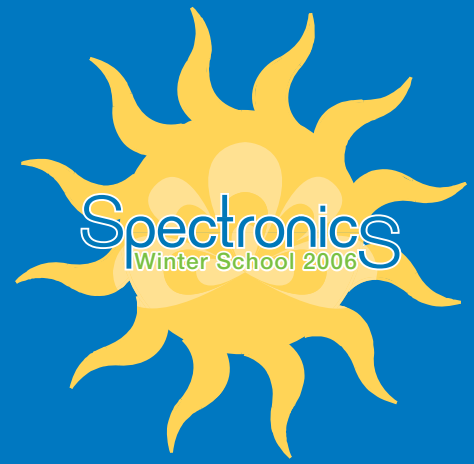


Inclusive Learning Technologies® Winter School 2006



More Details About Your
Conference Presenters and Sessions!

We hope this more detailed information helps you to select the sessions which will be most useful to you at the Winter School. These full details are also now available on our conference website at www.spectronicsinoz.com/winterschool

Once you have decided which sessions you would like to attend, visit the website and follow the links to register online and to book into your selected sessions. Some presentations will be very popular and numbers will be limited by room size - so please book your preferred sessions as soon as is possible to ensure you do not miss out!

If you have any questions about the session selection process, please contact Heather Jones, our Inclusive Learning Technologies® Winter School Coordinator on heather@spectronicsinoz.com or phone (07) 3808 6833 (+61 7 3808 6833 if calling from overseas).

Meet our Keynote Presenters ...



Scott Marfilius

Scott Marfilius is an Assistive/Educational Technology Consultant based in the USA. He is a teacher who specialises in working with students with intellectual impairments and/or learning disabilities. For the past 14 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, who was the popular keynote presenter at the Spectronics' Inclusive Learning Technologies Summer School in 2004. 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.



Dan Herlihy

Dan Herlihy, from the USA is an Assistive Technology Resource Specialist and Technology Integration Specialist. He started in the special education classroom before moving on to establishing his own business - Connective Technology Solutions, Inc - providing assistive technology professional development and resources for teachers. He is also the author of the innovative "IntelliTools Extreme" book. He will be an excellent hands-on workshop facilitator at the Inclusive Learning Technologies Winter School 2006 - allowing participants to explore programs in depth!

Meet our other Overseas Presenters ...



Adam Wing

For the past nine years, Adam Wing has worked in product development, training, marketing, and sales at Laureate Learning Systems, a leading publisher of special needs software located in the USA. He has attended hundreds of conferences, is an international presenter, and has worked with thousands of parents and professionals to help them identify and implement assistive technology. He specialises in conducting language assessments and providing individualised software solutions for children and adults with special needs. He has a B.A. from St. John's College in Annapolis, Maryland USA where he studied the Great Books Program and lives in Burlington, Vermont USA.



Lisa Petit

Lisa Petit, B.S. M.S. received a Masters Degree from Johns Hopkins University in Special Education. She was a Special Educator for four years and an Instructional Assistant for three years in Maryland. As a special educator she taught children with moderate to severe disabilities. After teaching in Maryland she moved to San Diego, California, where she pursued a career outside of the classroom, focusing on Augmentative and Alternative Communication (AAC). Lisa currently works for Mayer-Johnson LLC as their Educational Specialist. Lisa educates and trains professionals and parents and has given many presentations at national and international conferences.



Angeline King

Angeline King is Account Manager at Texthelp Systems Ltd. Responsible for direct and indirect sales in the south of England, Republic of Ireland and Australia, Angeline works closely with educational establishments, corporations and the public sector to promote the adoption of Read&Write software as a means to improving literacy. Angeline has been involved in the educational arena for six years, from teaching English as a foreign language in France, through territory management in the Benelux region with McGraw-Hill Publishing Ltd and now with Texthelp Systems Ltd in Northern Ireland. As a language graduate from Queen's University, Belfast, Angeline is particularly interested in the use of Read&Write software in Teaching English as a Foreign Language.



Ann Crick

Ann Crick was a teacher for many years. She has worked with children of all ages and has wide experience of those with special needs. Her particular interest is literacy and how technology can be used to develop learning opportunities for children of all abilities, but especially for those with special needs. Ann was the Literacy Coordinator at an all-age special school and now manages the development of curriculum materials for Crick Software in the UK.



Mike and Tina Detheridge

Mike and Tina Detheridge founded Widgit Software in 1982. It is the longest running special needs software company in the UK. They have pioneered many aspects of Special Needs software development. In particular they pioneered symbol writing and symbol processing software. They have been involved in the development of software tools and symbol systems to meet the developing needs of people with learning difficulties. In particular they have been concerned with offering ways in which children and adults with learning difficulties can become creative writers, independent learners and participants in today's

information society. Mike and Tina are the authors of the definitive publication on symbol literacy: "Literacy Through Symbols".

They have both written and lectured widely at many international events including presentations in New Zealand, Australia, USA, Norway, Finland, Sweden,



Elaine Kruse

Elaine Kruse is the designer and CEO of Spark-Space. She is also the CEO of two unique assessment and education companies that assist dyslexic adults to obtain or retain employment, funded through government programs in the United Kingdom. Elaine has many years experience teaching dyslexic learners of all ages. She has pioneered many new methods of helping children and adults overcome difficulties stemming from dyslexia and other hidden disabilities. Elaine's organisations also deliver training programs from awareness of the needs of people with dyslexia through to full specialist teacher training, implementing a unique blend of strategies, many of which Elaine designed. Elaine is a consultant on disability and employment to the local and national governments in the UK. Elaine combined her extensive experience with her passion for helping people with dyslexia to reach their potential and created Spark-Space, which she believes is a slice of her skills in a product!



Ian Bean

Ian Bean joined the Inclusive Technology team in the UK from Priory Woods, an award-winning, Beacon Special School widely considered a model of best practice in ICT for children with special needs. Described by BECTA (British Educational Communications and Technology Agency) as "a highly experienced and innovative ICT teacher and coordinator", Ian has taught learners of all ages with a wide range of severe, profound and complex learning difficulties.

Ian has an in-depth knowledge of assistive technology and has developed detailed assessment techniques and novel teaching strategies to exploit the full potential of this technology. He is an experienced training provider and has devised and delivered courses in schools and colleges across the UK.

Ian is passionate in his belief that technology has the potential to enable and empower all learners providing them with rich, meaningful and personalised learning experiences. He is a former BECTA ICT in Practice Award winner, an award winning website designer and a regular speaker at ICT conferences around the UK and internationally.



James Rowe

Having graduated as a Speech Language Therapist in 2000, James Rowe, B.Sc.(Hons) MRCSLT MHPC, 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 four years, James has worked for DynaVox Systems (now DynaVox Technologies). 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 two 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.



Suzanne Feit

Suzanne is an internationally acclaimed workshop presenter, trainer and speaker who has represented IntelliTools at major industry and educational conferences for the past 12 years. She is responsible for developing curriculum materials and adaptations for students with special needs utilising IntelliTools products. Suzanne specialises in hands-on training and curriculum intervention strategies. She is the author of technology-based materials for language arts and maths and has been in the special needs field for over 30 years. For nine years she was director of the Special Awareness Computer Center, a non-profit adaptive technology resource centre where she was responsible for evaluations, consultations and curriculum adaptations. She has an MS in Special Education, has taught at the university level and is the parent of an adult with special needs.

Meet our Local Presenters ...

Fiona Allen

Fiona has worked in the disability area for the last 15 years, and has been the Network Coordinator at Belmore Special School for the past 5 years. She works with students with physical and intellectual disabilities, as well as hearing-impaired and vision-impaired students. Some of these students have profound and multiple disabilities. As the parent of an adolescent with cerebral palsy, she brings a unique understanding of the needs of children with a disability, as well as to the requirements of the education system.

Chris Benke

Chris is a Special Education teacher and is currently the ICT Coordinator at Barwon Valley School, a special developmental school in Geelong, Victoria. She has been an advocate of using technology to develop a range of integrated e-learning and print resources, specifically designed to address the learning needs of individual students. This philosophy is the basis of her CaBS approach – Computer Aided Books for Students (originally called Talking Books) which won several awards including a National Achievement Award for Literacy, an Education Trust Technology award, and a National Song Writing competition for students. Chris won the Learning Difficulties Australia Bruce Wicking Award in recognition of her innovative work with students with special learning needs. Two years later she became the winner of the 2004 ICTEV and was ACCE Educator of the Year. In 2005 she was the Australian Association of Special Education Victorian Chapter Emerson Award winner.

Barwon Valley School is the only special education school chosen in the Victorian Department of Education and Training CeLL (Creating eLearning Lead schools) initiative to support teachers with ICT professional learning.

Louise Black

Louise works at Benalla West Primary School with 190 students. There she is responsible for Reading Recovery/Learning Technologies. She works with many students who need extra assistance with the development of literacy skills.

Tracey Bode

Tracey Bode has managed ZYGO Australia since its inception in 1993. She has qualifications in Speech Pathology (B.App.Sc.) and Applied Linguistics (M.A.) and during her clinical work as a Speech Pathologist in Melbourne and London, specialised in Alternative and Augmentative Communication (AAC) with a focus on assistive technology. Drawing on experiences of more than 12 years with ZYGO Australia and 12 years as a practising therapist prior to this, she combines case stories, practical strategies, and opinion to demonstrate the use of technology as a 'tool' for communication, education and daily life.

Jane Carrington

Jane Carrington works at Wondonga Middle Years College and is a Middle Years Literacy Coordinator who currently writes and implements programs for students with language-based learning difficulties. Jane has included textHELP in some of these programs, to support skill development across curriculum areas.

Ruth Croser

With an Occupational Therapy/Education skill mix, Ruth has worked as a paediatric Occupational Therapist in Tasmania and South Australia including some time spent as a computer access specialist at NovitaTech (formerly Regency Park Rehabilitation Engineering). More recently she has been a teacher within the Tasmanian Education Department working as the Coordinator for Students with Physical Impairments in the southern half of the state for two years. Ruth currently works as a part-time resource teacher with the Vision Impairment Service in Tasmania following the birth of child number three just over a year ago.

Hillary Epton

Hillary is currently the Assistive Technology Team Leader at the Centre for Inclusive Schooling, Western Australian Department of Education and Training. Her qualifications include Dip.Teach., B.Ed., M.Ed., a Graduate Diploma in Assistive Technology and was awarded a Churchill Fellowship in 2002 to study assistive technology service delivery in Britain, Canada and the USA. She has extensive experience as a classroom teacher, teaching from K – 12, across all settings (mainly inclusive mainstream) and draws on this knowledge when managing the delivery of assistive technology services in Western Australian Public schools. She has worked as a teacher consultant for five years and as the Assistive Technology Program Consultant wholly responsible for the assistive technology needs of students in Western Australia schools for a further five years. Hillary has presented at international, national and

state conferences and is passionate about the difference that assistive technology can make to the learning opportunities of students requiring teaching and learning adjustments.

Jane Farrall

Jane has been working in the disability and assistive technology field for 15 years and currently works for Spectronics as an AAC and Literacy Consultant in Melbourne. She has extensive practical experience in both Augmentative and Alternative Communication (AAC) and in teaching children and adults with disabilities to acquire literacy. Jane has worked for the Yooralla Society of Victoria School and Adult services as both therapist and literacy teacher. She has also worked at the Microcomputer Applications Centre (now called ComTEC) as an Assistive Technology professional, for Zygo Australia, and for the Victorian Department of Education and at the Centre for Developmental Disability Health. She is currently completing a Masters in Special Education focusing on literacy acquisition in children and adults without speech and has presented nationally and internationally on this topic. Jane is also the coordinator of the Big Mouth Camp, a residential camp that provides intensive therapy for school-age children using electronic communication devices. She is a former national Chairperson and State Representative of AGOSCI (Australian Group on Severe Communication Impairment).

Amanda Hartmann

Amanda is a Speech-Language Pathologist and one of the members of the Spectronics team. Amanda worked for eight years within Education Queensland, servicing a range of facilities including Special Schools and Special Education Units. During this time she developed her knowledge and expertise in technology for students with disabilities, particularly Augmentative and Alternative Communication (AAC). From 2001 to the present, Amanda has also worked in private practice. In 2003 she started "Therapy Friends" with her colleague Terri-Lee Hurd and together they developed the popular Therapy Friends Theme Kits with ready-made symbol activities. In her current role at Spectronics, Amanda spends much of her time developing News-2-You, Australia's first symbol-based newspaper.

