into his early intervention program. The various aspects of the software have been linked to his therapeutic goals that include the following: attention, visual scanning, choice making, independence and self-confidence. The use of the Student, Environment, Task and Tools framework, plus the Quality Indicators for Assistive Technology have been used to guide the process. Video recording and observational data collection were used to assess and evaluate the effectiveness of the overall program that was implemented. Handouts and a video demonstration of the 4 phases of this study will be presented.
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**Noon - 1:00 • Lunch, South Building, Spiegel Dining Hall**

<b>29</b> CCT2160 Lab	1:00 - 3:00	Kevin Johnston  Focus: Teaching and learning using Assistive and/or Educational technology, New developments in or applications of technology, Differentiated Instruction and Universal Design for learning	If You Can Think It, You Can Write It— NEW Co:Writer 6!  <b>Windows lab</b>	Almost two decades ago, Co:Writer revolutionized the way students with disabilities wrote by introducing them to "word prediction." We are again poised to revolutionize the way students write, by introducing Co:Writer 6—the most exciting version yet, taking word prediction simplicity and transparency to whole a new level. If students can Think It, they can Write It! You'll work through our new 30-Minute Tutorial—it makes learning Co:Writer as easy as 1-2-3. You will be able to show your students how to "1. Think It, 2. Try It, and 3. Choose It."	All grades
<b>30</b> CCT2130	1:00 - 3:00	Connie Bentley, Suzanne Harwood  Focus: Teaching and Learning using AT or Educational Technology	Software Suggestions for Switch Skill Development	Students who are challenged by independent access to computers and standard educational software can benefit from skill development practice with what is commonly known as switch software. This presentation will discuss a framework for switch skill development based on Linda Burkharts "Two Switches for Success" approach, and will demonstrate examples of switch software. A feature matrix comparing switch software will be provided.	All grades, Special Education and teacher education
<b>31</b> CCT3124	1:00 - 3:00	Donna McGhie-Richmond, Breanne Poland  Focus: Research on AT or Educational Technology, Teaching and Learning	Assistive Technology: Exploring the Experiences and Perspectives of Canadian Post-Secondary Institutions	We know that "the success of students with disabilities using Assistive Technology is related directly to the AT knowledge and skills of special education teachers" (Judge & Simms, 2009). How are Canadian universities and colleges preparing teachers and educational assistants to teach students who use AT? How are they addressing the following areas: <ul style="list-style-type: none"> <li>• Focal Competencies</li> <li>• Opportunities for practice</li> <li>• Instructional models</li> <li>• Instructor training and mentoring</li> <li>• Faculty incentives</li> <li>• Resources (i.e., access to devices and materials)</li> </ul> This roundtable presentation provides a forum for sharing post-secondary assistive technology education and training initiatives. Participant experiences, recommendations and responses will be actively encouraged through dialogue.	College/University, Special education, Teacher education

<p><b>32</b> <b>CCT2140</b></p> <p><b>LIVE</b></p> <p><b>STREAMED</b></p>	<p>1:00 - 3:00</p>	<p>Monique Campeau-LeBlanc, Ed Kirkham, Heather MacPhee</p> <p>Focus: Teaching and learning using Assistive and/or Educational technology,</p>	<p>Taking the Plunge - Successfully Implementing AT</p>	<p>Acquiring Specialized Equipment is but the beginning of ensuring that students access the curriculum. Effective implementation and sustainability involves a well thought out plan and commitment on the part of the board, staff and students. At All Saints H.S., a large number of students arrive in Grade 7 with, or needing assistive technology. Ed and Heather have put in place a two-year plan which assist students in becoming independent and effective users of the tools which allow them to be successful in school.</p>	<p>Primary, Elementary, Middle school, High school, Adult Literacy, Special Ed, Clinical Rehab, Teachers Ed.</p>
<p><b>33</b> <b>CCT3150</b></p>	<p>1:00 - 3:00</p>	<p>Sonia Mangieri, Denis Potvin</p> <p>Focus: Differentiated Instruction and Universal Design for learning, New developments in or applications of technology</p>	<p>Literacy Strategies for the 21<sup>st</sup> Century: to Web 2.0 or Not to Web 2.0?</p>	<p>This session will highlight the effectiveness of the various Web 2.0 tools available for classroom use and how they can impact student learning. The key is for teachers to evaluate and analyze the purpose of embedding technologies in today's classroom. The facilitators of this session will lead discussions to critically assess which tools affect student comprehension and can be easily integrated in all classes. Participants will walk away with a renewed understanding of technology that has the potential to increase student engagement and enhance collaborative practice in their classrooms.</p>	<p>All grades, teacher education</p>
<p><b>3:00- 3:30 • Break, CCT Atrium</b></p>					
<p><b>3:30-4:30 Closing Session Featuring Karen Erickson</b></p>					
<p>Karen Erickson <b>Live Streamed</b> <b>Kaneff 137</b></p>	<p>Thoughtful technology Use to Support Singular Success in Narrow, Old Literacy (and Why it Matters to Individuals with Disabilities)</p>	<p>We will argue in this presentation that these new and wider definitions have obscured our vision of a narrower literacy (i.e., reading and writing orthographic texts for meaning and application) and impaired progress toward universal literacy, particularly for individuals with disabilities. At the core of academic success, graduation, and successful employment is competency in "old literacy." Using a variety of individual, classroom, and school-based examples, we will demonstrate the importance of a narrow definition of literacy and the technologies enabling its practical and ultimate achievement.</p>			