

Inclusive Learning Technologies®

C O N F E R E N C E 2 0 0 8

PRELIMINARY PROGRAM

12th-15th May 2008

Gold Coast Queensland

AUSTRALIA

www.spectronicsinoz.com/conference/2008

Registration Fee \$595

Pre-Conference Workshops \$220

Complete Four-Day Package \$795





**Advancing
independent
achievement
through
technology**



Invitation to attend the Inclusive Learning Technologies® 2008 Conference!

12th-15th May 2008 - Surfers Paradise Queensland - AUSTRALIA

I invite you to attend the third biennial Inclusive Learning Technologies® Conference to be hosted by Spectronics. The conference focuses specifically on "inclusive learning technologies". These technologies are designed to advance independent achievement for people with disabilities at work, at home, at school - and for students who struggle with reading and writing.

This is the third time Spectronics, Australia and New Zealand's largest supplier of inclusive learning technologies, has hosted the conference. It was born out of a desire to raise the awareness of the empowering options of technology for ALL. The exponential growth of interest in the conference confirms that this was a niche that needed to be filled!

★ International Presenters

Three excellent Keynote Presenters will be joining us from the USA – Pati King-DeBaun, Kelly Fonner and Scott Marfilus.

★ Talk to the manufacturers directly

The overseas-based manufacturers of many of the assistive technologies and learning support tools that you use daily will be there – sending their top trainers to help you better understand their technologies. Who better to teach you than the people who actually make the technology?

★ Local experts and projects

Listen to 30 presenters from across Australia, New Zealand and beyond, telling you about their technology project successes and implementation strategies. The clever Spectronics team will be presenting too of course!

★ Will this just be a series of commercial product presentations?? ABSOLUTELY NOT!

While our Inclusive Learning Technologies® Conference will show you in detail the features of many of the technologies available, it will also focus very much on helping you to understand how to APPLY these technologies in your classroom, home, workplace or support organisation.

More information about our inspiring presenters and program sessions are outlined in this Preliminary Program booklet. I encourage you to read through its pages and to visit the Conference website at www.spectronicsinoz.com/conference/2008 for more details.

I sincerely hope you will be able to join us in 2008 for our biggest ever Inclusive Learning Technologies® Conference!

Cheers



Michael O'Leary
Managing Director
Spectronics

PS The Inclusive Learning Technologies® Conferences are well known for their fun Conference Dinners – just ask past delegates! 2008 will be no exception! Join us at the Marriott for a night of fine five-star dining and dancing, with music by Savvy, six of Brisbane's most accomplished musicians and entertainment by Phil Cass - Australia's most polished and entertaining comedy magician. Even those of you who don't like magicians will be riveted by his unique persona and style of onstage mayhem!



Meet our International Keynote Speakers



Pati King-DeBaun

Pati King-DeBaun is a Speech Language Pathologist from the USA. She specialises in communication for children with severe disabilities. Pati speaks and consults in a variety of classrooms internationally on the topics of interactive communication, augmentative communication and early literacy for children with disabilities. Pati is known for her hands-on and practical work with children and the use of case and video samples in her instruction. She has written numerous articles and published materials on the topic of augmentative communication and early literacy skills for children with disabilities. She has worked with numerous universities world wide teaching courses and seminars on emergent literacy, communication development and disabilities. Pati has been instrumental in developing a wide range of innovative literacy and communication materials for children with disabilities.

www.creativecommunicating.com



Kelly Fonner

Kelly Fonner is a self-employed consultant and trainer in the areas of assistive and educational technology. She has been working with individuals with disabilities since the mid 1970`s and with technology since 1983. Her experiences have been as a teacher assistant, teacher, instructional media specialist and assistive technology consultant in early childhood, preschool and school age programs. She has consulted to university and adult programs concerning access to technology by persons with disabilities. She speaks internationally on a wide range of topics including technology integration, curriculum testing and accommodations, computer access, literacy, library access, assessment and implementation strategies and the current "hot topic" of Universal Design for Learning. Kelly was the popular Keynote Presenter at the Spectronics Inclusive Learning Technologies® Summer School in 2004. Again, we have been asked many times to "bring Kelly back from the USA" - so 2008 is Kelly's year to return.

www.kellyfonner.com



Scott Marfilius

Scott Marfilius is an Assistive/Educational Technology Consultant based in the USA. He is a teacher specialising in working with students with intellectual impairments and/or learning disabilities. For the past 15 years, he has been involved in implementing assistive technology at various levels - within integrated classrooms through to district-wide system changes. His business partner is Kelly Fonner and together they make a dynamic team presenting joint workshops! Like Kelly, Scott has a particular skill in presenting "practical applications" of the features of many assistive technologies for students from primary school through to post-secondary settings. As Scott was so popular as a Keynote Presenter at our Inclusive Learning Technologies® Winter School 2006, he will also be a great addition to our line-up of presenters at our 2008 conference!

www.scottmarfilius.com

Keynote Speaker Plenary Sessions

Kelly Fonner - DAY ONE - Tuesday 13th May 2008

Exploring Universal Access to the Curriculum through Technology in the Classroom

Universal Access can be an ominous term in the classroom. The single biggest, most significant barrier to learning is the fixed medium of presentation. What impact does it have on how you teach? What impact is confronted in the technology lab or computers in the classroom? How do you create a universally designed instructional environment? This session will uncover the meaning and intention of universal access to learning for students with disabilities in school settings with the emphasis on technology created opportunities.