Vern Hilditch

Vern Hilditch is the Principal of Wodonga Middle Years College, a dual-campus school situated in north-eastern Victoria with a student population of 1200. Vern has a strong commitment to improving learning outcomes for all students and is specifically interested in functional literacy which focuses on addressing the literacy needs of students as they enter the workforce.

Christine Jefferson

Christine Jefferson has worked extensively with people with disabilities. She commenced in Education Department schools in the 1980s and now currently works with adults with severe and complex learning needs at the Foundation for Independence Recreation and Social Training Inc.(FIRST) a Registered Training Organisation. Christine's role in the organisation is to develop a number of activities which include the fruit and vegetable, internet cafe program and delivery of a literacy and numeracy course to adult learners with complex needs. These programs have various aspects of technology embedded in them. She is a strong advocate for people with disabilities and their ability to pursue on going learning through technology and other mediums. Christine plays a major role in the organisation and brings with her many skills in the area of technology.

Gerry Kennedy

Gerry commenced teaching in 1981 and has held positions of responsibility in a number of special and secondary colleges as IT Convener and Coordinator. He worked as a consultant and trainer in mainstream and special needs education with two specialist assistive technology companies, most recently managing the Melbourne office of Spectronics (1999-2001). He now offers his services as a consultant, presenter, and trainer in private practice on a fee-for-service basis. Gerry has been involved with over twenty-five computer and special needs groups and subject associations. He has presented and conducted over four hundred professional development sessions for primary and secondary schools in how to coordinate, resource, and effectively use information and communication technology in schools. Gerry has lectured at a number of universities and written numerous articles and papers and contributes to various journals and education-based magazines. He has particular expertise in the area of assistive technology for people with disabilities and has worked with early intervention centres through to adult services.

Barbara Landsberg

Barbara is an Occupational Therapist - joining Spectronics as Marketing Manager in 1998. Prior to that time, Barbara spent 17 years in occupational therapy positions working with adults and children with a variety of

physical disabilities and learning difficulties. She was also appointed as the Coordinator of the assistive technology service of the Independent Living Centre of Queensland for the three years before moving to Spectronics. She has a strong interest in the opportunities opened up for students with learning difficulties through technology.

Sue Larkey

Sue Larkey is uniquely positioned within the education system having both taught as a primary school teacher and special education teacher. Sue has taught students with Autism Spectrum Disorder in the mainstream and at a specialist autism school. She combines this practical experience with extensive research, having completed a Masters in Special Education and currently undertaking a Doctorate in Education.

Sue Larkey's book 'Making it a Success: Practical Strategies for Students with Autism Spectrum Disorder' is currently being published by Jessica Kingsley in the UK. A further publication, Practical Sensory Programmes, is also being published by Jessica Kingsley.

Bryony LePoidevin

Bryony is a leading teacher at Benalla West Primary School with the role of Literacy Coordinator. She teaches a class of five-year-olds and also works with children who need extra help in reading, writing and spelling. She has worked with Louise Black implementing textHELP across the school.

Jane and Phil Mangano

Jane has spent many years teaching in the Catholic Education System in Western Australia. After graduating from Murdoch University in 1987, Jane taught mainly junior primary in both country and city schools. Jane developed a particular interest in learning difficulties and so completed a Graduate Certificate in Special Needs Education at the University of Notre Dame. Following this she spent several years as a specialist teacher supporting students with learning difficulties. In order to further support struggling students and their parents, Jane completed a Graduate Diploma in Counselling. Prompted by her daughter Hannah's diagnosis of dyslexia in 2002, Jane and her husband Phil, created ReadOn, a software package to support students with reading difficulties including dyslexia.

Phil has over 17 years experience in the IT industry. Upon graduating from Curtin University in 1988 with a Business degree, Phil was employed by Australian Technology Resources (currently Computer Associates) as a Systems Consultant. During this time, Phil provided consulting services to large government and non-government organisations in both Perth and Canberra. In 1994, Phil, together with his wife Jane, formed iTech Consulting Pty Ltd. As well as developing ReadOn, Phil has been actively involved in projects at the Department of Education and Training, Catholic Education Office and Disability Services Commission of Western Australia.

Juliet McCavanagh

Juliet worked for twenty years in education, the last thirteen as a teacher of the deaf. Her most recent role was Resource Manager at Kelston Deaf Education Centre in Auckland, New Zealand. She moved to Brisbane with her family in late 2005 and has subsequently taken up the role of Outreach Field Officer for the National Relay Service.

Penny McCulloch

Penny joined Spectronics' professional support and training team in May 2005. She has over 20 years of classroom experience as a Special Education teacher and a Regular Ed classroom teacher in schools across Australia and the UK. She also worked for eight years as an Adviser in the Queensland Education Queensland's assistive technology advisory service providing services to support teachers across the state of Queensland. Penny is an enthusiastic advocate for using inclusive learning technologies and her experiences ensure she has a thorough understanding of the practical issues facing classroom teachers when they start off implementing technology in their classroom.

Sue Owen

Sue Owen joined Spectronics as its first Speech Pathologist in April 2004 to support Spectronics expanding Augmentative and Alternative Communication (AAC) services. Many of you will know Sue through her years working for various services across Australia - including the Crippled Children's Association of South Australia, Microcomputer Applications Centre (now ComTEC) in Melbourne and the Severe Communication Impairment Outreach Project in Victoria. She also worked for two years as a Consultant Speech Pathologist to Regency Park Rehabilitation Engineering in South Australia and spent the two years prior to joining Spectronics with a

team providing outreach services to children with cerebral palsy in Queensland. In addition to her busy work commitments, she has occupied active committee positions for both ISAAC (International Society for Augmentative and Alternative Communication) and AGOSCI (Australian Group on Severe Communication Impairment).

Nick Panos

Nick has always worked in the wholesale fruit and vegetable industry through his family's business and has also run his own small business. Through this background knowledge and experience of the Queensland market system, Nick has helped develop the Fruit and Vegie Supplies training program at F.I.R.S.T..

Nick's role at F.I.R.S.T. also revolves around supporting young adults with severe and complex learning needs both in the community and in the development of appropriate transferable life skills. Nick is involved in work-related literacy and numeracy activities in which technology plays a central role.

Jan Polkinghorne

Jan began her teaching career as a Junior Primary teacher specialising in working with students with learning difficulties. For the last 15 years she has worked as a private tutor, Assistive/Educational Technology Consultant and Software Adviser for SPELD SA. Currently she spends most of her time lecturing, demonstrating and training teachers and individual clients in the use of software to help those with learning difficulties cope in mainstream classes. Having been a classroom teacher for many years she realises the practical implications of working with individual differences in the classroom and confines her presentations to theories she has actually applied successfully in the classroom.

Jeff Souter

Jeff has been involved in Assistive Technology for students with disabilities for eleven years. He is currently the Coordinator of the Learning Development Centre – ICTs – Students with Disabilities based in Woolloongabba, Brisbane, and provides professional development and support to teachers, therapists, support staff and parents in using technology to support students with disabilities and learning difficulties.

Dianne Walker

Dianne is a qualified Speech Language Therapist and teacher. She has worked directly with children and adolescents who use AAC systems for over 20 years. Dianne works part-time as a Speech Language Therapist in a secondary school, working with students with physical disabilities and part-time as a lecturer in special education at the Christchurch College of Education (New Zealand). She has recently completed a multi-method research project looking at the cognitive writing strategies five secondary students with physical disabilities use, the barriers, and the teaching strategies that support the students' writing. Her research interests are in the area of AAC, communication, oral language, and literacy.

Lawrence Walker

Lawrence is passionate about teaching and teachers making a difference to their students' learning and social skills. Teaching about using research-based techniques, he has presented throughout New Zealand and overseas. He enjoys applying technology to enhance learning opportunities. He is a lecturer in special education at Christchurch College of Education teaching teachers and community-based workers. He also teaches information and communication technology to secondary pre-service teachers. He is currently completing Masters level studies. Lawrence is a certified Read&Write Gold trainer, and is a New Zealand registered teacher.

Jane Whitten

Jane Whitten is the leader of the newly established Assistive Technology Team with the ACT Dept of Education and Training. For the three years prior to this appointment she worked as a Support Teacher – Inclusion in the same branch.

Jane has been working in education for over thirty years, most of those on the east coast of Canada (although she is Australian born and bred). She taught in mainstream and special education settings at primary and high schools levels where she also worked as a school counsellor and as a behaviour therapist. She taught special education courses at the university level for teachers working on Special Education Diplomas. For the last twelve years she was in Canada she was the owner and director of a private educational service providing assessment, programming, and intervention for learners of all ages. During this time she also worked as a Disability Resource Facilitator at the local community college ensuring adult learners with disabilities had appropriate access to supports and resources and as a literacy consultant for the Assistive Technology Centre in Bridgewater, Nova Scotia ... and when she has time she is passionate about making baskets ... out of anything!!!

Inclusive Learning Technologies®

Winter School 2006 Pre-conference Workshops

Five exciting full-day Pre-Conference Workshops have been scheduled!
Monday 22nd May from 9.00am to 4.00pm

1. **ATLAS Workshop with Adam Wing** (Laureate Learning Systems)
2. **The World of Boardmaker: A Comprehensive and Interactive Workshop with Lisa Petit** (Mayer-Johnson LLC)
3. **Coast Your Way Through textHELP Read & Write Gold with Angeline King** (textHELP Systems Ltd)
4. **Exploring Clicker 5 in Depth with Ann Crick** (Crick Software Ltd)
5. **Creating Materials for Inclusion Using Communicate: In Print and Communicate: By Choice with Mike and Tina Detheridge** (Widgit Software)

Pre-conference Workshop 1 ...

ATLAS: Assistive Technology and Language Assessment Software Toolkit and Training

Laureate Learning Systems Software – What is it about?

Laureate software is a series of programs focused very much on developing the language skills of students with communication impairments. It starts at early cause-and-effect for students with significant levels of disability, and then moves through a series of 50 different programs for students who reach the high level skills of mastery of irregular verbs, advanced categorisation and complex sentence structure. It is the most comprehensive language development suite available and all Laureate programs are based on solid current linguistic theory and research.

Optimised Intervention and Data Tracking

A unique feature of Laureate software programs is their ability to “learn” as the student uses them. After a few minutes of a student working with the activities, the programs automatically start presenting the student with exercises specifically tailored to their needs - based on their individual emerging skills and competencies. All the time the student is working, the Laureate programs are also tracking performance. The data can then be analysed and printed reports can be generated detailing areas of strength and weakness. Great for accountability and evidence-based practice.

Want to learn more?

Find out more about this comprehensive suite of software - ideally suited to meeting the needs of students with language development disorders.

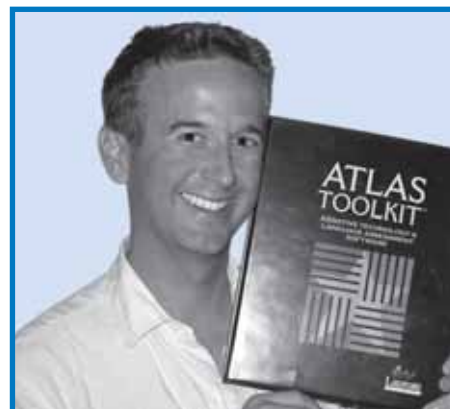
What is ATLAS?

ATLAS comprises two parts: the Training and the Toolkit, so that an ATLAS user has both the equipment and the instruction they need for success. Even the best technology can't help individuals with special needs if there is no one who is properly educated in how to use it!

More about the Trainer and the Toolkit

For the past eight years, Adam Wing has worked in sales, marketing, training, and product development at Laureate Learning Systems, a leading publisher of special needs software. He has attended hundreds of conferences, is an international presenter, and has worked with thousands of parents and professionals to help them identify and

implement assistive technology. He specialises in conducting language assessments and providing individualised software solutions for children and adults with special needs. Adam has a B.A. from St. John's College in Annapolis, Maryland USA where he studied The Great Books Program and currently lives in Burlington, Vermont USA.



Adam Wing

The Toolkit provided at each ATLAS workshop includes a comprehensive manual and language assessment guidelines with recommendations for intervention starting points. It also includes full copies of 12 of Laureate's software programs – valued at close to \$5000!

The Cost?

The ATLAS one-day workshop costs AUD\$759 (incl. GST). Given that you receive almost \$5,000 worth of software FREE at the workshop – this is great value! And you leave the workshop knowing exactly how to use the 12 programs included in your Toolkit! If you are interested in attending the 2006 ATLAS workshop, contact Heather Jones at Spectronics for more details or to book your place, email: heather@spectronicsinoz.com or phone: (07) 3808 6833.

