INCLUSIVE LEARNING TECHNOLOGIES CONFERENCE

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Gold Coast | Queensland | Australia

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iPad MasterClass: Using iPads to Support Students with Autism in Primary School Years - **BYO iPad with apps installed**

Amanda Hartmann and Charlene Cullen, 9:00am - 5:00pm, Tuesday 20th May 2014

This hands-on iPad MasterClass will provide an in-depth opportunity to explore, and create, individualised strategies and support tools proven to be effective in supporting children with Autism Spectrum Disorder. This is your chance to get down and play in the “iPad Sandpit”, expertly guided by experienced presenters. It will be suitable for educators, therapists and parents supporting primary-aged students with Autism Spectrum Disorder. Prior to the workshop, you will be given a list of apps to install. It is recommended that you arrive at the workshop with these apps pre-loaded and ready to use on your iPad. This will then ensure that you are able to experience hands-on how best to use these apps to support your students with autism.
In addition, the team asks that you add to your iPad some photos and videos of the student(s) you support. Be ready to use these images to make your very own customised tools, such as social stories and schedules etc on the day. Spending a little time before the workshop planning for the communication, behaviour and/or social skill goals you want to work on with a student, will really help you make the most of the day.

During the workshop you will experience:

- A thorough demonstration of practical strategies that support effective communication, social learning and positive behaviour
- An opportunity to create individualised strategies and tools on the iPad for the students you support

Ensuring that you leave the workshop understanding how the iPad can be used to support children with Autism Spectrum Disorder in the classroom and beyond.

Outline of the Workshop Day

- **Section One: Introduction**
  Overview of the workshop content and resources and a quick review of the iPad’s Settings and Accessibility Options relevant to the workshop content.
- **Section Two: Communication**: Exploring apps to support development of communication skills. Including investigation of the key features related to communication (AAC) apps. Participants will have the opportunity to create communication activities; plan and prepare systems for communication and practice scripting and modelling for communication learning. We will also discuss the importance of low tech tools and Key Word Signing in supporting communication.
- **Section Three: Social Skills**: Exploring apps to create tools to develop necessary social skills.
  Practical strategies for developing appropriate and effective social skills for students with autism. You will have the opportunity to create your own resources on your iPad, focusing on two strategies – Social Stories and Video Self-Modelling. Here you will use the photos and videos of your student(s) to create resources for practical and immediate use after the workshop.
- **Section Four: Positive Behaviour Support**: Exploring apps that will support positive behaviours in the classroom and/or home.
  Using strategies grounded in functional behaviour analysis and positive behaviour support, you will have the opportunity to create visual tools, such as schedules and rewards. You will also explore the power of transformational apps, such as those using QR codes and augmentative reality, to support positive behaviour and independence for students with autism.
- **Section Five: Practical Planning and Exploring Options**: For keeping up-to-date after today’s workshop!
  This session offers a chance to bring together everything we have learned throughout the day and to work collaboratively as a group to find practical solutions using the iPad to support students with autism. We will look at and discuss some real-world examples and problem solve how the iPad, apps and created resources can be used to maximum effect. This session will also give participants and presenters the chance to share resources created along with any additional favourite apps. We will also discuss where to find further information and learning opportunities to ensure you keep up-to-date in an ever-changing technology landscape.

This is a Bring Your Own Device (BYOD) iPad workshop. A follow up email will be sent to all registered participants a week before the workshop with suggested apps to be pre-loaded as listed below.

Prior to the workshop it is recommended that you arrive at the workshop with the apps listed below pre-loaded and ready to use on your iPad. This will then ensure that you are able to experience hands-on how best to use these apps to support students with Autism in your class.

What else do you need to do before the workshop?

- Ensure you have the latest operating system on your iPad – iOS 7.0.6 (http://support.apple.com/kb/HT4623)
- Bring headphones for your iPad
- Make sure you have access to restrictions and the appropriate passcodes for your iPad
- Make sure your iPad is fully charged, and bring a charger with you as well!
- You may benefit from watching the iPads Basic 101 webinar - prior to the workshop as these iPad basics will not be covered during our training day.