This plenary will begin with an introduction to the basic principles of universal design and its impact upon universal design for learning (UDL). Research and work from various organisations will be highlighted. Ideas for conquering the fixed medium barrier will be shared through consideration of presenting curricular materials and tools in a digital, networked format as the first step in overcoming the barrier of fixed media. By doing so, you provide the underlying flexibility needed for customisation, the capacity to be transformed and presented in multiple forms simultaneously.

Connections will be made to other educational strategies including differentiated instruction, cooperative learning, thematic teaching, alternative instruction, community-based instruction and several more. Strategies for UDL in the general curriculum will be shared through an example unit. Throughout this session we will look at universal access to learning materials and computers including text, projects, homework and tests and to computers for students with a range of disabilities including learning disabilities, cognitive disabilities, physical disabilities and vision impairments. The session will conclude with giving attendees a consideration guide for planning and setting goals for including universal design for learning in their location.

Pati King-DeBaun - DAY TWO - Wednesday 14th May 2008

Literacy for Everyone

Opportunity and access continue to be the number one reasons students with severe disabilities frequently do not become literate adults. Access becomes a barrier when students are provided with literacy experiences but are not provided with a means to independently access materials, make choices, use appropriate technology (e.g. computers, communication devices) and have repeated reading opportunities. The materials used may be also be inappropriate in terms of content, complexity and age-related interest.

Opportunity is a barrier often as a result of thoughts such as: "My student is so severe or profound how could emergent literacy possibly benefit him/her?"; "Those activities are just not appropriate or a waste of time"; or "My students are too old." The fact is these students are prime candidates for emergent literacy instruction – especially when this instruction is done with a focus which will build the students' knowledge of language and their understanding of the world. This presentation will address student stories and case examples of how both light and high technology provided a bridge to literacy. Video samples will be the highlight of this session.

Scott Marfilus - DAY THREE - Thursday 15th May 2008

Are We Doing it Right? What Does the Research Say?

Assistive Technology as a service has been around for over 30 years. Today's service providers need to objectively document the impact of technology for an individual before recommending long term use. At this time in education, educators are being asked to be implementing research-based strategies and to place emphasis on evidence-based education. What does this mean when it relates to assistive technology? Why is there a high abandonment of assistive technology devices? How do we evaluate the effectiveness of assistive technology for improving individual achievement? What lessons have been learned from the past and how can we use those to improve our service delivery? Strategies will be shared to evaluate the effectiveness of assistive technology. Does data-driven decision making have a place in the field?

Pre-Conference Workshops - Monday 12th May 2008 - 9.00am to 4.00pm

Assistive Technology Supports for Reading Comprehension

Do you have students who struggle with comprehension of text-based materials? There are many causes for students having difficulty with reading comprehension in the content areas. First of all, there is a lack of direct instruction on reading comprehension to students; much of reading instruction emphasises decoding skills. Second, educators are not taught how to implement strategies in the content areas and the strategies are difficult to include in direct instruction. Finally, class sizes are large and not enough time is available for intensive strategy instruction and there is a lack of additional resources to meet the varying needs of the diverse classroom.

There is a converging body of research that has identified five essential elements of effective reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary and Text Comprehension. This session will look specifically at how technology can assist students in comprehending the text and materials they are reading. We will do a review of literature to show the importance of teaching reading comprehension strategies. Throughout the session we will introduce strategies and suggestions covering low tech to high tech and incorporate many tools you already have access to or that may be easily obtained.

There are some proven reading comprehension strategies, which if explicitly taught, can assist students in generalising those skills in other reading areas. One of those is the use of strategies from Reciprocal Teaching including summarising, question generating, clarifying and prediction. Another research-based organisation has added three additional ones of, visualising, feeling and reflecting. Low tech strategies along with the use of technology can provide the supports our struggling students need in order to succeed and become true readers.

We will present these various technology supports in a framework defined for pre-reading, during reading and post-reading activities. Come and find out how to support struggling readers in the curriculum content areas. These strategies will enable your struggling readers to be successful and to comprehend text they are reading on a daily basis. Participants will learn how to systematically teach comprehension strategies and use technology to support independent implementation of these strategies.

Language Through Reading: Using Supported Book Reading Strategies to Promote Language Development

This workshop will focus on strategies to promote language/communication and early literacy skills through story supported readings. Emphasis will be placed on book selection, adaptations and presentation techniques for AAC users. Strategies discussed will be appropriate for people who work with students who have autism, attention problems, physical disabilities and/or cognitive disabilities who have very early or emerging literacy skills. Highlights of this session will include pre- and post-video samples of students and techniques described.

Further information:

The history of emergent literacy for individuals with disabilities has provided us with a surge of research in the last 10 years. Based on this research, two apparent barriers seem to exist when discussing literacy for students with severe disabilities: access and opportunity.

Access becomes a barrier when students are provided with literacy experiences but are not provided with a means to independently access materials, make choices, use appropriate technology (e.g. computers, communication devices) and have repeated reading opportunities. The materials used may be also be inappropriate in terms of content, complexity and age-related interest.

Opportunity is a barrier often as a result of thoughts such as: "My student is so severe or profound how could emergent literacy possibly benefit him/her?"; "Those activities are just not appropriate or a waste of time"; or "My students are too old." The fact is these students are prime candidates for emergent literacy instruction – especially when this instruction is done with a focus which will build the students' knowledge of language and their understanding of the world.