Cost: AUD\$759 (incl. GST)

Included: One full-day workshop plus almost \$5,000 worth of software FREE!

Please Note: BYO Laptop recommended

**The World of Boardmaker:
A Comprehensive and Interactive Workshop**



A lot is changing with the World of Boardmaker! Attendees will receive the most up-to-the-minute information and training on the products and applications that the World of Boardmaker can now offer, including the new Boardmaker Plus! Break-out activities and resources provided are geared to target the specific goals of each attendee. This workshop will be a combination of hands-on training on new versions of the software and an examination of innovative end products. Additional skills along with lesser known features of the programs will be reviewed during the hands-on component of the training. The workshop will culminate with small group, cross-curricular planning and the creation of print-based and on screen activities with Boardmaker Plus. This comprehensive and interactive workshop will leave attendees with a thorough understanding of Boardmaker and Boardmaker Plus both technically and conceptually, in addition to a plethora of ideas and strategies to create innovative applications to address the diverse needs of multiple learning levels.

**Presenter: Lisa Petit
(Mayer-Johnson LLC, USA)**

Lisa Petit, B.S., M.S., received a Masters Degree from Johns Hopkins University in Special Education. She was a special educator for 4 years and an instructional assistant for 3 years in Maryland. As a special educator she taught children with moderate to severe disabilities. After teaching in Maryland, she moved to San Diego, California where she pursued a career outside of the classroom focusing on Augmentative and Alternative Communication. Lisa currently works for Mayer-Johnson as their Educational Specialist. Lisa educates and trains professionals and parents and has given many presentations at national and international conferences.



Cost: \$195 incl. GST (requires Winter School registration)
This workshop will be conducted in the Winter School Hands-on Computer Lab - three participants to each computer.
Limited places - so book your place early!

**Coast Your Way Through
textHELP Read&Write GOLD**



Bring your laptop along to this workshop on Read&Write GOLD 8. Angeline King will guide you through the program at a relaxed pace. Prior knowledge of Read&Write is not required. However, a basic knowledge of office applications and Internet Explorer is necessary.

Section 1: Getting started

Follow the simple steps for starting up the program, positioning the toolbar and setting up the toolbar display options in this short introductory session.

Section 2: Reading and Listening to Text

Learn how to select a voice, adjust pronunciation, read word documents and web pages and customise highlighting. Screen reading, creating sound files, reading daisy books and reading PDF documents will also be covered in this intensive hands-on session.

Section 3: Spell Checking and Homophone Support

Eliminate all spelling errors and homophone mistakes with this practical session on dealing with mis-spelt words and words used in the wrong context. You will learn how to customise the spellchecker by adding your own words and adding your own phonetic spelling suggestions.

Section 4: Predicting Text and Using the Dictionary

This session will help you to predict text and understand words using textHELP's prediction tool and dictionaries. You will be shown how to customise the word prediction tool and access the various dictionaries.

Section 5: Study Tools

In this session, you will learn how to use Read&Write GOLD as a study aid. You will be shown the calculators, use the fact finder to research via the Internet and learn how to organise your research through the fact folder and fact mapper. This session will also deal with using the scanning tool to access and read aloud information from non-electronic resources.

Section 6: Teacher's Toolkit

Here, teachers and tutors will learn how to optimise the use of Read&Write GOLD. Teachers will learn how to set up users, enable and disable features, view a user's spelling and activity logs and add their own dictionary definitions.

**Presenter: Angeline King
(textHELP Systems Ltd, N. Ireland)**

Angeline King is an Account Manager at textHELP Systems Ltd. Responsible for direct and indirect sales in the South of England, Republic of Ireland and Australia, Angeline works closely with educational establishments, corporations and the public sector to promote the adoption of Read&Write software as a means to improving literacy. Angeline has been involved in the educational arena for six years, from teaching English as a foreign language in France, through territory management in the Benelux region with McGraw-Hill Publishing Ltd and now with textHELP Systems Ltd in Northern Ireland. As a language graduate from Queen's University, Belfast, Angeline is particularly interested in the use of Read&Write software in teaching English as a foreign language.



Cost: \$195 incl. GST (requires Winter School registration)
BYO Laptop recommended

Exploring Clicker 5 in Depth!



This workshop will give the opportunity to develop an in-depth knowledge of Clicker 5. Participants will learn to use the many features that make Clicker 5 such a flexible and easy-to-use tool. This workshop will follow the format of demonstration and hands-on sessions using your own laptop if you have one available to bring with you.

You will work through a series of carefully structured tasks to discover how to create high-quality teaching and learning resources. This will include simple writing grids, talking books, labelling activities and using the new pop-up grids. Join this workshop to learn the MANY ways in which Clicker 5 can be used for creation of resources for regular education classrooms and special education applications.

Presenter: Ann Crick (Crick Software Ltd, UK)

Ann Crick was a teacher for many years. She has worked with children of all ages and has wide experience of those with special needs. Her particular interest is literacy and how technology can be used to develop learning opportunities for children of all abilities, but especially for those with special needs. Ann was the Literacy Co-ordinator at an all-age special school and now manages the development of curriculum materials for Crick Software.



**Cost: \$195 incl. GST (requires Winter School registration)
BYO Laptop recommended**

Creating Materials for Inclusion Using Communicate: In Print and Communicate: By Choice

The new Communicate: series of programs are designed to create a very flexible range of products for all learners. Communicate: In Print is a tool that teachers can use to create a wide range of learning materials, and students can use it to create their own books. Communicate: By Choice is a program for students. It can be used with mouse, switches and is ideal for group work with a whiteboard. Communicate: By Choice comes with 100 early learning activities which can be edited or you can create your own activities to meet a much wider range of learners.

This is a practical session to give you confidence to use the full range of features in both of the programs. It is led by Mike and Tina Detheridge, the program designers, and so you will have plenty of opportunity to pick up those extra hints and tips that can make all the difference.

The software will be loaded onto your own PC at the beginning of the session. There will be demonstrations followed by hands-on periods with a range of worksheets on both programs to meet different interests, so that delegates who have the software already, or choose to buy at the 50% discount to be offered on the day, can go away with materials ready to use. Specifically we will look at:

1. Communicate: In Print
 - Using photographs and your own graphics in materials
 - Creating a variety of worksheets
 - Creating communication grids and sheets to support specific curriculum tasks
 - Making templates for students to make their own books and reports
 - Discuss strategies for making successful symbol supported information.
2. Communicate: By Choice
 - Simple editing of existing activities to focus around your own learning objectives
 - Creating simple activities from scratch
 - For more confident users, creating complex activities using sounds and animations.

These two programs are being used in all mainstream and special schools in Warwickshire, a major educational region in the UK. The Warwickshire Project has explored the use of symbols at a variety of levels to support inclusion. Use ranges from the use of symbols to illustrate key concepts in science through to significant support for pupils who do not speak English or who have more severe communication difficulties.

This session will be applicable to delegates from any strand of education working with people of any age who have difficulties with reading or understanding text. A wide range of examples from the project will be available for delegates to browse. Discounts to delegates who choose to buy the software on the day, and a FREE CD of extra ready-to-use materials will be available on the day.

Presenters: Mike and Tina Detheridge (Widgit Software, UK)

Mike and Tina Detheridge founded Widgit Software in 1982. It is the longest running Special Needs software company in the UK. They have pioneered many aspects of Special Needs software development. In particular they pioneered symbol writing and symbol processing software. They have been involved in the development of software tools and symbol systems to meet the developing needs of people with learning difficulties. In particular they have been concerned with offering ways in which children and adults with learning difficulties can become creative writers, independent learners and participants in today's information society. Mike and Tina are the authors of the definitive publication on symbol literacy: Literacy Through Symbols.

They have both written and lectured widely at many international events including presentations in New Zealand, Australia, USA, Norway, Finland, Sweden, Argentina, Germany, Spain, Israel and Canada.



**Cost: \$195 incl. GST (requires Winter School registration)
BYO Laptop recommended**

Day One Sessions ... Tuesday 23rd May

8.30am to 9.00am **Conference Introductory Session**

9.00am to 10.30am **PLENARY SESSION: Scott Marfilus**
Universal Design for Learning and Assistive Technology
(Struggling Students Stream)

Do your students have difficulty

- ~ expressing thoughts in written form?
- ~ comprehending because they can't read the text?
- ~ with maths calculation and word problems?

Universal Design for Learning (UDL) is opening doors for many of our struggling students facing precisely these difficulties. We will look at principles of UDL and how they benefit all learners. This session will give participants an overview of software programs that have been successful in assisting students who are struggling with reading, writing, maths, studying and organisation. Participants will view a variety of software programs that will assist in these areas. Many of these applications are assisting students to find success within the general curriculum. These applications are also significantly impacting on the learning of regular education students. Come and receive a toolkit of ideas and software programs that will aid students who are struggling with reading and writing. A variety of programs will be demonstrated which will show how students are utilising them within the general curriculum and how they are benefiting even more than our students with special needs.

11.00am to 12.30pm **textHELP Read&Write GOLD in the Classroom**
Angeline King (Struggling Students Stream)

This session will focus on how Read&Write can be used as a curriculum aide in a non-specialist educational setting. The session will include:

- ~ Lesson plan ideas for primary schools on punctuation; composition; spelling; listening; speaking; planning and drafting; presentation; grammar and language structure.
- ~ Lesson plan ideas for secondary schools across the curriculum, focusing on three main subjects: History; Geography and Science.

This session will be practical and will focus on the application of the software rather than features and benefits.

11.00am to 12.30pm **Clicker 5: Access and the Curriculum**
Ann Crick (Disability Stream)

This presentation will look at Clicker 5 and show how it can bring real learning opportunities to students who have special access requirements. Version 5 has been totally re-written over three years and now has even more inclusive features, so that switch users are able to participate in new and innovative onscreen activities that are not seen in any other software. Within the presentation, the new features that are particularly relevant to switch users will be examined and set into a curriculum context. The access features of the program will be illustrated. Clicker 5 also has new features for support of students with visual impairments. These, including text enlargement and high-contrast facilities, will be examined.

We will spend some time looking at the new style of Clicker Grids called 'pop-ups' and at how they can be used for a variety of different styles of activities. Students can now create their own books using the fully accessible pop-up grids as they can select their own pictures and text to place on the pages in a really simple way. Students (including switch users) can even record their own sound and play videos. Pop-up grids also enable many other new accessible activities, including sorting, labelling and classifying.

11.00am to 11.45am **Early Language Development Software**
Adam Wing (Communication Stream)

In this session, we will explore the software in Laureate's Language Starter Package which has everything you need to begin early language intervention. Six new Sterling Edition programs cover cause and effect, turn-taking, discrete pointing, choice-making, early vocabulary, categorisation, and word order in simple sentences. Each of the language instruction programs is research-based and uses instructional strategies which have proven highly effective. Come learn how our new Optimised Intervention Technology automatically conducts an assessment, selects appropriate training material, and then tailors instructional delivery to a student's unique needs.

11.00am to 11.45am **Farmyard Hullabaloo: A Differentiated Approach Embedding an Interactive Whiteboard and Inclusion Software**
Jane Whitten (Local Presenters Stream)

This session will demonstrate how embedding the use of an Interactive Whiteboard (IWB) and inclusive/assistive technology software can assist in the design of a differentiated and integrated curriculum approach to learning, catering for the needs of all students in a mainstream junior primary class.

The class theme for the term was Farmyard Hullabaloo. The Kindergarten teacher, Gonna Schubert of Cook Primary, Canberra, worked with Jane Whitten (then Support Teacher - Inclusion with the Special Education Branch ACT Dept of Education and Training) to design literacy and numeracy activities using Clicker 4 and 5, Kidspiration and Inspiration, and Co:Writer SOLO. The versatility of these programs along with the use of the Interactive Whiteboard allowed them to create variations of the activities to meet the different learning and access needs of the students in the class. Programmes such as Word Wizard, PM Readers, and SMART Board software were also used to provide other activities and the opportunity to practise skills and concepts. Boardmaker was used to assist the daily schedule and the rotation of activities. The response of the students was very positive and there was an observed increased engagement in the learning process, especially for those students with special needs.

Although the examples in the presentation are aimed at the junior primary level, the model can be used at any primary level.

11.00am to 12.30pm **Reaching New Heights with Overlay Maker 3 and IntelliTools Classroom Suite**
Dan Herlihy (Hands-on Lab)

Envision the IntelliKeys keyboard as a window to accessing the curriculum. There is no limit to how versatile it can be. It might be just a simple QWERTY keyboard or the most elaborate scenic photograph. By simply touching an item on the keyboard, students can write about an ocean sunset or virtually run rapids in an IntelliTools Classroom Suite activity. The magic of Overlay Maker 3 allows access to any IntelliTools Classroom Suite activity.