Free Apps (to be pre-installed)

- iBooks
- Sounding Board
- Scene & Heard LITE
- Auslan Tutor: Key Signs
- ASD tools
- Movenote
- Aurasma
- Toca Kitchen Monsters
- Scan – QR code Barcode Reader
- Videolicious
- Book Creator Free
- 30 hands

Paid Apps (to be pre-installed)

- iMovie ($6.49)
- Puppet Pals HD Directors Pass ($3.79)

5 Steps to Successful Implementation of AAC apps in Classrooms

Kelly Fonner and Scott Marfilius, 9:00am - 12:30pm, Tuesday 20th May 2014

Implementing assistive technology systems in the classroom has been one of the most requested workshops that we've had over the years. It's one of the most requested consultations that we get. And this is especially so for AAC/Augmentative and Alternative Communication Systems. The world of AAC apps has made this question explode in the last 2 years. What we've found is that people want some type of "cookbook" approach. And what we realise is that we truly have given it to them over the years in our presentations. We've told them everything that we do. We don't copyright what we do. We share our worksheets, our "tricks", our templates. We show our videos of teachers teaching students to use their AAC systems. It isn't us in the videos doing the "therapy" and expecting people to copy us. In our videos, we always show real people, people that we've coached, so that our participants can always know that they can do it too. But we think, because we haven't said Step 1- do this. Step 2 – do this, Step 3 – do this, etc. maybe people haven't taken away that this is really what we do. So, our thinking this year has evolved to this workshop. We hope you and the Inclusive Learning Technologies Conference audience like it.

5 Steps to Successful Implementation of AAC Apps in Classrooms

Step 1) Have a Plan
Step 2) Everybody Onboard
Step 3) Teach Communication
Step 4) Partner Strategies
Step 5) Data Proof

Step 1) Have a Plan

We tease that everyone wants to "fly by the seat of their pants". But what we know is that even the best of the best just don't do it that way. Nobody does it this way. Just look at all the examples we've been given over the years from Burkhart, King-DeBaun, Musselwhite, VanTatehove, Frosty and Bondy. They all have a game-plan Yet all the unknown, real people float around in the dark everyday and think that "today will be the day that something just clicks with their kid and their AAC device, like magic".

We will begin the day with an overview of the different classroom based implementation strategies that are available. We will start the day with a review of the majority of the strategies that people can go to. Those that are researched based and have data collection. It will give participants a foundation of choice for the wide variety of students that they have. We don't want to just give them one or two of the plans, because we know that people coming have kids that will be using Apps that are as simple as TapSpeak and as complex as Proloquo2go. We've grouped the strategies into 2 sets:

1. Targeted Processes
    - Every Move Counts
    - CEP: Communication Enhancement Process/ Communication Matrix
    - Natural Aided Language
    - PECS: Picture Exchange Communication System
    - LAMP: Language Acquisition through Motor Planning
    - Behaviour Motivation Assessment Scale

2. Global Processes
    - Social Networks
    - Scripting and Chatting
    - Integrated Model of Communication Instruction
    - Communicative Competence
    - Out and About
    - Participation Model
    - ECT: Environmental communication Teaching

For each strategy we will give a definition of the training, key points and information on where to obtain training or follow-up guidance on the process.

Step 2) Everybody Onboard

This section of the workshop is about all the classroom stakeholders who make “and break” the implementation of AAC in the classroom. We have found that trainers and AAC implementers put little time into gaining the interest, energy and confidence of those that they “drop” the AAC app/device into the hands of. They expect that people will do it because it’s their job or because everyone should be as excited about augmentative communication as they are. Energising classroom staff is tricky ordeal. Especially when classroom teachers are being pulled in so many directions. They are responsible for everything from core standards to bullying, and don’t forget maintaining every student’s IEP goals and objectives in accordance to the law. Now, you want them to jump for joy because you’ve “given” them an iPad!

We coach over time, not model and drop. It’s a different approach then some of the other AAC implementation strategies. It may come from our background as teachers who had things dropped in our laps by busy running out of our room therapists. But it also comes from our Adult Education backgrounds from our time spent side by side with teachers and para-pros who are honestly giving things a good try. This is a combined learning of AAC implementation of 55 years for Kelly and Scott – yikes! But we aren’t using old methods. We’ve used what we’ve learned from many people, those that we’ve named and many of the others that we’ve studied from. We’ve taken those strategies and updated them over the last 2 years with the AAC apps that more of the students have been using on iPhones/iPods/iPads and some Android based technologies.

And what we can tell you – is that we are confident in our process of supporting teachers. How to start out with their schedule, not push in with a predetermined agenda. How to use video as a training and data collection method. How to slowly over the year gain their interest in AAC, build their skills as an AAC partner, and then the most exciting thing, what turns into their mission, for their student, to be a communicator in their classroom!

Step 3) Teaching Communication

Not all classroom staff understand that the student needs to be taught to communicate with their device. We know that this seems a little “simplistic”. But it is true. We often have found that the SLP is the only one on the educational team with background knowledge in language development and that she/he often doesn’t share the why or the how of the plan to educate the student with their communication system. We are not looking to create “mini-SLPs” in the classroom staff. We have learned that when para-pros and teachers are given background information on where a student is developmentally language-wise and what the next steps are – then that student isn’t misjudged as being too low or berated when they can’t perform communicatively at unrealistically high levels.