This workshop will demonstrate how, without opportunity and/or access students with severe disabilities rarely have the chance to succeed. We will show how crucial it is that all children experience success in literary activities at some level, in order to encourage them to continue and to enhance a positive self-image about themselves as readers.

The use of literacy-based materials (matching text to the students' expressive abilities) in supported readings as a method to build language skills, operational fluency and scaffold the reading process will be demonstrated.

Engaged to Learn

In a recent keynote address, David Koppenhaver, PhD, Appalachian State University, indicated that cognitive engagement and cognitive clarity are conditions for learning. What does this mean? Cognitive engagement is repetition with variety. Cognitive clarity is the personal connection for the student and enjoyment. Both of these are indicated in research as important factors to increasing learning.

This might seem simple for the regular classroom, but how is this accomplished with the student who needs more concrete information? The presentation will demonstrate how to accomplish engagement and clarity within a classroom setting with students who are moderately to severely disabled. Students of all ages and abilities are motivated to learn by a variety of reasons. Those going to college may be motivated to learn by the possibility of a scholarship, a grade, or even to gain their parents' approval. Students with moderate to severe disabilities are motivated by less abstract reasons. Sometimes, teachers find these students hard to motivate. So the primary reinforcers such as food come out of the cupboard. If not food, then perhaps stickers, or a favourite toy to play with are the reinforcers used. The learning is not intrinsic. The student is not motivated by learning itself.

As with all students, no matter what the cognitive level, the way to motivate differs from student to student. For students with more severe disabilities engagement is critical. There are some common strategies that can be implemented throughout the day to help motivate students to learn. Some of these include the atmosphere in the room, gadgets used to engage, games, physical movement, art, performing arts, literacy, music, regulating the energy level and structure of the classroom and the curriculum presented in a manner the student can grasp.

This presentation will let the students tell the story. The teacher, Anthony Goss, Teacher of the Year for Kern County in California, will lead the students through a thematic unit. All of the strategies will be addressed and demonstrated through video clips.

Participants in this workshop will leave with an understanding of the different strategies that can be used to engage the students with moderate to severe disabilities in the classroom and beyond. They will visually see actual strategies used in the classroom when implementing a thematic unit – and will understand applying standards in a way that meets the criteria and the student's needs.

Presented by:



Kelly Fonner

Teacher
Assistive/Educational
Technology Consultant
USA



Scott Marflius

Teacher
Assistive/Educational
Technology Consultant
USA

Presented by:



Pati King-DeBaun

Speech Language
Pathologist
AAC and Emergent
Literacy Specialist
USA

Presented by:



Jo Meyer

Teacher
Founder and President of
SoftTouch, Inc.
USA

Pre-Conference Workshops - Monday 12th May 2008 - 9.00am to 4.00pm

Clicker 5 and Clicker Paint – Accessible Learning Resources for all Students in all Subjects

Clicker 5 combines a powerful word processor with a flexible system of grids to support students' reading and writing. Students can produce simple text in Clicker Writer or make talking books and other presentations using Clicker's innovative multimedia features.

Early readers and writers and English language learners, build sentences with picture or symbol support if required. As they progress, students can write using the keyboard, with the added support of talking word banks. More complex writing frames can also be used to scaffold extended writing. At all levels, students are supported by realistic speech with words highlighted when spoken, enabling students not only to hear what they have written, but also to listen to words before they select them.

Additionally, the program can be used to present a variety of matching, sorting, sequencing and labelling activities. Clicker 5 supports access through switches as well as through a standard keyboard and mouse.

Clicker Paint is a powerful tool that addresses Universal Design for Learning principles to provide access to the visual arts for children of all abilities. It supports teaching and learning in any subject area and is incredibly student-friendly. It includes many unique features that will motivate all children. Clicker Paint also works seamlessly within Clicker 5, enabling students to add illustrations to their writing and engage in a wide range of new learning activities.

You can easily customise activities according to the learning objectives and the abilities of your students. With Clicker Paint, new Clicker activities and templates are supplied to get you started right away. The activities are ready to use, yet can be very easily modified for particular lessons. The templates make it easy for your students to create talking books with their own illustrations and for you to create a range of different activities. From symmetry, fractions and telling time activities in maths, to learning about rainforests, the weather and different animal groups in science, Clicker Paint can be used effectively across the whole curriculum. At LearningGrids.com you will find lots of free ready-made activities covering a whole range of curriculum areas.

Presented by:



Kevin Lynch
Teacher
Training Manager
Crick Software
UK

The Avenue of Curricular Success through Symbol Support (with Boardmaker Plus!)

Addressing the curriculum for diverse learners provides many challenges for instructional teams. The tools and strategies shared in this session will address the needs of the learner while contributing to the success of all students. This session will explore a variety of ways to assist diverse learners in accessing grade level curriculum and in becoming successful and more independent learners.

Challenges such as complex vocabulary, comprehension of reading material and the increasing amount of material required for mastery are a major cause of stress for both instructional teams and diverse learners. With the aid of symbol supports, these challenges are minimised and an avenue to curricular success is developed.