This workshop will take the participants to new heights because they will experience the power of levels when using Overlay Maker 3. Using levels allows the same overlay to be used from simple cause and effect access to writing and exploring more sophisticated language concepts. The participants will learn how to create overlays using levels that allow a single overlay to be used, for example, in a guided writing activity. The student can only make choices from the buttons that are active at any given time. As the student chooses a word to begin a sentence, all the buttons that provided them with possible choices to begin writing now become inactive, and the buttons on the overlay that provide the student with choices for the next part of sentence construction become active. The student meets with success, and independently learns how to compose a sentence. Using Overlay Maker 3 with IntelliTools Classroom Suite enables all students to have accessible activities.

As well as creating access, participants will see how easy it is to extend access quickly when one overlay is laminated, cut apart and Velcro is added. A six-key overlay can become six different variations that can be used for assessment as well as stimulating students to be attentive and more selective. Participants will explore, create and view firsthand the power of IntelliTools.

11.45am to 12.30pm

WordPower for DynaVox Series 4

James Rowe (Communication Stream)

WordPower is an extremely powerful page set now available for the DynaVox Series 4 devices. WordPower combines core vocabulary, spelling and word prediction, allowing the user to produce more in less time. By presenting this core vocabulary in an easy-to-use format, and supplementing it with customisable words and phrases, the user is able to produce a large amount of vocabulary with a minimum number of key presses. In addition, WordPower for Series 4 takes advantage of the word prediction and grammar (morphology) features available in these leading edge Augmentative and Alternative Communication devices from DynaVox. This powerful combination leads to fast and efficient communication for individuals with complex communication needs, with very little training. The symbol-based version of WordPower, called PictureWordPower, is also available for Series 4 and this presentation will cover both page sets as well as the design concepts and features which make them so practical for everyday communication.

11.45am to 12.30pm

Interactive Whiteboards and their use with Students with Special Needs

Jeff Souter (Local Presenters Stream)

The use of interactive whiteboards in education has ballooned over the past 18 months. The percentage of schools that have installed interactive whiteboard systems into classrooms continues to grow, as does the demand for budgeting for such systems. The selection of the most appropriate form of interactive whiteboard, however, is not a straightforward decision. With numerous forms of display, activation, interaction, portability and function with each whiteboard system available on the market, it is easy to waste money on a product that does not meet the requirements of your classroom and your students. There are many considerations before purchasing the most appropriate configuration for your school, your budget, and, most importantly, your students.

1.30pm to 3.00pm

Mastering Microsoft Word: Tips and Tricks to Support Students

Scott Marfillius (Struggling Students Stream)

This session will go in-depth into Microsoft Word, a word processing software program, to show you how to utilise its capabilities to the fullest. This program is widely used in both educational and work settings. See how you can use it to create forms or fill in the blank quizzes. Learn some tricks in how to quickly correct spelling instead of always running the spellchecker. Learn to add items in the AutoCorrect window and how to use that for abbreviation expansion. Learn to use the AutoSummarise feature to assist students with their reading passages. Find out how to make the Mac version of Word speak any highlighted text. See how the annotation feature can be used to provide support in a reading passage. Discover the power of highlighting and changing background color and how to use it to create schedules and other visual supports. Can it do more? Come and find out.

1.30pm to 3.00pm

Cause and Effect and Beyond

Ian Bean (Disability Stream)

Children with severe and complex learning difficulties often succeed in using assistive technology to develop and generalise their understanding of cause and effect. Through the use of battery operated toys, mains controller boxes and simple yet engaging software, children learn that by pressing a switch or touching a screen they can extend independent influence and control over their environment. However some children fail to make progress beyond this point.

This session explores the reasons why some children plateau and fail to make progress beyond simple cause and effect. It will demonstrate through examples of good classroom practice from the award-winning Priory Woods School in the UK, technologies and teaching strategies to motivate and engage your learners. Using a range of assistive input devices including one or two switches and touch screens, Ian will detail a flexible framework of skills progression from experiential learning through to switch-scanning that you can adapt and use in your classroom.

1.30pm to 3.00pm

New Symbols and Software: Symbols for All and Everywhere!

Mike and Tina Detheridge (Communication Stream)

In this session Mike and Tina Detheridge will talk about developments since the Inclusive Learning Technologies Summer School in November 2004. They will show new applications available and coming on-stream to support people with communication difficulties. In particular they will demonstrate some exciting improvements in techniques for symbolisation, making it easier and better for the users and creators. They will discuss the issues of use of symbols and the different strategies available for different contexts.

Widgit has been involved in a number of interesting projects, for example:

- ~ creating a modified set of Widgit Rebus symbols that are suitable for people with visual difficulties
- ~ the use of symbols in public spaces and leisure facilities
- ~ working with the legal profession to create a set of symbols that are acceptable by lawyers as well as symbol users
- ~ using symbols in medical services with immigrant populations who do not speak English.

They will also discuss issues of the use of symbols in making accessible information. As well as looking at some excellent examples of symbols giving access to information, they will consider some really bad examples. They will discuss some of the principles of good support, and illustrate this with examples of different styles for different contexts. This will include discussion on the use of symbols in the web as well as in printed materials. Widgit Software is committed to making a range of applications, online and client-side, to support all the different situations where symbols may be of use. We hope to engage in discussion with delegates on their own needs which will inform the design of future developments.

1.30pm to 2.15pm

Pre-auditory Scanning Technology and Skill Development for Students with Vision Impairment

Ruth Croser (Local Presenters Stream)

Students with significant vision impairment as part of a multiple impairment picture can provide a challenge for support staff working out technology options suitable to develop foundation skills for auditory scanning. This workshop will help provide some stepping stones from basic non-visually based cause/effect options through to early auditory scanning. Participants will receive an information pack describing auditory scanning skill development pre-requisites and activities to promote these, articles on the subject from a variety of sources, a resource and supplier list and information about useful websites and contact people.

1.30pm to 3.00pm

IntelliTools Serves up a Sweet Suite!

Suzanne Feit (Hands-on Lab)

Join this hands-on tour of IntelliTools Classroom Suite, an innovative universal designed for learning package, for ALL pre-K-8 students. In minutes, you'll have access to activities for your students in every curriculum area and grade level. This workshop introduces dozens of brand new, easy-to-use activities and authoring templates. If your goal is motivating students, student answer-checking, simple authoring, and student reports all in one package, then this is your solution. Activities include mouse access, IntelliKeys, switches and keyboard. Beginning activity authors can use easy, error-proof templates. Advanced users can create and edit toolbars and buttons in a new streamlined environment. Instant access to IntelliKeys and Overlay Maker 3 will also be featured.

2.15pm to 3.00pm

Using Video for Visualisation: Creating Futures, Making a Difference

Lawrence Walker (Local Presenters Stream)

Video self-modelling (VSM) is a research-based technique that uses carefully planned and edited positive self-images of adaptive-only behaviour presented on video or DVD to change individuals' behaviour. The goal of VSM is to change the frequency

or quality of a person's behaviour. By using basic video production techniques, images of behaviours which pose challenges for individuals can be altered or enhanced. Videos are carefully planned and edited to produce a short film approximately two to three minutes in length. Students view their VSM tape (or DVD) several times over a two- week period and a parent or teacher notes their reactions and changes. The student can now perform the targeted behaviour.

This stimulating and challenging workshop will explore and illustrate the technique of video-self modelling (VSM) and how easily it can be used by teachers. Camcorders are available in schools and digital video editing software is now bundled with computers and readily available on both Apple and Windows platforms. VSM can be easily applied in the classroom from academic subjects (e.g. reading fluency), social skills and behaviour disorders. VSM has also been shown to be effective with students with autism, intellectual disabilities and physical disabilities.

3.30pm to 5.00pm

Achieving the Breakthrough with Struggling Students Using Spark-Space Idea Mapping Software

Elaine Kruse (Struggling Students Stream)

- A brief history and rationale for the development of Spark-Space and its design and testing with students and adults with learning disabilities.
- How mind-mapping harnesses kinaesthetic and visual learning styles and helps the struggling learner.
- How Spark-Space bridges the gap between different learning styles, allowing whole groups to learn together, giving teachers more time.

How individual features help specific difficulties:

- Spark-Space's unique 3D view allows students to understand the relationships between concepts. Students can plan and prioritise and maintain concentration in class.
- Spark Educator has been designed for simple, uncomplicated use by teachers, building in templates and animated tutorials to allow mastery in minutes.
- Everyone Learns – Spark-Space allows lessons to be presented in a way that includes all learning styles through its simultaneous map and document presentation style.
- A short summary of schools using Spark-Space, referring to specific case studies that support the unique benefits of Spark-Space.

The product and the benefits and difference from other products: KidSpark, Spark Learner, Spark Student and Spark Educator.

3.30pm to 5.00pm

Creating Writing Adventures for Students

Dan Herlihy (Disability Stream)

Create interactive and accessible writing prompts for your students using a variety of programs from IntelliPics Studio, BuildAbility to PowerPoint and more. Using your own digital images, or other sources, create activities that give students the ability to write or narrate and then decide what happens next in the story using direct select or switch access. Learn various design techniques, from creating buttons in a scene that branch off to different scenarios, to allowing students to choose images from a selection to sequence and create. One button compiles everything into their own story! Activities can be used over and over creating stories with different twists, turns and outcomes. Create accessible stories that reinforce using context clues. Students choose the correct item on a page from context clues in the sentence allowing them to continue on through the story, incorrect choices send them back a page. Pre-made templates or scripted directions provided to use with your own images along with a CD of sample activities.

3.30pm to 4.15pm

Communication for the 21st Century: AAC, Email, Text Messaging and Computer Control in the One Package

Jane Farrall (Communication Stream)

VS (Viking) Communicator Pro is a new communication package which aims to provide access to all the modern communication options. This presentation will use a case study to show how VS Communicator Pro has enabled a user to communicate with his community, using the communication boards, email and text messaging capabilities,

and how he has also been able to complete all his university work requirements, including computer-aided design tasks, using the computer control offered by this comprehensive communication package.

3.30pm to 4.15pm

textHELP + Students = Success!

Louise Black, Bryony LePoidevin, Vern Hilditch and Jane Carrington (Local Presenters Stream)

You will view firsthand the ways in which this program is used in two different school settings to assist and support student learning. Witness the effectiveness of this program as we take you through the processes of implementation and its use with other teaching and learning approaches. Listen to the students' perspectives and observe the hard evidence of this program's positive impact on student outcomes.

The two staff presenting from Benalla West Primary School are Louise Black and Bryony LePoidevin. These two teachers will show how they utilise textHELP across a range of ages. They will report on their implementation process which will include staff professional development and student selection processes. Louise and Bryony will also share their experiences with a pilot program they have implemented which utilises Read and Write Gold.

The two staff presenting from the Wodonga Middle Years College are Vern Hilditch and Jane Carrington. The college consists of a dual campus school situated in Wodonga, North-Eastern Victoria with an overall student population of 1200. Vern Hilditch is the Principal of the College. Vern has a strong commitment to improving learning outcomes for all students and fully acknowledges the role literacy has in education. A specific area of interest is functional literacy which focuses on addressing the literacy needs of students as they enter the workforce. Vern will expound on his views and the way in which textHELP software can play an important role in developing these skills. Jane Carrington is a Middle Years Literacy Co-ordinator who currently writes and implements programs for students with language-based learning difficulties. Jane has included textHELP in some of these programs, to support skill development across curriculum areas.

Both schools will share outcomes including student participation levels and commitment. You will also see firsthand what students think of the program and its effectiveness in supporting their learning. We are convinced that all students can experience success.

3.30pm to 5.00pm

Hands-on Boardmaker Plus: The Logical Next Step to Create Exciting Symbol-based Activities

Lisa Petit (Hands-on Lab)

This session is an exciting hands-on introduction to Boardmaker Plus! the newest addition to the Boardmaker family. Created with the educational environment in mind, Boardmaker Plus! allows creation of both print-based and onscreen symbol-based activities. In this session participants will have an opportunity to try out the new tools and features added to Boardmaker Plus! that make creating activities easier than ever. Use the Boardmaker skills you already have to easily create innovative on-screen computer activities! This session will provide participants with the tools necessary to create an interactive onscreen, thematic book. Additional skills including importing sounds and animations will be reviewed. Participants of this lab will leave with a clear understanding of how they can easily and successfully use Boardmaker Plus! to create invaluable printed and onscreen activities.