Also by including the classroom staff in on this information, it exposes the SLP to previously untapped knowledge bases and interest areas that can be used for supports and modelling. SLPs are often complaining that they have a high caseload with small amounts of time to spend per student. When we teach them to be more inclusive of the classroom staff in their planning, they find that they can put more of the “workload” onto staff or that staff willingly volunteer to take jobs like device/app programming, etc., that lessen their caseload.

The second portion of this Teach Communication Step is that the classroom staff learn that the student needs to be taught to communicate with the App. Again, another “isn’t this simple?” idea. But one that also doesn’t come naturally to staff. Classroom staff are often discouraged when they start an app and the student doesn’t start to use it right away. They put blame and responsibility on the student. “He’s not ready for it yet.” “she’s just playing, not talking.” When walked through the process of teaching through this method, staff learn that they need to teach communication within the context of their classroom, just like they teach math or reading on a daily basis.

Step 4) Partner Strategies

Regular people don’t just know how to talk to someone who uses augmentative communication. They also don’t know how to help someone who is struggling to use their AAC app on their iPad. They say things like “show me” and “point to”; all of which are non-communicative, skill-based, motor and cognitive requests. They do teacher things such as program only nouns or a page. They don’t “pause” after asking a question or engaging a student in conversation to give a student time to formulate their idea or plan for a motor response, or socially react. These are partner strategies that need to be taught to regular and special educational staff.

In this workshop we teach participants several methods on how to work with their staff on how to work with their teachers and para-pros. One method is scripting. In scripting, we script out a classroom activity for the student and partner messages including all of the partner prompts and cues. In this way, the adults don’t have to think about what they are to do or say, they just work from the script. Slowly overtime, the script is faded, new activities are added that aren’t as heavily scripted.

Another technique is to teach people about pause time and prompting hierarchies. Learning the purpose of different prompting hierarchies is a key component to training staff so they don't over-prompt. Another technique is from the North Carolina Centre for Literacy, Red-Yellow-Green. This one we've simplified to Red Light – Green Light. Whereby staff learn to give simple access for difficult communication environments; and when they want to explore new/difficult access, they need to have their student in an easy communication environment.

Step 5) Data Proof
In all implementation plans, staff need to include measures of data collection. It's the only way that we can show as classroom staff that we have a plan for what we are doing with AAC in our classrooms. Too many students have had their AAC system hijacked because staff haven't been able to prove what they knew was best for a student up against what some "outsider" from a clinic could show with numbers in a sterile environment. It's not right, but it happens to classroom staff all the time.

One of our best methodologies for gathering data is video. All of our teams, and we do mean, ALL, collect video samples. They do a baseline video at the start of the year or at the start of a new style of implementation, or before beginning to use a new AAC app/device. They do this baseline in an activity chosen by classroom staff, in a classroom activity – not sitting at a table pressing buttons for candy. (yes, sarcasm- but oh, how this happens way, way too often, by well-meaning staff who just don't know any better). And this same student in this same activity is videoed (ideally) once a month. We can then use this video to collect information such as time on task, amount of prompting needed, independence with AAC app/device, and the list can go on and on. We also use data that can be collected by built in measures such as with the LAM, or ULAM (Universal LAM) through software.

Age Group: Mid and Upper Primary

Delegates will leave this session with:

As a result of this activity, participants will be able to:

1. work with classroom staff to improve their partner strategies with the student who uses AAC in their classroom
2. create an assessable plan to involve all classroom and IEP staff in the implementation of an AAC app/device assigned to a student in a classroom
3. develop classroom appropriate, desirable and quantifiable scripts for a student to use their AAC app/device within classroom activities

Experience Level: Some experience with the technologies to be discussed would definitely help

Assistive Technology and App Supports for Demonstrating Writing Competency - **BYO Laptop or Mobile Device**

Kelly Fonner and Scott Marfilius, 1:30pm - 5:00pm, Tuesday 20th May 2014

Great demands are constantly being put upon our students in the area of writing. Skills for instruction increase considerably each year, so that once a student has lost any ground, it is easy to see how difficult it will be for them to get back on track. If we follow the research from Dave Edyburn, if a student isn't on track by grade 3, they will never catch up to their same age/same grade peers unless extreme interventions (typically technology as a component) take place in a guided, measured way.

For many educators the school year can be overwhelming determining how their students with special needs will meet writing competencies. During this session, we've mapped out the training by the products that fall into 4 categories. Those 4 areas are:

1) Text Types and Purposes,
2) Production and Distribution of Writing,
3) Research to Build and Present Knowledge, and
4) Range of Writing.