The first step towards mastery is setting the stage for learning. Therefore, this session will begin with developing and sharing strategies to set the environment for learning. Strategies will include ideas for establishing structure, setting routines, incorporating the multiple intelligences, differentiating and setting high expectations. These planning strategies will incorporate the Learning Pyramid to establish a range of activities for students. Additional strategies will be shared to determine expectations for diverse learners. A learning environment that presents high expectations and is structured creates an environment designed for student success. Participants will gain practical experience developing an outline using the shared strategies.

Vocabulary development is fundamental for success in all curricular areas. Therefore, numerous vocabulary activities will be shared. Activities shared will be embedded with symbols to increase retention and to increase mastery of complex vocabulary. Strategies for learning, reinforcing and assessing vocabulary will be shared. Sample activities shared will include the use of dominoes, learning fun cubes, word walls, class dictionaries and much more using Picture Communication Symbols and Widgeit Literacy Symbols in the Boardmaker Software Family.

More detailed information about this comprehensive workshop's content is available online.

Presented by:



Dana Stump
Teacher
Educational Specialist
Mayer-Johnson LLC
USA

textHELP Read&Write GOLD: Supporting Literacy for Life

Angeline King from TextHELP Systems Ltd will be joined by Spectronics' Learning Support specialist, Bill Smith, to guide you through the program and help apply the software to your educational setting. While a laptop is not required, to gain the most from this workshop, it is recommended that you bring your laptop along, pre-loaded with TextHELP Read&Write GOLD – Version 8.0 or 8.1. A limited number of TextHELP Read&Write GOLD Mobile versions of the program will be available for use on your laptop for the duration of the workshop if you do not have the program installed. Please indicate if you will need this option when you book in for this workshop.

Prior knowledge of Read&Write is not required. However, a basic understanding of Microsoft Office applications and Internet Explorer is necessary. It would also be useful if you could bring along examples of your students' work or sample texts in MS Word, PDF or HTML in order to customise the training to your needs.

On completion of this workshop, you will be offered the opportunity to complete an assessment in order to become a Certified Trainer of Read&Write 8.1 GOLD.

More detailed information about this comprehensive workshop's content is available online.

Presented by:



Angeline King
International Sales
Manager
TextHELP Systems
Northern Ireland



Bill Smith
Teacher
Literacy Support
Technology Adviser
Spectronics
Australia

Participants in these workshops are encouraged to **BYO Laptop** to allow for hands-on participation in activities. Software will be available to install for the duration of workshop if it is not already installed. However, this is **NOT** essential and you will still benefit from attending these workshops without a laptop.

Dragon NaturallySpeaking Hands-on Workshop

This hands-on workshop will provide you with Dragon specific scripting expertise. You will see exactly how effortless it is to program Dragon to perform multi-step tasks following your voice prompt. If you have any repetitive keystrokes or mouse needs, these can all be converted into simple voice commands, the end result being a fluent and fast response without having to use your hands at all. Even entire paragraphs of standard text you regularly use can be built into Dragon, saving you the effort of dictating entire sections of text. Create real examples of some very popular commands and learn how you could utilise these in your own environment.

This workshop will address both the very basics of syntax as well as the more complicated codes. You will learn how to identify when you should create a command, what type of command would best suit any particular process and what the rules are to creating a voice command. You will also learn how to identify the best method to perform a multi-step task, how to relate that to Dragon terminology and where to source reference material from for various applications. Dragon has the unique ability to integrate so that the command can be utilised with multiple applications, whether it's a command you want to use in all programs or whether you want to use multiple programs through a single command.

Presented by:



Karl Francois
Technology and
Training Consultant
Spectronics
Australia

This workshop will be conducted in the **TOSHIBA Hands-on Laptop Lab** – using computers with Dragon NaturallySpeaking Professional Version 9 pre-installed. High quality noise-cancelling USB microphones will be provided for each laptop. As we will book in a maximum of two participants per computer only – please book early to ensure a place in this workshop!