4.15pm to 5.00pm

Spell to Communicate

Tracey Bode (Communication Stream)

Spelling can be used on many Speech Generating Devices (SGD). When spelling is used, novel and unique ideas can be communicated. This session will examine a selection of devices which have the option of spelling input. Case studies will be presented to discuss issues such as message speed enhancement strategies,

accessing methods and alpha-numeric arrays, message storage and print output. The speech generating systems to be covered in this session include The LightWRITER, The Polyana 4, Windbag software and The Grid software.

The LightWRITER has been available in one form or another for more than 25 years. LightWRITER users often choose this device over more sophisticated systems for reasons of functionality. The LightWRITER will be contrasted with the Polyana 4. The Polyana 4 is a laptop style device with a large screen and computer keyboard. The communication software provides intelligent word prediction and provision for switch and scanning access.

Windbag is software to be used on a PC for communication. Phrase banks, word prediction and other features assist to enhance speed of message production. The inherent issues of using a PC as a communication device will be considered. Windbag also offers access to whole words for people who are not able to spell everything they wish to communicate. The Grid is also software available for PC and installed on devices such as the Optimist 3 or Dialect 3. It offers some transition between symbols, whole words and spelling which will be addressed briefly. This session should interest those who are supporting students or clients who are currently spelling or are learning literacy skills.

4.15pm to 5.00pm

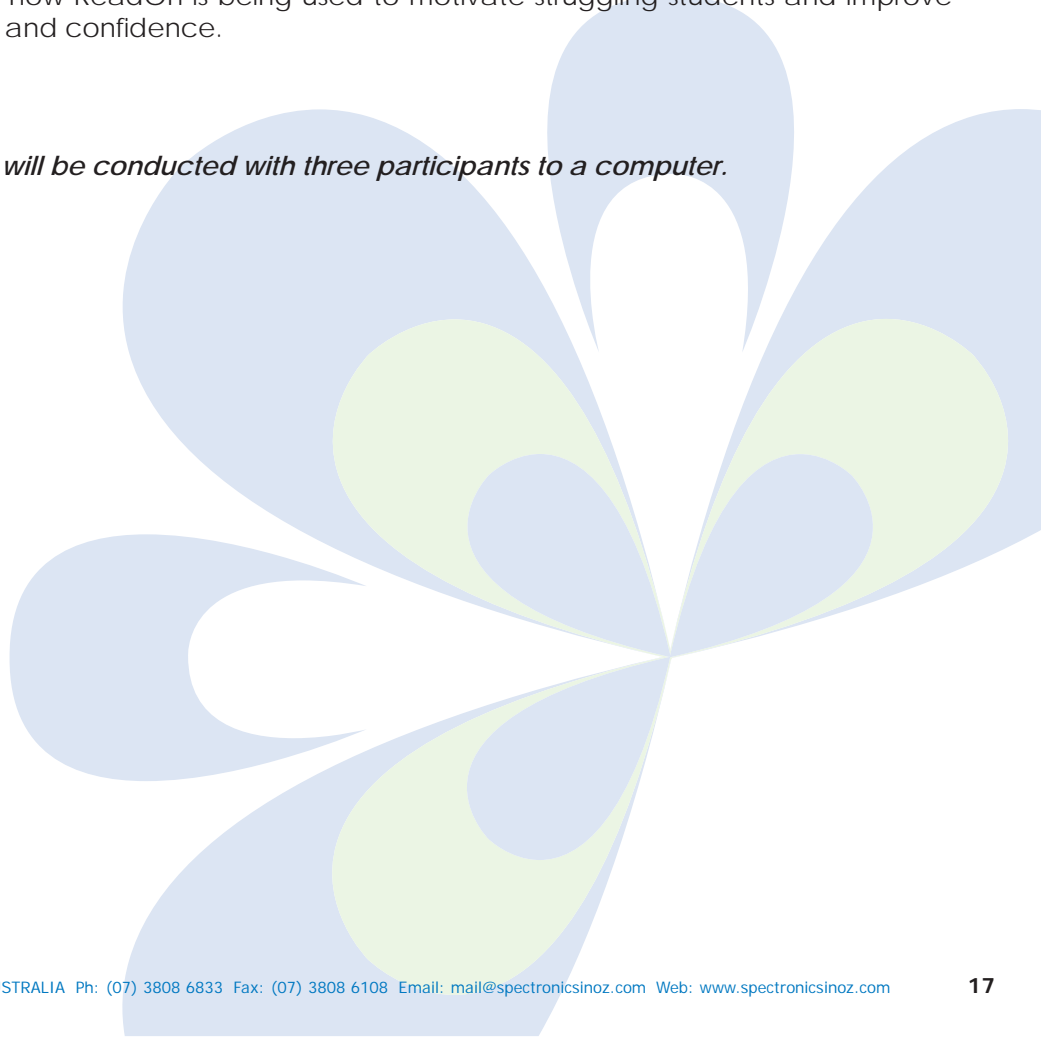
Positive Outcomes for Students with Reading Difficulties Using ReadOn Software

Jane and Phil Mangano (Local Presenters Stream)

In this session, the presenters will outline how ReadOn can be used to support students with reading difficulties to become independent learners in the classroom environment. Strategies supporting comprehension, decoding, accuracy and fluency using ReadOn's individualised picture cues, auditory feedback and reading exercises will be introduced. Jane will also demonstrate some multi sensory strategies that can be used in conjunction with ReadOn.

Used as an assistive tool, ReadOn allows students to enjoy independence and ownership of the learning process. Jane will outline the ways students can use ReadOn to complete many classroom and homework tasks including note-taking, editing and writing. See how ReadOn is being used to motivate struggling students and improve self-esteem and confidence.

Please Note: Hands-on lab sessions will be conducted with three participants to a computer.



Day Two Sessions ... Wednesday 24th May

9.00am to 10.30am

PLENARY SESSION: Dan Herlihy

Write from the Start

(Disability Stream)

All students want to feel successful. Quite often it is the environment that is the initial road block to success. It may be a classroom without the appropriate technology or the difference between communicating with one person and communicating your thoughts and ideas to many.

Imagine touching a button on an overlay and the journal you narrated yesterday plays back, then another button allows you to record today's thoughts and events. Through the use of the tactile overlay, you can choose the 'record' option, record your narration, listen to it and then save it. Best of all, you are using the same program and journal writing activity as all of the other students in the class. To accomplish this, you are listening to the same journal prompts that the others are reading. Or, imagine a student with a hearing impairment being able to "write" by choosing from a library of signing videos. They choose the word or phrase they want from a selection in a toolbar, and a movie is inserted into the document and text is typed into a text box to reinforce written language. The movies are then played back in sequence; the text is highlighted word by word.

There are many software programs on the market today to help students to write. Most of them are text-based, and some even provide auditory support to help students in making choices with the vocabulary they select. However, for those with more significant disabilities such as hearing impairment, a severe learning disability or visual impairment, the list of possibilities becomes much slimmer. This is where the power of combining and utilising the best features from a variety of programs becomes ever more important. Where one program may falter, combining its capabilities with another creates a whole new set of possibilities.

Participants will learn how to easily create their own Makaton signed movies for use in reading and writing activities using an inexpensive digital camera or Sign Smith Studio, as well as how to create animated writing prompts using animated PCS symbols where students can choose a symbol and the output can be either written text, text and symbols, or just symbols. How do the programs "play well with others," and how can you utilise resources from one and combine them with the ability of another program to create an accessible activity that neither alone could accomplish? The goal of this workshop is to demonstrate how you can eliminate barriers and create successful writing activities for literacy development for these students, and to provide participants with a list of resources and ideas on how to accomplish these goals.

11.00am to 11.45am

Using Symbols to Support Regular Ed Classrooms (The Warwickshire Project)

Mike and Tina Detheridge (Struggling Students Stream)

This session will look at the work in the UK on incorporating symbols as a support for struggling students in mainstream schools in the UK. It will report on a fascinating project in Warwickshire (a major education district in the UK) and how the use of symbols has supported and given confidence to a wide range of students in those schools. There will be an illustrated description of the methodology and the outcomes. After a pilot 6-month trial, the project was becoming so successful that the Local Authority decided to run the project for three years and to purchase the software for all educational establishments. They have seconded two teachers to work closely with Widgit Software to create materials and learning strategies to support inclusion. Schools use the software to enable greater inclusion for all students and to create communication-friendly environments using images to support all aspects of school life as well as specific curriculum objectives.

11.00am to 12.30pm

Adapting Books: The Many Possibilities

Scott Marfillius (Disability Stream)

Research shows that students need to interact with text frequently to make gains in reading and reading comprehension. How can books be made accessible for someone that has difficulty reading text? How can I utilise the computer to allow choice making of books? Come explore the many ways to make books accessible. We will explore many multi-media programs such as PowerPoint, IntelliPics Studio, My Own BookShelf, Clicker 5 and Boardmaker Plus! We will look at importing graphics, sounds and animation into various programs and see how we can make books accessible. We will go from ways to transform mere page turning to strategies to get individuals to participate in the reading of them.

11.00am to 12.30pm

The Exciting World of Boardmaker: Spectacular Symbol-based Materials

Lisa Petit (Communication Stream)

This session offers participants a collection of innovative end products that can be created with the Boardmaker family of products along with a handful of tips, tricks and lesser known program features! We all know how easy it is to create communication boards and overlays with Boardmaker. What we need to remember is how creative and varied our communication tools can become using the flexibility that Boardmaker has to offer. This session will prove to broaden the way participants use Boardmaker throughout the day to enhance and enrich communication opportunities across settings. Ideas that will be shared include tips for making communication convenient and tips for creating a communication-conducive classroom and more. Combined with the programming tricks that will be shared, the application ideas in this session will provide participants with a renewed enthusiasm for Boardmaker and will leave them saying, "I never knew you could do that with Boardmaker!"

11.00am to 11.45am

Speech Recognition: What's New? What Works?

Barbara Landsberg and Jan Polkinghorne (Local Presenters Stream)

This session will present an overview of popular speech recognition programs – with comparison of features of three recent software releases – Dragon Naturally Speaking Professional Version 8, the speech recognition tools built into textHELP Read&Write GOLD Version 8, and the new SpeakQ program. SpeakQ (used in conjunction with the WordQ 2 word prediction program) is specifically designed for those who cannot use other speech recognition products because they cannot fluently dictate at a fast rate, remember verbal commands, and/or independently navigate their way through training. Each of these tools has particular strengths in meeting specific needs and the importance of matching user needs to the program features will also be covered by the presenters. Relevant research in the area of use of speech recognition software by students with learning difficulties will be discussed. Jan Polkinghorne will also present some tips and tricks which she has found useful to make introduction of speech recognition packages to students easier and more successful.

11.00am to 12.30pm

Hands-on with DynaVox Series 4 Communication Devices: Putting the Fun Back into Language Learning

James Rowe (Hands-on Lab)

As professionals, we often become distracted by the need to teach language to the people we work with who have complex communication needs. As quotas and waiting lists build and pressure from families and other professionals mounts, we can become too involved in 'forcing language' onto the people we work with. It is easy to forget that the learning of language is a process of trial and error, and often proves to be one of the most enriching periods of our lives. This hands-on session will allow participants to explore some of the lesser known and unique features of the DynaVox Series 4 communication devices and how we can use those features to put the fun back into language learning with a high-tech communication aid! Participants will learn how to use digital photos, music, sounds and page design to provide an entertaining learning tool for the communication aid user. Thinkers 'outside the box' welcome!

11.45am to 12.30pm

Teaching English as a Foreign Language with textHELP Read&Write
Angeline King (Struggling Students Stream)

This session is designed to show teachers and tutors how textHELP Read&Write can be used in a Teaching English as a Foreign Language (TEFL) lesson. It will also highlight how students can use Read&Write in their independent learning. The session will take the form of a lesson and will include listening, reading, writing and comprehension exercises based on Read&Write.

11.45am to 12.30pm

Assistive Technology Toolkit Decision Making (Part 1)
Gerry Kennedy (Local Presenters Stream)

In a two-part presentation, the process of determining timely and appropriate technology solutions will be considered. Gerry will discuss how assistive and mainstream technologies provide short and long-term interventions and assistance to students and clients of all ages. A range of technologies that can support people with learning disabilities as well as those with more significant physical and cognitive disabilities will be included.

Part 1 will predominantly investigate assessing abilities and identifying solutions that will have sustainable outcomes. The fundamental issue of accurately matching client needs with software and devices, prerequisite understandings, skills, training requirements and ongoing evaluation will be outlined. Discussion of how to introduce and implement assistive technologies so that successful 'main-streaming' is achieved will be a critical component of Part 1. Other related issues of how to avoid abandonment and encourage ongoing successful implementation will be included.