In each of these 4 areas we will look at the Assistive Technology (AT) and App supports for your students who have Reading and Writing Difficulties, students who have Physical Difficulties, students who have Autism, students who have Intellectual Difficulties and those who have Multiple Difficulties. It will be a busy and productive time. We encourage you to bring your own laptop and/or mobile device as we will have times in which we will be sharing websites and apps for hands-on learning opportunities. With your BYOT we will take you through examples of built-in, online, and add-on writing support products.

We know that current assistive technologies are in place that can support students in their daily writing needs. And that new developments from assistive technology vendors in the area of writing supports that are web-based and apps are available and are on the 'drawing board' of most of the major AT companies with new startups happening all the time. Educators seem to do well with using AT and typical tools, such as PowerPoint and Microsoft Word, speciality software such as Classroom suite and Clicker, and Apps like Pages to get students writing in final form. What we often find that teachers, SLPs and Occupational Therapists struggle with is matching these assistive technologies and new apps to the different parts of the writing process that occur prior to the final product and how to use the those same AT tools and Apps to develop writing skills.

We've mapped out a listing of products that fall into the 4 categories that the writing standards are divided into at each of the grade levels:

1) Text Types and Purposes,
2) Production and Distribution of Writing,
3) Research to Build and Present Knowledge, and
4) Range of Writing.

This will be a resource for participants to use to be able to reference a standard and look to the assistive technology tools or apps that they may already have or may want to consider trialling for a student or have in a resource centre/ room to meet a particular standard or skill.

We will use these 4 areas to dividing the workshop. Product demonstrations will occur in each area and we will have websites for exploration. In the write up description, we have encouraged participants to bring their own laptop or mobile device, so that they can go on to the websites or download the free apps that we will share with them.

Age Group: Secondary School

Delegates will leave this session with:

As a result of this activity, participants will be able to:

1. Sort Assistive Technology and App supports based upon a 4 area of writing competencies
2. Operate the built-in accessibility features of 2 out of 4 operating systems (iOS, Android, Mac, Windows).
3. Generate a list of products for possible exploration for students based upon the demonstrations, examples and resource list provided in training.
4. Review grade equivalent English/Language Arts>Writing standards and match to the category of assistive technology/App support that may need to be explored for support in order for a student to develop/demonstrate a skill.
5. Develop meaningful IEP goals that address the use of current assistive technologies/apps to support a writing task

Experience Level: Some experience with the technologies to be discussed would definitely help

We encourage you to bring your own laptop and/or mobile device (BYOD) to get the most out of this workshop. With your BYOD we will take you through examples of built-in, online, and add-on writing support products. The device you bring can be either iOS, Android, Mac or Windows.

Texthelp Read&Write Gold: Version 11 Software, iOS apps and for Google Docs - **BYO Windows Laptop**

Angeline Kelly, 9:00am - 5:00pm, Tuesday 20th May 2014

A hands-on, in-depth training session for Read&Write Gold Version 11. Please note, the workshop will also provide an opportunity to learn about the literacy support options available via Read&Write for Google and the Read&Write Apps.

Bring your own PC laptop and have fun getting to know the world's leading literacy support software!

This is a BYO Windows Laptop workshop.

If you already have Texthelp Read&Write 11 Gold installed on the laptop you are bringing then all good!

If not, Texthelp will be providing a training USB with a copy of Read&Write 11 Gold Mobile for you to use – you will have to return it at the end of the workshop of course! To ensure your laptop can run the software from the training USB please note the following minimum requirements needed (see Texthelp Read&Write 11 Gold Mobile):

- Pentium 4 1.8 GHz Processor (Recommended: Pentium 4 2.4GHz or greater)
- Windows 8, 7
- 512 MB RAM (1 GB recommended)
- 2 GB free disk space
- Sound card and speakers
- USB Port
- PDF Aloud requires Adobe Reader X or XI or Acrobat Version 9, X or XI

NB: If you are using previous versions of Read&Write these must be uninstalled before installing Read&Write 11 Gold

We recommend also bringing your own headphones to use when using the text-to-speech features of the software.

Age Group: All Age Ranges

Delegates will leave this session with:

- The option to become a Certified Read&Write Gold Trainer.
- New knowledge on Texthelp's recent releases – Read&Write 11 Gold, Read&Write for Google and iReadWrite.

Experience Level: No prior experience with the technologies to be discussed is required

Introduction to Proloquo2Go 4 and Proloquo4Text Hands-on - Loan iPads to be supplied

David Niemeijer and Jennifer Marden, 9:00am - 12:30pm, Tuesday 20th May 2014

Since 2009, Proloquo2Go has provided access to affordable, flexible, state-of-the-art symbol and text-based communication on iPad, iPhone, and iPod touch. Proloquo4Text is a new flexible, innovative communication solution optimised for literate users.