Day One - Tuesday 13th May 2008

8.30am - 9.00am	Conference Opening Session						
9.00am - 10.30am	PLENARY SESSION: Exploring Universal Access to the Curriculum through Technology in the Classroom - Kelly Fonner						
10.30am - 11.00am	Morning Tea						
11.00am - 11.45am	Creating Electronic Books with Assistive Technology Tools Kelly Fonner and Scott Marfilius	A Practical Approach for Progress Monitoring for Students at Emergent Literacy Levels Pati King-DeBaun	WANTED - Vocabulary Words that Meet Children's Daily Communication Needs! Sally Clendon	Inclusive Education through Interactive Whiteboards Jan Polkinghorne	Meet Neo Jan Bryan	Keeping Up to Date: What I Need to Know about Assistive Technology Research Greg O'Connor	TOSHIBA LAPTOP LAB Communicate: Symwriter Katie Lyon and Jane Farrell
11.45am - 12.30pm			Practical Application of the PODD Communication Book Templates Resource Gayle Porter and Lee Withall	Games in Learning for Students with Special Needs Jeff Souter		University-Wide Implementation of Assistive Technology Kyla Jasperse	
12.30pm - 1.30pm	Lunch						
1.30pm - 2.15pm	Organisers, Outliners, Schedules and Memory Aids Scott Marfilius	From Early Engagement to Beginning Literacy: Strategies for Children on the Autism Spectrum Pati King-DeBaun	Assistive Technology Supports in Maths for Students with Physical Disabilities Kelly Fonner	Young Children with Severe Physical and Sensory Impairments Learn To Communicate Claire Cotter and Fiona Beauchamp	Great Assistive Technology Tools in the Classroom for: Communication, Self-Regulation, Work Skills, Social Skills and Academics Adam Wing and Jane Farrell	Engaging the Disengaged - Using Assistive Technology and E-Learning to Form Connections Debra Creed	TOSHIBA LAPTOP LAB The Fun Factor: Using Digital Images, Sounds, Movies and More with Boardmaker Plus! Dana Stump
2.15pm - 3.00pm				Power to the People - Using Integrated Power Wheelchair Controls (IPWC) for Operating Speech Generating Devices, Computers and Environmental Controls John Pashen and Vicki Robinson		Adjusting High School Curricula through the Creative Use of Technology Sarah Humphries and Sarah Mottarelly	
3.00pm - 3.30pm	Afternoon Tea						
3.30pm - 4.15pm	"Do Your Students Have a Pencil?" Supporting Early Writing Pati King-DeBaun	Adobe Connect - Web Conferencing Larry Adler and Karl Francois	Creating Accessible Examinations and Assessments - To Accommodate ALL Students Kelly Fonner and Scott Marfilius	Speech Generating Devices: Will They Stop My Child from Talking? Katie Lyon	Level the Curriculum for Success Jo Meyer	Better Outcomes and Better Practice: Different Approaches to the Same Goal Jim Sprialis, Gillian Smith, Greg O'Connor and Jude Henry	TOSHIBA LAPTOP LAB Becoming "Pro"ficent with VS Communicator Pro Jane Farrell
4.15pm - 5.00pm		Adobe Connect - E-learning Environment Larry Adler		Curriculum and Communication Ideas to Meet Standards in Your Classroom! Joni Nygard	A New Look for IntelliTools Classroom Suite and Easy Templates for IntelliTools Classroom Suite Alison Jarred		
5.00pm - 7.00pm	Drinks and Canapes - Meet the Presenters and Trade Exhibitors						

Day Two - Wednesday 14th May 2008

9.00am - 10.30am							
PLENARY SESSION: Literacy for Everyone - Pati King-DeBaun							
10.30am - 11.00am Morning Tea							
11.00am - 11.45am	Assistive Technology Supports in Maths for Students with Learning Disabilities Kelly Fonner and Scott Marfilus	Technology - Supported Instructional Strategies for Targeting Reading Comprehension Sally Clendon	Supporting Early Conversations: Supporting Communication, Supporting Quality of Life Pati King-DeBaun	Wikis and Podcasts! What Use are They? Hillary Epton	The Comprehensive Dragon Naturally Speaking Guide Part I - Slay the Dragon Karl Francois	Getting Started with Technology: Three Perspectives Cheryl Wood and Marilyn Capelin, Grace Brown and Lynne Ryan and Gerry Kennedy	TOSHIBA LAPTOP LAB
11.45am - 12.30pm		Emergent Literacy Model for Students with Significant Disabilities Using AAC Adaptations Joni Nygard		Classroom Inclusivity Using Blogs and Podcasts Sandy Russo			
12.30pm - 1.30pm Lunch							
1.30pm - 2.15pm	Accessibility Options in Windows Vista Scott Marfilus	Developing Visual Strategies to Support People with Complex Communication Needs Katie Lyon	Pragmatic Organisation Dynamic Display (PODD) Ideas for Programming Speech Generating Devices Gayle Porter	Meet Dana Jan Bryan	Explicitly Teaching Writing Skills to Students using Dragon Margaret Neilsen	Boardmaker in Early Childhood Classrooms: From Circle Time to Notes Home Dana Stump	TOSHIBA LAPTOP LAB
2.15pm - 3.00pm	Making Websites Talk! Karl Francois and Mikaela Kroesen	National Relay Service: Internet Relay and Other Telephone Options for People with Complex Communication Needs Annabel Gregory and Jane Farrall			"We're Getting There"... Working Towards Encouraging UDL (Universal Design for Learning) in ACT Schools Jane Whitten and Judy Hunter-Dickson	ClaroRead: Provision of Enabling Literacy Support for All Students Gerry Kennedy	
3.00pm - 3.30pm Afternoon Tea							
3.30pm - 4.15pm	Beyond the Basics: Assistive Technology and Learning Disabilities Scott Marfilus	Clicker ANZ Kevin Lynch and Alison Jarred	Building the Linguistic Competence of AAC Users Pati King-DeBaun	Making Informed Decisions about Assistive Technology Utilising the SETT Framework Greg O'Connor and Anita Rafferty	InterAACT: From Research to Reality James Rowe and Katie Lyon	Be a Mr. Wizard: Assistive Technology Supports in Science Kelly Fonner	TOSHIBA LAPTOP LAB
4.15pm - 5.00pm		Clicker Phonics Kevin Lynch	Assistive Technology: Opening Opportunities For Students With High Support Needs In Brunei Schools Salim bin Hj Puteh and Dk Hj Maria binti Pg Hj Damit	Providing Virtual Support to Rural and Remote Areas Marilyn Capelin, Jeff Souter and Annette Coupland			
7.00pm - 11.30pm Conference Dinner - featuring Phil Cass and SAVvY!							