For Part 2, see Assistive Technology Toolkit Decision Making (Part 2) Wednesday 1:30pm-2:15pm.

These guidelines will provide participants with the facilities to accumulate resources, strategies and ideas that will constitute the start of "toolkits" for clients and students with different abilities.

1.30pm to 3.00pm

Overcoming Dyslexia: Students and Working Adults Using Idea Mapping with Spark-Space Software
Elaine Kruse (Struggling Students Stream)

Idea mapping with Spark-Space is ideal for dyslexic adults. Creating a document that accurately reflects one's ideas is a challenge for anybody. A good document has both good structure and content. For dyslexic adults structuring and adding content simultaneously is the greatest barrier to creating documents. Spark-Space enables dyslexics to overcome this difficulty.

Adults often have fossilised ways of working and find it difficult to adopt new ways of producing work, this element looks at ways to encourage adults to adopt new methods leading to success. Adults face specific challenges in the workplace and University, this presentation will detail some of those difficulties and use a small number of case studies to demonstrate how these problems can be overcome using Spark-Space.

This session looks at a few of the main uses of Spark-Space:

~ Spark-Space as a counselling tool:

Understanding perspective and relationships and various structures within organisations is always a challenge. With its unique 3D view, Spark-Space opens up new possibilities for seeing yourself as part of a greater whole.

~ Spark-Space as a writing tool:

Spark-Space can be used to capture ideas in a meeting, then with very little effort, content can be added, re-structured and a document produced giving maximum time for the creative process and best ideas to be harvested.

- Spark-Space as a presentation tool:
Spark-Space can take a map with content and at a single click turn it into a presentation that shows both the conceptual view and the linear view. This communicates with both types of learning styles, enhancing clarity and understanding of a project it targets. Spark-Space keeps the dynamic link between the group and the final document.
- Spark-Space as a project-planning tool:
Spark-Space software can be a powerful tool for managing projects, goals and even to-do lists. Mind maps are very visually oriented and enable the user to gather, manage and share a large variety of information and resources quickly and easily - making them an ideal tool for managing projects.

1.30pm to 2.15pm

ConnectIT

Penny McCulloch, Chris Jefferson and Nick Panos (Disability Stream)

Foundation for Independence, Recreation and Social Training Inc (F.I.R.S.T.) is a post-school service that supports adults with severe and complex learning needs. Its focus is community access activities. It is also a Registered Training Organisation that has developed a course entitled "Learning for Life". F.I.R.S.T. also offers a course in adult literacy and numeracy. F.I.R.S.T.'s team consists of a manager, coordinators and support staff. It also employs a teacher/adviser one day a week to provide support and training in the application and integration of assistive technology.

This presentation will give attendees an overview of an innovative approach to developing work-related skills for young people with severe and complex learning needs. Four key support staff coordinate courses including literacy and numeracy, hospitality (internet café), fruit and vegetable co-op and book club. Courses focus on competency-based training to enhance employability as well as quality of life through enhancement of literacy and numeracy skills. Learning doesn't just stop at school for F.I.R.S.T. members. The philosophy of this service is to ensure ongoing learning for life!

A range of assistive technology options (supportive software and special access equipment) are embedded throughout the courses. Computer-based learning activities are customised using Clicker 5 to support the content of the various courses. Routine use of symbol-based visual display materials (made with Boardmaker or Writing with Symbols) is used to support communication and make written material and work-related instructions accessible to all. Samples of these activities will be demonstrated and made available to those attending the session.

1.30pm to 3.00pm

Improve Assessment, Intervention and Accountability with ATLAS: Toolkit and Training

Adam Wing (Communication Stream)

In this session, participants will learn about Laureate's new ATLAS: Assistive Technology & Language Assessment Software. ATLAS comprises two integral and equally important parts: the Toolkit and the Training. The Toolkit provides the materials necessary to administer the assessment and the Training provides the knowledge. During this session, participants will receive and learn how to use a FREE demo version of the ATLAS Toolkit.

1.30pm to 2.15pm

Assistive Technology Toolkit Decision Making (Part 2)

Gerry Kennedy (Local Presenters Stream)

In a two-part presentation, the process of determining timely and appropriate technology solutions will be considered. Gerry will discuss how assistive and mainstream technologies provide short and long term interventions and assistance to students and clients of all ages. A range of technologies that may support people with learning disabilities as well as those with more significant physical and cognitive disabilities will be included.

In Part 2, a number of software applications and devices will be discussed. Coupling technologies with people's needs and effectively using them in education, training and workplace settings is an area where practitioners experience some difficulty.

Software including optical character recognition (OCR), text-to-speech (TTS), speech recognition, literacy tools (spell checkers, word prediction, thesaurus and dictionary tools) together with commercial and freeware applications will be demonstrated. Assistive devices that accrue benefit to people with more significant disabilities will include switches, alternate mice, trackballs, keyboards and communication systems and complementary software.

These guidelines will provide participants with the facilities to accumulate resources, strategies and ideas that will constitute the start of "tool kits" for clients and students with different abilities.

1.30pm to 3.00pm

Incorporating Digital Images and Video into your Curriculum

Dan Herlihy (Hands-on Lab)

Make your curriculum come alive using inexpensive digital cameras and camcorders. For students, digital pictures and video provide alternative means to document learning in a creative way as well as a new outlet for exploring maths concepts, documenting science, public speaking, digital story telling and more. For the teacher, the curriculum can come alive with digital microscopes, creating accessible social stories, using claymation movie projects to teach social skills and bringing the real world into learning. Edit movies and pictures easily and inexpensively then learn how to create alternative access to a digital camera with the IntelliKeys keyboard. Hands-on importing pictures and movies into IntelliTools Classroom Suite to create writing projects for students, accessible stories, labeling parts for science diagramming activities and more.

2.15pm to 3.00pm

Learning at Your Fingertips

Ian Bean (Disability Stream)

Interactive whiteboards have rapidly become the 'must have' classroom resource in schools and colleges throughout the UK. Teachers and students are benefiting from the new teaching and learning opportunities this technology has brought to the classroom.

One area where interactive whiteboards are arguably having the most impact is with those students with more severe and complex special needs. For these students, interactive whiteboards can help deliver the highly motivating, multi-modal, personalised learning experiences that really engage them in the learning process.

From visual stimulation to video editing, this session will examine the use of interactive whiteboards in the Special Ed classroom through examples of good practice from the UK and beyond. We will see how interactive whiteboards can be used with experiential learners to facilitate the transition toward an understanding of cause and effect and learn how the boards provide a bridge between the concrete and the abstract for more able learners, guaranteeing higher motivation and greater retention.

2.15pm to 3.00pm

Inspirational Communication Strategies for ASD (Autism Spectrum Disorder)

Sue Larkey (Local Presenters Stream)

Autism Spectrum Disorder (ASD) affects both a student's expressive and receptive communication. Creating inspirational programs requires understanding of the complex nature of ASD. Where do we start with communication programs? How do we develop communication programs that are functional for home, school and community?

This workshop will provide lots of participant interaction and discussion. The workshop will then explore how we can translate our knowledge and understanding of ASD communication to programs for home and school.

The key aim of this session will be to identify:

- ~ Where to start in communication programs?
- ~ How to develop "inspirational" activities for students, families and educators
- ~ How to ensure generalisation between different people and environments
- ~ LOTS of practical ideas that work!!

3.30pm to 5.00pm

SOLO: Success Across the Curriculum

Scott Marfillius (Struggling Students Stream)

SOLO is one completely integrated solution for differentiating instruction and assisting in the learning process. SOLO helps teachers present grade-level curriculum to learners of differing abilities with guided support for reading comprehension and structured models for writing.

With SOLO, teachers have one central location to direct reading and writing development across the curriculum - Teacher Central. It is so easy to meet the needs of a diverse classroom by creating customised assignments, setting individual preferences and monitoring progress through quantitative and qualitative data.

Reading and writing is a recursive process that learners will feel confident participating in as they move between acquiring new knowledge and written expression. All the tools needed are in this one powerful solution - a text reader, a writing and graphical organizer, a word prediction and vocabulary development assistant and a talking word processor.

Struggling readers and writers will have the confidence to learn new information in any subject area because they have a supportive, considerate learning environment to help them.

3.30pm to 5.00pm

Easy Authoring with IntelliTools Classroom Suite

Suzanne Feit (Disability Stream)

Are you a true blue follower of IntelliPics? Are you looking for quick and easy ways to create curriculum for your early childhood or developmentally delayed students? Do you want access to be readily available using IntelliKeys and switches?

New features and new templates included with the updated IntelliTools Classroom Suite now provide the flexibility to quickly create activities that address vocabulary, number concepts, colour recognition, and assessment of skills. IntelliTools has enhanced the original authoring mode of IntelliPics, taking your favorite ease-of-use features and reintroducing them into the newest version IntelliTools Classroom Suite.

3.30pm to 4.15pm

What Follows Single Message Communication?

Tracey Bode (Communication Stream)

Students using a single-message communication device successfully may remain at this 'stage' without the appropriate resources to move on. This session will present ideas including those drawn from Caroline Musselwhite, Pati King-DeBaun, Linda Burkhart and Carol Goossens. Using the Talara and Macaw communication devices, strategies to move beyond single-message communication will be presented. This will include the strategies of 'errorless communication', 'sequenced stories' and moving on to structured interaction such as 'topic setting', 'social scripts', 'telling anecdotes' and other sequenced interactions. Activity based, concentrated message sets, and 'small talk' will also be covered. These interactive strategies aim to maintain communicative success while reinforcing turn-taking, initiation and participation.

The session content is aimed towards pre-literate students with cognitive challenges. Those working with such students in classrooms or therapy sessions should find this a practical revision or introduction to the strategies outlined. The ideas can be applied to other communication devices being used.

3.30pm to 4.15pm

Integrating Technology into the Busy Classroom. How Do I Get Time to Do That?

Sue Larkey (Local Presenters Stream)

This session is full of practical ideas and solutions to address the complexity of including ALL students. Inclusion has become best practice; however, research has indicated that teachers do not feel they have the time, support or resources to address the needs of ALL students. This session will identify the limitations of students (social, communication, behaviour) and address how to implement successful strategies. Whether you are a

teacher, parent, support worker or in administration, you can't miss this session. It will identify your role in successful inclusion and how to provide successful inclusion for everyone involved.

The key aim of this session will be to identify:

- ~ three key strategies for inclusion
- ~ using teacher assistants, volunteers, etc
- ~ practical strategies
- ~ solutions to everyday issues

It will be FUN and FAST MOVING!!

3.30pm to 5.00pm

Hands-on with Clicker 5

Ann Crick (Hands-on Lab)

This lab session will focus mainly on Clicker 5 although ClozePro and Jigworks will also be available on the computers. The session will be open-ended and suitable for those who want to become familiar with the software. To make the best use of the time available, it will look at the new features of Clicker 5 and offer advice on how to get the best from the software. There will also be the opportunity to simply explore the titles for those who want to 'have a go' at making resources.

4.15pm to 5.00pm

Making Visual Resources

Amanda Hartmann (Communication Stream)

Some people find the world too chaotic. Verbal instructions and explanations are often not adequate to provide the information that they need in order to comprehend what is required of them. These people often need the support of having information presented in visual form. In addition, some people learn best through what they see, and using visual strategies can build on this strength. Visual resources have been shown to be successful with many groups of people who have language processing difficulties, including people on the Autism Spectrum, people with learning disabilities, people with closed head injuries and people with delayed language. This presentation will outline some of the different visual resources that are used to help these people understand and learn.

4.15pm to 5.00pm

Modify the Method of Response Not the Task

Jan Polkinghorne (Local Presenters Stream)

For years mainstream teachers have been modifying the task for students who struggle to read or write well enough to complete a task. In the day of electronic literacy, unless there is a cognitive reason why the task should be modified, all students are expected to respond to the same task but in different ways using different tools. One of the hardest problems for teachers to combat is "learned helplessness". Many students with literacy problems are highly intelligent with great ideas and broad knowledge. If the task is modified, children get used to presenting less and less. If the response is varied then most students will respond by becoming very creative and presenting as much as they can. A practical look at how this approach can work in a mainstream class with real life examples of how affordable software and hardware can be used.

7.00pm

Conference Dinner - All welcome! (Included in Full Registration fee!)

Happy 20th Birthday Spectronics!

Please Note: Hands-on lab sessions will be conducted with three participants to a computer.