This session provides an introduction to Proloquo4Text and Proloquo2Go with a particular focus on recently introduced features. The session starts with a quick introduction the apps, highlighting target audiences and key benefits. This sets the stage and supports feature matching of the apps to your clients' individual needs. Next, we cover key features and basic configuration of each app in a mixture of demonstration and hands-on. Finally, towards the end we focus on basic customisation strategies to make the apps work for your students and clients. More advanced customisation and implementation will be covered in the "Advanced Proloquo2Go 4 customisation and implementation hands-on" pre-conference session.

Proloquo2Go

In addition to basic use, configuration and customisation we will cover the following topics:

- ExpressivePower™ allows easy access to expressively recorded words and phrases, allowing even greater expressive range for non-speaking users. It is a great combination with our genuine Australian children's, female and male voices.
- Switch Access gives users with physical impairments access to multiple scanning modes with 1 and 2 switches, as well as auditory and visual cues, and timing adjustments to reduce accidental switch activation.
- Select on Release supports users with fine motor issues who are able to tap buttons on the screen, but have difficulty using only one finger. It allows them to place multiple fingers on the screen and still use direct selection effectively.
- Social Sharing is about sending the contents of the message window to email, Twitter, iMessage, Facebook, and copying the text into other apps.

We will also cover key new features introduced in Proloquo2Go 4 including easier editing, new vocabularies as well as methods to support a smooth growth path as the user's command of language improves.

Proloquo4Text

In addition to basic use in terms of writing and speaking text, we will cover the following topics:

- Composing text using typing, prediction, abbreviation expansion, and text pasted from other apps.
- Customisation of the interface with any combination of word and phrase prediction, folders of frequently used sentences, and a Quick Talk grid.
- Social Sharing to support emailing, tweeting, texting, posting to Facebook, or copying and pasting text into any other app.
- Setups for multilingual use to support people speaking more than one language.

Customisation strategies

To make effective use of all the features Proloquo2Go and Proloquo4Text provide, it is important to customise the apps meet to the needs of the individual user. We will cover basic customisation strategies for both apps including: configuration of the settings, customisation of the vocabularies, and strategies to let the apps grow along with the user.

Age Group: All Age Ranges

Delegates will leave this session with:

At the end of the session participants will be able to:

- identify and describe the key features of Proloquo2Go and Proloquo4Text
- perform basic configuration and customisation to adapt the apps to user needs
- describe key customisation strategies.

Experience Level: No prior experience with the technologies to be discussed is required

Advanced Proloquo2Go 4 Customisation and Implementation Hands-on - Loan iPads to be supplied

David Niemeijer and Jennifer Marden, 1:30pm - 5:00pm, Tuesday 20th May 2014

Through a series of major updates Proloquo2Go has grown from its 2009 introduction as the first full-featured AAC app on iOS to one of the most advanced, flexible and powerful AAC solutions on the market. For those familiar with customising other AAC platforms there are many familiar things in Proloquo2Go, but Proloquo2Go has also introduced a number of unique innovations and we want to make sure you get the most out of those through this session.

As a pre-requisite to this session participants are expected to either work on a regular basis with Proloquo2Go 3 or 4 or have attended the “Introduction to Proloquo2Go 4 and Proloquo4Text hands-on” session.

The session starts with an overview of key Proloquo2Go concepts, highlighting, where appropriate, differences with other AAC solutions. This ensures we are all on the same page. Next, we cover advanced configuration options in a mixture of demonstration and hands-on. Subsequently, we focus on advanced vocabulary customisation and design features. This will make up the bulk of the session and mix demonstration and hands-on. Finally, we discuss how you can make the power of Proloquo2Go work for you.

While the introductory session covered the Proloquo2Go options briefly, in this session we will look more in depth at the more advanced Appearance, Speech, Access Method (notably Switch Access), Interaction, Grammar, Prediction and Vocabulary options. Emphasis will be on the new options introduced in Proloquo2Go 4.

One of the most important aspects of successful AAC implementation is vocabulary customisation. Each major update of Proloquo2Go has provided user interface and conceptual enhancements to facilitate and speed up vocabulary customisation. Version 2 introduced a completely new edit interface that made it possible to edit multiple buttons at once, that allowed more control over button appearance, speeded up creating new buttons and, through VocaPriority™, made it easy to adapt vocabulary to individual needs without having to create or delete buttons. Version 3 added the ability to customise voices per button as well as the ability to add expressive sounds and expressions. Version 4 introduced folder import/export and copy/paste as well as a number of other major vocabulary customisation and design enhancements, making Proloquo2Go more powerful and easier to use at once. The new vocabulary features in Proloquo2Go 4 add support for some familiar concepts from other AAC solutions as well as number of powerful concepts unique to Proloquo2Go. Participants will get a chance to hands-on explore key vocabulary customisation and design concepts with a focus on the features introduced in Proloquo2Go 4.