Day Three - Thursday 15th May 2008

9.00am - 10.30am	PLENARY SESSION: Are We Doing it Right? What Does the Research Say? - Scott Marfilus						
10.30am - 11.00am	Morning Tea						
11.00am - 11.45am	AT Supports for Students with Autism Part 1: Schedules and Task Assistants Kelly Fonner	Fostering Creativity among Students with Disabilities Pati King-DeBaun	Mastering Microsoft Word - Taking the Tips and Tricks to Support Students even Further! (Part One) Scott Marfilus	"Time to Talk" - Communication Strategies for Enhancing Social Understanding for People with Autism Spectrum and Other Related Disorders Ylana Bloom and Dolly Bhargava	AlphaSmart Writing Solutions: Proven for All Learners Jan Bryan	SPELL Books Janelle Sampson	TOSHIBA LAPTOP LAB Write Online Kevin Lynch
11.45am - 12.30pm	Trade Display or Hands-On Lab Free Time or Special Interest Groups						
12.30pm - 1.30pm	Lunch						
1.30pm - 2.15pm	AT Supports for Students with Autism Part 2: Expressive Communication Supports Kelly Fonner	Literacy Based Activities for Older Students Pati King-DeBaun	Mastering Microsoft Word - Taking the Tips and Tricks to Support Students even Further! (Part Two) Scott Marfilus	DynaVox M3: Taking It to the Next Level James Rowe and Katie Lyon	Planning and Implementing a School Wide Literacy program using TextHELP Read&Write GOLD Bill Smith	The Comprehensive Dragon NaturallySpeaking Guide Part II - Rule the Dragon Karl Francois	TOSHIBA LAPTOP LAB Evaluating and Teaching Your Students In Switch School! Jo Meyer
2.15pm - 3.00pm		A Framework for Integrating Communication and Literacy Instruction (Part One) Pati King-DeBaun and Sally Clendon	PowerPoint: Pushing it to the Limit (Part One) Scott Marfilus	The Eyes Have It: The MyTobii Eye-Controlled Speech Generating Device Tomas Nilsson and Jane Farrall	Idea Mapping Technologies - Using Writing and Graphic Organisers to Assist Students through the Research and Writing Process Bill Smith		
3.00pm - 3.30pm	Afternoon Tea						
3.30pm - 4.15pm	AT Supports for Students with Autism Part 3: Behaviour Supports Kelly Fonner	A Framework for Integrating Communication and Literacy Instruction (Part Two) Pati King-DeBaun and Sally Clendon	PowerPoint: Pushing it to the Limit (Part Two) Scott Marfilus	Fun Activities from the WIZ - a FREE Online Tool from AbleNet! Adam Wing	textHELP Read&Write GOLD Angeline King and Bill Smith	Does My Voice Look Big In This? A Comparison of Three AAC Software Packages Jane Farrall	TOSHIBA LAPTOP LAB Creating Hypermedia Environments with Clicker 5 Jim Sprialis
4.15pm - 5.00pm	★ Conference Closing Session (and Prize Draw!)						

Conference Closing Session PRIZE POOL!

The 2008 conference will be offering an excellent pool of prizes at the Closing Session of the conference on Thursday 15th May 2008.

- ★ **HOW DO YOU WIN?** You just have to complete a Conference Feedback Form and be there at the Closing Session to win. Winners will continue to be drawn until all prizes are claimed! If your ticket number is called, you choose the prize you want!



Total Prize Value
will exceed **\$20,000!**

Drawn Thursday 15th May at 4.15pm

Other Featured International Presenters!



Jan Bryan, AlphaSmart/Renaissance Learning (USA)

Teacher, Director of AlphaSmart Professional Services

Jan brings more than 20 years classroom and university teaching experience to her position with Renaissance Learning. She is passionate about teaching, learning, reading, writing and the power of connecting with others. She holds the Ed. D. in Curriculum and Instruction from Texas Tech University in the United States, with emphasis in literacy development and educational psychology. Her publications include articles in research and practitioner, as well as curriculum documents for the local and state level. In her educational technology work, she assists schools with writing across the curriculum, technology implementation, curriculum development and external funding. She designs and delivers professional development seminars for AlphaSmart, a Renaissance Learning Brand to support teachers across the United States and has been fortunate to work with education professionals in the UK, Jamaica, New Zealand and Canada as well.



Adam Wing, AbleNet Inc. (USA)

Senior Director of International Business

Adam is well known as an international presenter, technology trainer, published writer, business development director and recognised thought leader in the field of assistive technology. His goal is to continue to inject energy, innovation and leadership into the field so that it can continue to grow and better meet the needs of individuals with disabilities around the world. Adam has exhibited and presented at hundreds of conferences and worked with thousands of students, parents, teachers, therapists, administrators and resellers to implement technology to improve the lives of people with disabilities.



James Rowe, DynaVox Systems Ltd. (USA)

International Sales Manager

After graduating as a Speech Language Therapist in 2000, James worked in an acute setting, specialising in Augmentative and Alternative Communication (AAC) with an adult population. He worked with clients with acquired neurological disorders and degenerative diseases – with a caseload ranging from CVA management through to interventions for clients with Motor Neurone Disease. For the past six years, James has worked for DynaVox Technologies, where he spent the first three years providing education services across the north of England and Scotland. Following the acquisition of Mayer-Johnson and Enkidu Research, the past three years have seen James responsible for the international business of all three organisations. He is always keen to share his knowledge of AAC with experienced practitioners as well as those with who are completely new to the field.