Day Three Sessions ... Thursday 25th May

9.00am to 10.30am

PLENARY SESSION: Jane Farrall
Small Talk, Gossip and Tall Stories: Using AAC Socially
(Communication Stream)

Human beings are social animals and when we communicate with each other, we often gossip about and with our co-workers and friends, tell our families about our day, and generally bore people with our stories! All of these things (hopefully) make people want to spend time talking to us, and these skills make Augmentative and Alternative Communication (AAC) users valued communication partners as well. This presentation will address the importance of small talk, stories and polite questions and will talk about ways to help AAC users develop their social communication skills so they can tell you about their day and tell everyone else all your gossip.

11.00am to 11.45am

Using Symbols to Support Regular Ed Classrooms (Software and Ideas)
Mike and Tina Detheridge (Struggling Students Stream)

This session will look at the new software tools developed, and those in preparation for release, to facilitate the use of symbols to support struggling students. There is now a huge range of materials available through the Wigit Software website as free or low-cost downloads. We will show some of these materials and also show how you can adapt these to meet your own curriculum and learning contexts, or indeed make your own. The session will also include an overview of new software released and under development in 2006. The presenters hope to involve Inclusive Learning Technologies Winter School delegates in discussion, to help with planning the focus of future projects.

11.00am to 12.30pm

Electronic Study Strategies
Scott Marfillius (Disability Stream)

Electronic support of study and organisation skills is of growing interest in the education of students with special needs. Several companies are promoting the ability of their products to support studying and note taking.

During this session we will explore the uses of features of products to support studying and the development of study skills in students who struggle with gathering, sorting, organising and recalling. Some of these features that we will be demonstrating in this presentation include: talking dictionary, thesaurus, synonyms, homonyms, notes that are written, voice notes, book markers, text extracting, drag-and-dropping between documents, and highlighting. Electronic examples will include information in the content areas of the school curriculum. No-tech, low-tech and high-tech strategies and solutions will be demonstrated with software-based and hand-held tools. Issues in matching individual's needs and abilities to features of products and implementation strategies will be addressed.

11.00am to 12.30pm

Software Solutions for Autism/PDD (Pervasive Developmental Disorder)
Adam Wing (Communication Stream)

Laureate Learning Software's programs are renowned for their proven success with children with Autism/PDD (Pervasive Developmental Disorder). In this session, we will explore programs from Laureate's popular Autism/PDD packages. The software in these packages is designed for children in all stages of oral language development from emerging vocabulary comprehension to basic syntax mastery. Come learn how these programs train cause and effect, early vocabulary, syntax, category concepts, auditory discrimination and processing, following directions, and expressive language.

11.00am to 11.45am

How Vocal are our VOCAs in the Community? Communication of 3 AAC Users Post-Secondary School

Dianne Walker (Local Presenters Stream)

While at secondary school, students with physical disabilities interact with a range of students, teachers, therapists, and support staff. Students also participate in family activities and with friends outside school. Once students leave secondary school, their support networks, communication environments and communication partners change.

This qualitative case study investigated the communication of three young adult males, three to six years post secondary school, who have cerebral palsy with spastic quadriplegia and who communicated using a LightWRITER voice output communication aid (VOCA). Each young adult left secondary school with literacy skills being able to communicate in sentences their needs, feeling, and interests, and being able to participate in conversations.

The young adults were interviewed regarding their communication partners and environments, attitudes of others and their reflections on communication since leaving secondary school. The AAC systems the young adults were using were explored, as were when they used the different communication technologies and the effectiveness of each. The young adults used a range of AAC technology including a VOCA, communication books, text messaging, emails, and real-time online communication. Common themes from the investigation, communication support needs for AAC users and strategies and implications for practitioners when adults will be explored. There will be opportunity for those attending to discuss the findings and possible strategies and solutions.

11.00am to 12.30pm

Creating Access to Music for Students with Disabilities

Dan Herlihy (Hands-on Lab)

All kids love to imagine being a rock star, but how many children with disabilities have access to creating and playing music? In this workshop, learn how you can use technology ~ computers, software, adapted keyboards, head-pointing devices, switches, and even PDAs ~ to create access to music in a variety of ways. The hands-on workshop will provide participants with a variety of ways to create adapted access to music for students for either the creation or the participation process. Both Macintosh and PC platforms will be addressed using a variety of software from freeware/shareware to commercial off-the-shelf products including some for PDAs. Participants will learn how to utilise devices such as the IntelliKeys keyboard, switches, voice output devices and others for student participation. Using today's technologies, creating access to a drum, piano, guitar and even a flute is only a switch click away.

The workshop will include exploration of how to use sign language software to provide access to music and songs for the deaf or hearing impaired, as well as creating access to playing a CD for students with severe physical disabilities. Demo CDs of many of the programs will be given to the participants along with detailed handouts.

11.45am to 12.30pm

Supporting Literacy Instruction with Boardmaker: Tools for Success

Lisa Petit (Struggling Students Stream)

This presentation will offer participants a collection of strategies for using symbol-based materials to support struggling students in a variety of settings. The focus will be on extremely useful tools and strategies to support literacy using the Boardmaker family of products. Both printable and onscreen interactive activities will be explored using both Boardmaker and Boardmaker Plus! Examples shared will include: adapting story books, providing differentiated instruction without recreating instructional materials, varied levels of onscreen adapted writing opportunities, and symbol-based stories and follow-up activities. A portion of this presentation will examine using symbol-based games to support and extend the instruction of a book. Participants will leave this session with a thorough understanding of the many ways symbols can contribute to the success of struggling students!

11.45am to 12.30pm

8 Scenarios + 8 Solutions = 8 Students Access the Mainstream Curriculum

Hillary Epton (Local Presenters Stream)

This paper will report on the collaborative processes worked through in providing assistive technology solutions for students with significant physical disabilities to facilitate access to the mainstream education curriculum from K-12 in Western Australia. Assistive technology consultant teachers, schools (teaching, administration and paraprofessional staff), therapists, rehabilitation engineers and architects, each working on a common goal, have found that collaboration was essential in order to achieve the best outcomes in the most timely manner for the students.

Three of the students presented have acquired disabilities and five have congenital disabilities. All use very different technologies, are at different phases and years of their schooling and yet present similarly as having extremely restricted means of accessing the curriculum.

Student profiles:

1. Year 9 student with spastic quadriplegia using IntelliTools Classroom Suite and IntelliKeys
2. Year 6 student originally using Discover:Switch but now using TrackerPro with ScreenDoors and a fully integrated system with a motor-powered wheelchair
3. Year 4 using Clicker with switching
4. Year 1 student with spinal muscular atrophy using WiViK
5. Year 2 student with acquired traumatic injury resulting in quadriplegia (ventilated) using Clicker
6. Year 6 student (ventilated) using Smart Nav
7. Year 12 student using voice recognition software
8. Year 8 student with ataxia using a Traxsys Joystick with a switch.

Teaching and learning adjustments, along with assessment, monitoring and reporting are considered, especially in relation to specific accommodations made for participation in standardised state and national assessments. This presentation also details the importance of providing readily-accessible, quality ongoing professional learning opportunities to those people interacting with the students (especially in rural and remote regions).

1.30pm to 2.15pm

Using Clicker 5 in the Classroom

Ann Crick (Struggling Students Stream)

This presentation will show how early and struggling readers and writers can be motivated to experience success no matter what their ability level. It will show how students can use Clicker for anything from writing simple sentences using whole words and pictures, to creating media-rich presentations using MP3 files, digital photos and MPEG video. The presentation will focus on the practical application of Clicker in the classroom. It will show how easy it is for teachers to use Clicker to support their students' learning. This will include making Clicker Grids to meet a range of literacy objectives and looking at how materials can be easily and effectively differentiated for children with a wide range of abilities. The presentation will show how students can be helped to build sentences, write stories, extend their vocabulary and organise their ideas. It will show how Clicker can be used to develop reading skills and will look at how reading and writing activities can be linked to develop literacy skills.

The new features of Clicker 5 will be examined in relation to helping struggling readers and writers. The presentation will look at the multimedia aspects of the program and how children can create sophisticated materials. It will also look at the new types of materials which have become available using the new features such as pop-up grids.

1.30pm to 3.00pm

IntelliTools Extreme!

Dan Herlihy (Disability Stream)

IntelliTools products can provide a wider range of access to curriculum materials than is typically seen. This workshop will address how to use many of the "advanced" or

often overlooked “why didn’t I think of that!” ideas using IntelliTools products in creative new ways, as well as providing the participant with many ideas for “connecting” IntelliTools products to other products. Often many products are utilised in isolation. The hidden power of them lies in how they can be used in conjunction with each other, thus enhancing connectivity, access, or the ability to accomplish a task that using a single product alone would be either difficult or unattainable.

IntelliTools products have the ability to be used not only to create accessible curriculum activities, but can be used to create access to other programs as well. Using the IntelliKeys keyboard for alternate access to the computer, individuals with disabilities can for example, compose music as well as play a variety of musical instruments on the computer. The IntelliKeys keyboard can be programmed to create access to any program that is keyboard accessible. Conversely, IntelliTools software itself can be made accessible using a variety of other access devices from a head mouse such as the Tracker, switches, or other communication devices.

An important social outcome from implementing these ideas is that students with (dis)abilities now have the ability to access and utilise “mainstream” programs that other students use, and to use those programs alongside other students, such as the example with the music playing or composition programs. Participants will learn where to begin when trying to create access, and what the general concepts are, that apply to creating access to other programs. By teaching the concepts behind many of the features available in the IntelliTools programs participants will be able to walk away with how to create activities that address the needs of their particular students.

1.30pm to 3.00pm

Selecting the ‘Right’ Page Set to Modify

James Rowe (Communication Stream)

DynaVox has now been making leading edge augmentative and alternative dynamic display communication devices for over 25 years. During this time, they have learnt the value of providing pre-made page sets with every device. The Series 4 range of communication devices, including the MT4, DV4, miniMO and MIGHTYmo, have a choice of more than 20 such page sets, designed by industry professionals from Speech, Language and Education backgrounds. These page sets aim to meet the needs of a wide range of individuals with complex communication needs, but deciding which page set to choose, and then how to modify it to meet the unique needs of an individual can be a daunting one. To help with this process, this presentation will cover the range of page sets which come with these devices and the reasons why you might choose that page set for your client. Participants will have the opportunity to explore many page sets, understand their design from a clinical perspective, and most importantly, how these page sets might be applied to real-life situations in a practical way.

1.30pm to 2.15pm

Creative Use of Technology at Belmore School

Fiona Allen (Local Presenters Stream)

At Belmore School we use technology to give every child access to a computer regardless of his/her disabilities. We have seen a need to become “creative” in the area of accessible software for high needs students. Thus we have introduced our own programs, My e-Readers, My e-Movies My e-Portfolio, My e-Rhymes, The Reading Corner and Magical Storybooks. All of our created programs/software are accessible via our icon-based intranet. All the programs can be saved to a CD/DVD to enable students to access their programs at home with their families. The e-Readers are printed to make a ‘hard copy’ for the student to have as a ‘home reader’.

We need to encourage motivation in our students to attend the monitor. We do this by introducing photos, written and spoken words, together with music - all accessible by the use of a keyboard, a touchscreen, a mouse or single switch device. To do this we use readily accessible tools - a digital still camera, digital video camera and Microsoft PowerPoint along with clipart, music CDs, but most of all - time and patience.

The scope of our programs is unlimited:

- ~ specific classroom projects and themes
- ~ whole school activities, sports days and fun days

- ~ school concerts
- ~ special in-house performances
- ~ excursions
- ~ students at home with their families
- ~ students, their peers and teachers interacting
- ~ adapting a students favourite book
- ~ creating a live nursery rhyme
- ~ a students year in digital format

We have found all these “activities” to be motivators for our students – faces and sounds that they recognise and relate to, their favourite music or nursery rhyme or even their favourite story book.

We are now beginning to develop our own concept forming simple software:

- ~ numbers/counting
- ~ shapes/colours
- ~ up/down
- ~ in/out
- ~ hot/cold
- ~ happy/sad
- ~ big/little
- ~ puzzles

The possibilities go on...

1.30pm to 3.00pm

Personalised Learning

Ian Bean (Hands-on Lab)

Recent research shows that pupils with severe and complex needs make better progress when learning activities are tailored to meet their individual needs. These personalised learning activities recognise the often diverse learning needs of the pupil ensuring motivating and memorable learning experiences that are both age appropriate and meaningful. For many years, tools such as Microsoft PowerPoint have been used to create simple personalised activities, however, in the Special Ed classroom, PowerPoint lacks the accessibility features that our pupils need if they are to use it appropriately.