Finally, we will discuss how you can make all the configuration, editing and design power of Proloquo2Go work best for you and your students and clients.

Age Group: All Age Ranges

Delegates will leave this session with:

At the end of the session participants will be able to:

- identify and describe key Proloquo2Go concepts and any differences from other common AAC solutions
- perform advanced configuration and customisation to adapt Proloquo2Go to user needs
- identify and describe approaches to make Proloquo2Go work effectively and efficiently for themselves and the users they support.

Experience Level: High level of understanding of the technologies to be discussed

Create and Publish Accessible MultiTouch Books for the iPad and Mac! Loan iPads to be supplied but **BYO Macbook**

Greg Alchin, Jeanette Davies and Luis Pérez, 9:00am - 5:00pm, Tuesday 20th May 2014

Since July 2010, ebook sales first surpassed hardcover book sales, then six months later paperback books sales. Apple's free iBooks Author software enables anyone to easily create, share and publish Multi-Touch iBooks that are are engaging, accessible and culturally responsive. Multi-Touch books created with iBooks Author can scaffold and sustain novice learners in their journey to becoming expert learners. This is achieved through the use of galleries, video, interactive diagrams, 3D objects, mathematical expressions and more. Most importantly, Multi-Touch iBooks bring learning to life in ways the printed page never could.
If you and your learners wish to become part of the personal publishing revolution, join Apple Distinguished Educators Dr. Luis Perez, Jeanette Davies and Greg Alchin in a fun-filled day of learning how to create accessible Multi-Touch iBooks.

Please note that this is a BYO Mac laptop workshop. All participants will be provided with an iPad for use during this session if required, but we ask that you bring your own MacBook with the latest versions of Mavericks (Mac OS X 10.9), iBooks Author and iBooks for Mac already installed. All of these can can be downloaded for free from Apple.

Age Group: All Age Ranges

Delegates will leave this session with:

1. A simple workflow to help you author your first Multi-Touch book by the end of the day.
2. Best practice strategies on how to make Multi-Touch iBooks accessible to all learners
3. Simple research based design techniques on how to create engaging content.
4. Strategies for properly preparing media to be embedded as widgets in your Multi-Touch books.
5. Advanced tips that will make your books stand out from the crowd.
6. A satisfied smile on their face from being part of a 'hard fun' day!

Experience Level: No prior experience with the technologies to be discussed is required

Crick apps (Clicker and WriteOnline): Supporting Students Struggling with Literacy from K-12 - **BYO iPad**

Jonathan Reed, 9:00am - 12:30pm, Tuesday 20th May 2014

Since the iPad was first introduced to education, people have been asking us when Clicker will be available on the device. If you are working with struggling readers and writers of all ages and are looking for apps to increase their motivation and productivity, the new Crick Apps for iPad will provide them with the personalised, age-appropriate support they need to succeed.

Come and join Jonathan from Crick Software, the developers of Clicker, and get hands-on with the Crick Apps in this pre-conference half-day workshop. Find out how your students will benefit from the tried and tested reading and writing support that the Clicker Apps and WriteOnline App offer, and how the compatibility between the apps and Clicker 6 or WriteOnline Desktop Edition will enable you to provide consistent literacy support across your devices.

Crick is regularly adding more apps to the series, so book a place and find out what's new from one of the world leaders in literacy support software!

Age Group: K-12

Delegates will leave this session with:

Delegates will leave this session with a greater knowledge and understanding of how the Crick Apps work, integrate with Clicker 6 or WriteOnline Desktop Edition and help students of all ages increase their reading and writing productivity.

Experience Level: No prior experience with the technologies to be discussed is required

Idea to app

Maria Zuckschwert, 1:30pm - 5:00pm, Tuesday 20th May 2014

Have you an idea that would make an ideal app? Or not sure where to start?

This 3 hour workshop will take delegates through a comprehensive process involved in taking an idea from the first inkling to the start of the development process.

The workshop will cover:

- idea generation
- the app development process
- putting together a business case
- assessing feasibility
- putting together a scoping document
- working with app developers
- intellectual property
- legal considerations
- financial considerations

The workshop will include real life examples of apps currently in the market, with insight into the process and hints and tips. Lead by a speech pathologist app developer the workshop will be tailor made to non-techie and techie educators and professionals alike.