Joni Nygard, Attainment Company (USA)

Speech Language Pathologist, Director Speech and Language Product Development

Joni Nygard, M.S. CCC-SLP has specialised in augmentative alternative communication (AAC) and assistive technology (AT) throughout her 20 year career, including more than 10 years managing the AAC Clinic at University of Wisconsin-Madison. A past president of WISAAC (Wisconsin Society for Augmentative Alternative Communication and Assistive Technology), she presents throughout the USA and internationally at conferences on AAC/AT related topics with an emphasis on literacy and communication for all students. Her passion is advocating for individuals with complex communication needs of all ages in medical, school and community settings. Since 2002, Joni has worked as the Director of Speech and Language Product Development and Aging Resources for Attainment Company, Verona Wisconsin, USA.

Our Valued Exhibitors

- ★ 3M Touch Systems Pty Ltd (AUS)
- ★ AbleNet (USA)
- ★ AlphaSmart/Renaissance Learning (USA)
- ★ Attainment Company (USA)
- ★ Blink Twice (USA)
- ★ Compu.Ed (Australia)
- ★ Crick Software (UK)
- ★ DynaVox Technologies (USA)
- ★ Health Click (NZ)
- ★ Humanware (AUS)
- ★ Innovative Communication Programming (AUS)
- ★ Mayer-Johnson (USA)
- ★ National Relay Service (AUS)
- ★ New England Computer Solutions (AUS)
- ★ Nuance (AUS)
- ★ SoffTouch (USA)
- ★ Spectronics (AUS and NZ)
- ★ textHELP (Northern Ireland)
- ★ Tobii Technology AB (Sweden)
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- ★ WebQem (AUS)
- ★ ZYGO Australia (AUS)

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EDUCATION Technology SOLUTIONS

Accommodation ...



We are pleased to announce that we have booked the stunning Marriott Hotel in Surfers Paradise, Queensland for the Inclusive Learning Technologies® Conference 2008!

The epitome of five-star elegance, the Surfers Paradise Marriott Resort & Spa combines casual Queensland charm with superior international style to create a unique, unrivalled Gold Coast holiday experience. Situated in the heart of the Gold Coast, the resort is just a short stroll from the famous beaches, shopping and nightlife of Surfers Paradise. The unique facilities, ideal location and award-winning service make this the perfect resort for both leisure and business travellers alike.



Standard Room	\$220 room only
Standard Room	\$240 includes buffet breakfast for one
Studio Suite	\$440 room only
Executive Suite	\$550 room only
Third adult/Rollaway bed	\$40 per night

Spectronics has negotiated these special rates available only to our conference delegates. These rates are valid for occupancy on a single, twin or double basis (per room, per night).

Included with your accommodation room is:

- Access to the saltwater lagoon (stocked with colourful reef fish!)
- Full use of the Resort's Spa & Health Club
- Complimentary use of the Resort's two tennis courts
- Complimentary undercover car parking
- Morning newspaper

To access these rates, room bookings need to be made with the Spectronics Conference Coordinator on conference@spectronicsinoz.com or using the Conference Registration Form on the back of this program.

The option to increase your stay for three days either side of the main conference at these special rates is also available to conference delegates. The maximum capacity for the accommodation guestrooms is 3 adults or 2 adults and 2 children (14 years of age or under) per room using existing bedding.

Visit this link to book at the special rates and for more details:

<http://www.marriott.com/hotels/travel/oosp-surfers-paradise-marriott-resort-and-spa/?groupCode=sptspta&app=resvlink>

Conference Transportation Information

via Aries Tours

Contact: Bill Brown
Ph: (07) 5594 9193 OR 0419 642 725
Email: bill@ariestours.com

(1) Brisbane Airports > Marriott Resort Surfers Paradise

1-4 seater : \$165.00 AUD includes GST and Tolls
7 seater : \$185.00 AUD includes GST and Tolls
12 seater : \$ 229.00 AUD includes GST and Tolls

(2) Gold Coast (Coolangatta) Airport > Marriott Resort Surfers Paradise

1-4 seater : \$58.00 AUD includes GST and Tolls
7 seater : \$94.00 AUD includes GST and Tolls
12 seater : \$116.00 AUD includes GST and Tolls

These rates also apply to other Hotels located in Surfers Paradise and Broadbeach.
Brisbane airport transfers with Aries Tours must be pre-booked.

via Taxi Services

BRISBANE AIRPORT - Yellow Cabs

- Phone: 131 924
- From Brisbane Airport to Surfers Paradise
- Approximate cost is **\$150.00** for a taxi

GOLD COAST (COOLANGATTA) AIRPORT - Regent Taxi Cabs

- Phone: (07) 5588 1234
- From Coolangatta to Surfers Paradise approximate cost is **\$40.00** (or **\$45.00** for a maxi cab)

GOLD COAST (COOLANGATTA) AIRPORT ONLY - Gold Coast Tourist Shuttle

- Phone (07) 5574 5111
- Website: <http://www.gcshuttle.com.au/shuttle/reservations>
- Pre-booking can be arranged and is recommended and can be performed on line at the site above.
- Cost: **\$14.00** one way, **\$24.00** return
- A coach meets every flight that arrives at Gold Coast Airport.