In this hands-on session, we will learn how to use the New SwitchIt! Maker 2 And ChooseIt! Maker 2 programs together with the Digital Movie Creator camera to make personalised Special Ed activities for learners of any age. Using images, sounds and video clips you will learn how to make anything from a simple talking book to a complex quiz quickly and easily. You'll also learn how to make your own switch videos such as those on the Priory Woods website. We'll also examine strategies to help your students use these programs themselves as tools for the meaningful recording of their knowledge and understanding.

2.15pm to 3.00pm

textHELP Read&Write Supporting Older Students with Dyslexia

Angeline King (Struggling Students Stream)

This session will look at how and why Read&Write has achieved such great acclaim in tertiary education in the UK. Ninety percent of students diagnosed with dyslexia in the UK are recommended Read&Write to assist them with their studies, whilst most universities and colleges offer students help via site license solutions for Read&Write. Feedback from dyslexia assessors in access centres in UK universities will be presented to show how students are diagnosed, what problems they encounter at university and how they integrate Read&Write into their studies.

2.15pm to 3.00pm

CaBS and LIM: Supporting Student Learning

Chris Benke (Local Presenters Stream)

This session will cover some understandings, strategies and practical ideas for linking ICT with authentic learning for all students with special learning needs. It will give an overview of how commonly available computer software such as Microsoft Office

and Movie Maker can be used to create digital content that addresses the specific learning outcomes for students with special needs, and how these resources can be accessed with basic devices such as single switches and low-tech modifications, through to accessing them on emerging technology devices such as Interactive Whiteboards, tablet PCs, PDAs and iPods.

It will showcase the CaBS (Computer-aided Books for Students) and LIM (Literacy in Motion) approaches and how they are implemented at Barwon Valley School to support student learning outcomes, especially in the areas of developing language, comprehension and concepts and comprehension of routines, activities and social skills within the students' immediate environment.

Using CaBS, teachers create their own talking books digital content and printed texts. These resources harness the power of multi-literacies by using photos, text, Picture Communication Symbols (PCS) and speech files, to create multimedia programs and printed texts. The CaBS approach links visual and auditory information with the power of technology to create personalised, motivating, authentic learning activities directly related to real life learning. The LIM approach addresses developing visual literacy skills through digital story telling. Movies are created by the teachers and students to support learning in language, social skills, and behaviour scripts.

A further focus of the session will be looking at some research into the levels of student engagement with inter-active multimedia content and good design elements to follow when creating your own resources. Microsoft PowerPoint, in particular, is widely used but often not to its potential. It can be a very powerful tool when its full features and tools are employed. Participants will be given presentation handouts, some instructions for creating your own CaBS talking books, and a CD with some early years CaBS resources developed within integrated units 'Starting School Right' and 'I Play'.

3.30pm to 4.15pm

Portable Writing Toolkit

Scott Marfillius (Struggling Students Stream)

Are your portable tools being used to their fullest capacity? Do they just get used for keyboarding practice? This session will assist your investigation of the options available and diverse use of portable writing supports. Scott will be talking about the use of portable tools in structured writing activities and as scaffolds to computer assisted writing. Throughout the session you'll be supported in developing a plan for implementation of these tools into the writing functions of the K-12 curriculum. You'll experience feature-based options. Learn how to maximise these tools to efficiently get students writing.

Technologies discussed will include AlphaSmart, Dana, Neo and the assistive options available for them including Write:OutLoud To Go, Co:Writer SmartApplet, Inspiration SmartApplet and more.

3.30pm to 4.15pm

Free and Easy IntelliKeys USB Access to Popular Software

Suzanne Feit (Disability Stream)

IntelliKeys USB is a versatile enlarged keyboard that plugs into any Macintosh or Windows computer. It enables users with physical, visual, or cognitive disabilities to easily type, enter numbers, navigate onscreen displays, and execute menu commands. The new IntelliKeys USB and IntelliSwitch Control Panel allow users to attach overlay files to any application for instant access to overlays and switches. In this session, you will see that by merely changing the software application, a custom overlay is instantly sent to the IntelliKeys USB. Using Overlay Maker 3, any overlay can be adapted to meet a student's specific needs. The Popular Software Bundle includes many pre-made overlays for popular software programs, which you can use, or modify to suit the differing needs of your students using Overlay Maker 3.

Users can change the face of IntelliKeys by selecting different overlays. Using Overlay Maker 3, you can make a customised overlay to access any software program that's keyboard-accessible, programs like Microsoft Word, Microsoft PowerPoint, iTunes, Windows Media Player, Inspiration, Clicker, Write:Outloud, CoWriter, Kurzweil and SwitchIt! The overlay for Acrobat Reader 7 can be freely downloaded from the

IntelliTools website and provides access so that any PDF file can be read aloud. Think of how easy it is to create and use customised IntelliKeys overlays with IntelliTools Classroom Suite. Now imagine bringing that same ease-of-use to any software program on your Macintosh or PC. Using IntelliTools Classroom Suite, it is easy to create customised overlays, and use them with individual student activities.

New features of IntelliKeys USB Control Panel now allow users to use customised overlays with any software program. Participants who attend this session will see an overview of these new features. Instead of sending overlays manually, a new feature in IntelliKeys USB Control Panel allows you to attach different overlays to different software programs. You might use a simplified QWERTY overlay with Microsoft Word, or an overlay to easily access the mapping and outline features of Inspiration. Also, you can attach different overlays for different students. Whenever a student sits at a computer, the overlays appropriate to that student can be sent automatically to IntelliKeys USB. This allows you to easily provide individualised, scaffolded learning for any software program. Once created, the Popular Software overlay files can be freely transferred to other computers and attached using the FREE IntelliKeys USB Control Panel. IntelliKeys provides the access, Overlay Maker 3 allows the customisation and any software program that you have on your computer is instantly accessible to all users.

3.30pm to 4.15pm

Using Visual Scene Displays for AAC Success

Sue Owen (Communication Stream)

When designing a page set for a dynamic display communication device, one of the biggest decisions we face is how to display the vocabulary. With the advent of digital photography, visual scene displays offer a new and very powerful alternative. Using digital photos of the user's own experiences and environment, vocabulary can be stored and accessed in a way that empowers every user to achieve their best. Visual scene displays are suitable for individuals of all ages, and allow the individual's language concepts, such as familiar objects and people, to be easily embedded within context. Stories can be told, vocabulary easily located and information presented in a way which takes the most advantage of the individual's motor skills, cognitive and linguistic skills and visual/sensory perceptual skills.

3.30pm to 4.15pm

Making Connections: Using Telecommunications Education to Reduce Social Isolation in Young People with Communication Difficulties

Juliet McCavanagh (Local Presenters Stream)

Anyone who has spent any time with young people knows they have plenty to say – especially to each other. Young folk can spend six hours together at school and still feel the need to talk for hours on the phone when they get home from school and all weekend. It's a vital part of the culture of youth. There are significant barriers to full participation in their social group for those who are deaf, or have a hearing or speech impairment. Face-to-face interaction with peers can be difficult enough but telecommunication contact can be so problematic that it is completely disregarded as an option. However, it need not be.

3.30pm to 4.15pm

Free Play Session in Hands-on Lab

4.15pm to 5.00pm

Conference Closing Session

Please Note: Hands-on lab sessions will be conducted with three participants to a computer.



SPECTRONICS CONFERENCE: Tuesday 23 - Thursday 25 May 2006

ACCOMMODATION BOOKING FORM

PLEASE FAX DIRECT TO HOTEL RESERVATIONS - (07) 5592 9994

Full Name					
Address				State	
				P/Code	
Home Phone			Business Phone		
Email Address				Fax	

ACCOMMODATION BOOKING DETAILS

Room Type	Rate (per room per night)	Please tick room requirements
Superior Room (2 double beds)	\$176.00 ~ Includes 1 breakfast in Terrace Cafe	
Superior Room (2 double beds)	\$192.00 ~ Includes 2 breakfasts in Terrace Cafe	
Deluxe Club King Room with Spa (1 king size bed and 1 queen size pull-out sofa bed)	\$216.00 ~ Includes 1 breakfast in Terrace Cafe	
Deluxe Club King Room with Spa (1 king size bed and 1 queen size pull-out sofa bed)	\$232.00 ~ Includes 2 breakfasts in Terrace Cafe	

Note: This conference rate applies for all bookings from Sunday 21 May - Saturday 27 May 2006, for all Inclusive Learning Technologies® Winter School 2006 delegates.

PLEASE TICK SHARE BASIS REQUIRED	Single Share	Double Share	Twin Share (2 beds)
Full Names of guests staying in room	1.		
Max 3 adults or 2 adults and 2 children (up to 19 yrs) using existing bedding	2.		
Extra breakfast @ \$24.50 per person (13 yrs +) \$9.00 per child (5 - 12 yrs)	3.		
A surcharge of \$50.00 will apply, if 3 adults share a room. Interconnecting rooms for children up to 19 yrs are available on request, a surcharge will apply.	4.		
Day/Date of Arrival:	Time of Arrival:	Day/Date of Departure:	

CONFIRMATION AND PAYMENT

BOOKINGS MUST BE CONFIRMED BY EITHER:

CREDIT CARD. Amount \$..... (1 Night's Accommodation)

Please debit my Credit Card Visa Mastercard Bankcard Diners AMEX

Name of Cardholder Signature

Card Number Expiry Date / /

OR CHEQUE made payable to Crowne Plaza Surfers Paradise (for one night's accommodation)

FORWARD WITHOUT DELAY TO: CROWNE PLAZA SURFERS PARADISE, PO BOX 730, SURFERS PARADISE QLD 4217 AUSTRALIA

CANCELLATION POLICY: Any cancellations received within 7 days of arrival will incur a 1 night's charge

PLEASE CONTACT RESERVATIONS WITH ANY QUERIES OR SPECIAL REQUESTS

PH: (07) 5592 9900 or 1800 074 990 FAX: (07) 5592 9994

To be completed by Hotel:	
Confirmed by: _____	Reservation No: _____

READY TO REGISTER NOW?



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

Please fax to Heather Jones at Spectronics on (07) 3808 6108 or post to: PO BOX 88, ROCHEDALE, QLD 4123 AUSTRALIA

Your Personal Details:

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

Your Organisation Details (if relevant):

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

Other information:

Wheelchair access: YES / NO

Special dietary requirements: _____

Day/s Attending:

- ATLAS Pre-Conference workshop @ \$759 (incl. GST) Monday 22nd May 2006
- All other Pre-Conference workshops @ \$195* each (incl. GST) Monday 22nd May 2006
Please specify chosen workshop: Boardmaker textHELP! Clicker 5 Communicate: In Print and Communicate: By Choice
- Day One @ \$200 (incl. GST) Tuesday 23rd May 2006
- Day Two @ \$200 (incl. GST) Wednesday 24th May 2006
- Day Three @ \$200 (incl. GST) Thursday 25th May 2006
- Two Conference days @ \$400 (incl. GST) Tuesday Wednesday Thursday (Please tick the two days)
- Full 3-Day Conference @ \$495 (incl. GST) - includes one complimentary conference dinner ticket
- Extra conference dinner ticket @ \$75 each (incl. GST) Wednesday 24th May 2006

Please Note: Each 'Day' registration at \$200 per day includes admittance to that day's sessions, morning tea, lunch, afternoon tea and a conference satchel. 'Full' registration of \$495 (all 3 days) includes admittance to all sessions, conference dinner on Wednesday 24th May 2006, 3 lunches, morning and afternoon teas and a conference satchel. Extra tickets to the conference dinner are available and priced at \$75 per person per ticket. All prices include GST.

**Must be a registered delegate of the Inclusive Learning Technologies® Winter School 2006 to attend these pre-conference workshops.*

Payment Options:

- By cheque, made payable to Spectronics and mail to Spectronics, PO Box 88, ROCHEDALE QLD 4123
 - By direct deposit to Spectronics (Please include details of your full name with your deposit)
National Australia Bank, Springwood QLD 4127 AUSTRALIA BSB# 084 383 A/C# 50720 6753
 - By credit card Visa Amex Mastercard Bankcard
- Name on card: _____
Card number: _____ Card expiry date (m / y): _____
Total amount: _____

Receipt To:

Name: _____

Address: _____

City/Suburb: _____ State: _____ Postcode: _____

An official receipt 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 2006 will be refunded 90% of the amount paid. Cancellations received before 21st April 2006 will be refunded 50%. After 21st April 2006 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 19th May 2006.

Communication: Any problems or questions? Contact Heather Jones at heather@spectronicsinoz.com or phone (07) 3808 6833 or fax (07) 3808 6108.

OFFICE USE ONLY:

Registration Date: _____

Registration Number: _____