Age Group: all

Delegates will leave this session with:

- The tools to assess feasibility and prepare a business plan for app development
- An understanding of the practical issues involved in app development

Experience Level: No prior experience with the technologies to be discussed is required

iPad MasterClass: Using iPads to Support Students Struggling with Literacy in Secondary/Post-secondary Settings - **BYO iPad with apps installed**

Greg O'Connor, 9:00am - 5:00pm, Tuesday 20th May 2014

This hands-on iPad MasterClass will provide an in-depth opportunity to explore, and create, individualised strategies and support tools proven to be effective in supporting students who are struggling with literacy in secondary school and in post-secondary settings. This is your chance to get down and play in the “iPad Sandpit”, expertly guided by experienced presenters. It will be suitable for educators, therapists and parents supporting struggling students in the older age group. What do we mean by “struggling students”? Here we are talking about the MANY students who are in mainstream/regular education settings but are struggling to keep up with the reading, writing or organisational tasks required of them. These students may be struggling because of learning difficulties. Alternatively, they could be one of the growing number of ESL (English as a Second Language) students in our schools and post-secondary institutions.

Prior to the workshop, you will be given a list of apps to install. It is recommended that you arrive at the workshop with these apps pre-loaded and ready to use on your iPad. This will then ensure that you are able to experience hands-on how best to use these apps to support your students struggling with literacy and study demands in school, TAFE and university.

During the workshop you will experience:

- A thorough demonstration of practical strategies that support effective reading, writing and study skills for this older group of students
- An opportunity to explore hands-on the key apps available to support these students in combination with proven strategies for successful implementation

Ensuring that you leave the workshop understanding how the iPad can be used to support older struggling students in the classroom and beyond.

Outline of the Workshop Day

- **Section One**: Supporting reading and access to learning content
  During this session we will explore the iPad’s built-in accessibility features and other settings that provide accommodations for students to successfully access text. A range of additional reading support apps will also be demonstrated and highlighted. Of course content can be provided to our students in more ways than just text. The use of audio and video apps to support student learning will be explored, along with creating content for our students via e-book apps.

- **Section Two**: Supporting organisation and other executive functions
  Many students experience difficulty being organised and planning their study and workloads. This session will delve into the range of apps available for these and the other executive functions many of our students struggle with including time management, note taking and task completion. We will help our students understand about workflows on their iPad as often it is more than just one app that will be required to meet their own learning needs.

- **Section Three**: Supporting writing and the new literacies
  The final session will focus on how the iPad can support students struggling with writing to tell us what they know, what they have learnt and what they feel. Not only using ‘traditional writing’ frameworks that incorporate tools such as word prediction, spelling and vocabulary support, but also via the use of audio and video apps, the use of ‘cloud’ based apps, and the use of alternative formats including ePub.

- **Section Four**: Planning and exploring PLN’s for after today’s workshop
  This session will offer a framework to bring together everything we have learned throughout the day and develop a plan for using the iPad to support older students experiencing literacy and learning difficulties. This session will also give participants further information and professional learning network tools to ensure you keep up-to-date in an ever-changing technology landscape.

This is a Bring Your Own Device (BYOD) iPad workshop. A follow up email will be sent to all registered participants a week before the workshop with suggested apps to be pre-loaded as listed below.

Prior to the workshop it is recommended that you arrive at the workshop with the apps listed below pre-loaded and ready to use on your iPad. This will then ensure that you are able to experience hands-on how best to use these apps to support your students struggling with the literacy demands in school.

What else do you need to do before the workshop?

- Ensure you have the latest operating system on your iPad – iOS 7.0.6 (http://support.apple.com/kb/HT4623)
- Bring headphones for your iPad
- Make sure you have access to restrictions and the appropriate passcodes for your iPad
- Make sure your iPad is fully charged, and bring a charger with you as well!
- You may benefit from watching the iPads Basic 101 webinar – prior to the workshop as these iPad basics will not be covered during our training day.

Free Apps (to be pre-installed)

- iBooks
- Evernote

Paid Apps (to be pre-installed)

- Claro PDF $1.29
- SonicPics $2.49
- Scan – QR Code and Barcode Reader $2.49
- Explain Everything $3.79
- Pixter Scanner OCR $3.79
- Creative Book Builder $4.99

Higher cost (optional and not essential)

- WriteOnline $38.99
- iReadWrite $36.99
- Co:Writer – British English $24.99

Going Google! Digital Learning to Unleash Independence, Creativity and Collaboration for All - **BYO Chromebook or Laptop**