Booking Conditions

Delegates with Special Needs - We endeavour to ensure delegates with special needs are catered for. Should you require particular assistance, please make a note on your registration form or contact the Conference Coordinator by phone on (07) 3808 6833 or email: conference@spectronicsinoz.com

Changes/Amendments - Alterations to, or cancellations of your conference booking must be advised to the Conference Coordinator via email at conference@spectronicsinoz.com or fax to (07) 3808 6108. Due to administrative requirements, changes and/or alterations advised verbally cannot be accepted.

Disclaimer - The conference registration information is correct at the time of printing. However, the organisers reserve the right to change the information where necessary without notice.

Liability Waiver - In the event of industrial disruptions, the conference and the organisers accept no responsibility.

No Smoking Policy - All the function rooms and accommodation at the Surfers Paradise Marriott Resort & Spa are non-smoking.

Personal Insurance - Delegates shall be regarded in every aspect as carrying their own risk for loss or injury to person or property, including baggage during the conference. We strongly recommend that at the time of booking your travel you take out a travel insurance policy of your choice. The policy taken should include the loss of deposit through cancellation, medical insurance, loss or damage to personal property, financial loss incurred through disruptions to accommodation or travel arrangements due to strikes or other industrial action. The organisers are in no way responsible for any claims concerning insurance.

Payment - An official Tax Invoice will be issued when payment is received. Payment must be received before you can attend the conference. Registration forms must be accompanied by full payment in order to be processed. Incorrect credit card numbers and declined credit are considered non-payments and registration will not take place. No registration will be accepted by phone.

Refund Policy: Please notify us in writing of any cancellations. Cancellations received before 31st March 2008 will be refunded 90% of the amount paid. Cancellations received before 12th April 2008 will be refunded 50%. After 12th April 2008 there will be no refunds made. Please note that refunds will only be made after the conference. 'No shows' are non-refundable and are liable for the full registration. If you cannot attend, you may send a substitute person. The original registrant must submit a written authorisation for such a change.

Confirmation: You should receive confirmation of your registration and a Tax Invoice and receipt for your payment within ten days of payment clearance. Registrations close on Friday 9th May 2008.

Communication: Any problems or questions? Contact the Conference Coordinator at conference@spectronicsinoz.com or phone (07) 3808 6833 or fax (07) 3808 6108.

READY TO REGISTER NOW?

Complete this Registration Form to secure your place at the conference!

Fax to Spectronics on (07) 3808 6108 or post to: PO BOX 88, ROCHEDALE QLD AUSTRALIA 4123

Your Personal Details:

Title: (eg. Dr, Prof, Mr, Mrs, Ms) _____
Surname: _____ First name: _____
Home Address: _____
City/Suburb: _____
State: _____ Postcode: _____ Country: _____
Preferred name for name tag: _____
Phone (Daytime): _____ Mobile: _____
Email: _____

Your School/Organisation Details (if relevant):

Profession: _____
Organisation: _____
Organisation Address: _____
City/Suburb: _____ State: _____ Postcode: _____
Country: _____ Phone (Daytime): _____
Mobile: _____ Fax: _____
Email: _____

Other information:

Wheelchair access required: YES / NO

Special dietary requirements: _____

Preferred Registration Type:

I Want Everything!

This Includes one Pre-Conference Workshop, Full Three-Day Conference Registration and one Conference Dinner ticket @ \$795 (SAVE \$80!!)

- Please specify chosen workshop:
- Assistive Technology Supports for Reading Comprehension - Kelly Fonner and Scott Marilius
 - Language Through Reading: Using Supported Book Reading Strategies to Promote Language Development - Pati King-DeBaun
 - Engaged to Learn - Jo Meyer
 - Clicker 5 and Clicker Paint - Accessible Learning Resources for all Students in all Subjects - Kevin Lynch
 - The Avenue to Curriculum Success through Symbol Support (with Boardmaker Plus!) - Dana Stump
 - textHELP Read&Write GOLD: Supporting Literacy for Life - Angeline King and Bill Smith
 - Dragon NaturallySpeaking Hands-on Workshop - Karl Francois

I Only Want to Attend...

- Pre-Conference Workshop - Monday 12th May 2008 @ \$220 (Please specify chosen workshop from list above)
- Day One - Tuesday 13th May 2008 @ \$250
- Day Two - Wednesday 14th May 2008 @ \$250
- Day Three - Thursday 15th May 2008 @ \$250
- Full Three-Day Conference - Tuesday 13th, Wednesday 14th & Thursday 15th May 2008 @ \$595
- Conference Dinner @ \$60 per ticket

Please Note: Each 'Day' registration at \$250 per day includes admittance to that day's sessions, morning tea, lunch, afternoon tea and a conference satchel. Full Three-Day registration of \$595 includes admittance to all sessions, conference proceedings, three lunches, morning and afternoon teas and a conference satchel. Tickets to the conference dinner are available at \$60 per person per ticket. All prices are inclusive of GST.

Payment Options:

- By cheque, made payable to Spectronics and mail to Spectronics, PO BOX 88, ROCHEDALE QLD AUSTRALIA 4123
 - By direct deposit to Spectronics (Please include details of your full name with your deposit)
National Australia Bank, Springwood QLD BSB# 084 383 A/C# 50720 6753
 - By credit card Visa Mastercard Bankcard
- Name on card: _____
Card number: _____ Card expiry date (month/year): _____
Total amount: _____

Receipt/Tax Invoice To:

Name: _____
Address: _____
City/Suburb: _____ State: _____ Postcode: _____