Chris Harte, 1:30pm - 5:00pm, Tuesday 20th May 2014

Every child, young person and adult has the right to learn at a level which is accessible yet challenging and includes elements of choice over content, process or both. Unfortunately, some of our traditional models of education either fail to personalise learning at all or put the onus on educators to provide differentiated resources and activities for different groups of children. Whilst the former is unacceptable and the latter challenging, there is a developing understanding that by providing the correct learning environment (both physical and emotional), evidenced based teaching practices, the right people and enabling technologies, we can in fact empower learners to personalise their educational experience for themselves. Google Apps for Education is a platform which removes some of the traditional barriers to learning and allows people to collaborate, learn from each other and express themselves creatively. Google Apps provides a seamless experience of living, working and learning in a digital world. From finding and accessing the best resources available on the planet, creating images, documents, slides and spreadsheets together, gathering learner voice through forms or publishing work to a community or the whole world through YouTube. Moreover, for learners who are remote or struggle to keep themselves organised, the features in Google Apps Calendar, Mail and Drive allow teachers and learners to organise themselves and each other!

This hands-on workshop will include

- an overview of Google Apps for Education
- an introduction to Chrome, extensions and web apps
- a hands on experience of creating and collaborating with Google Apps
- tons of practical examples and resources
- an opportunity to connect with other passionate educators, learn and create together

This is a BYOD workshop and in order to get the most out of it, it is recommended that participants have a Chromebook or laptop with the Chrome browser and a Google account.

Conference Opening Session (Not to be missed!)

9:00am - 9:30am, Wednesday 21st May 2014

Opening Keynote Address: Trends, Tools and Tactics for 21st Century Learning

Kevin Honeycutt, 9:30am - 10:30am, Wednesday 21st May 2014

This Keynote Address is a fun look at the exciting things that happen when educators step outside their boxes and try new tools. It reinforces the importance of relationships while encouraging teachers to become learners again through positive examples of student success.

Technology and Autism: A Practical Approach

Carol Allen, 11:00am - 11:45am, Wednesday 21st May 2014

There is an interesting potential area of conflict when using technology to support the teaching and learning opportunities for those learners on the autistic spectrum. Some parents and educators find that technology can be such a motivation that it becomes and obsession, distraction and avoidance behaviour for other activities.

This session will consider some of the routes to learning that technology can offer these students and the attendant management strategies that help effective use rather than obsession. We will consider how technology can support teaching and learning in personalised formats easily, cheaply and effectively; how Web 2 technologies can support social interaction and social success; how learners as content creators can support our understanding as educators of their way of understanding and engaging.

A careful consideration of useful resources including i-pads and other portable technologies; websites; specialist technology and the quick creation of individual resources will give you ideas to take away and use!

Age Group: All Age Ranges

Delegates will leave this session with:

- An understanding of the key issues in this field from the viewpoint of educators, parents and carers and the students themselves.
- Resources to use in their own practice.
- Simple ideas for creating personalised resources and managing technology as part of the teaching and learning environment.

Experience Level: No prior experience with the technologies to be discussed is required

Inclusive Learning, Autism and iPad: Our Journey

Craig Smith, 11:45am - 12:30pm, Wednesday 21st May 2014

A daily goal of all teachers is to successfully meet a wide range of student needs. In a school for children with autism, these needs are in a constant state of flux. With the introduction of the iPad, our school finally found the tool it needed to accommodate the evolving outcomes of our students. In this presentation, I will discuss how the iPad provided our students with the ability to be able to tell their own stories, how the iPad influenced the core pedagogy of our learning ecosystem, and how our school engaged in a research project that further demonstrated the unique value of the iPad across the autistic space. Throughout the presentation I present video footage of our students using iPad across varied school contexts, as well as video footage of movies our students have created to tell their unique stories. High quality photos, examples of app use, work samples demonstrating student achievement and clear data visualisations sourced from our research are used to highlight our unique journey with inclusive technology.

Age Group: Mid and Upper Primary

Delegates will leave this session with

- A portrait of the unique learning needs of our student population, with a focus on Autism and associated learning and behavioural needs (emotional regulation, visual learning, executive functioning, etc)
- A detailed process description of how our students used the accessibility and multi-sensory provisions of the iPad and Macbook Pro to create their own feature length movie
- Examples of exemplary student achievements that have arisen from iPad integration, including a Year 6 student who composed music with iPad apps and achieved a top ranking in national Triple J music charts
- The way iPad use has impacted on the pedagogy of our instruction, particularly with a focus on better utilising the focused interests of our students and the way this has evolved beyond the classroom into community social groups and further real world applications
- A description of a multi-school research project Autism Spectrum Australia (Aspect) engaged with in collaboration with the University of Wollongong to evaluate the effectiveness of iPad on meeting goals associated with student Individual Education Plans
- A projection of where we will take our use of iPad and inclusive technology to further extend student achievement in the future

Experience Level: No prior experience with the technologies to be discussed is required

nABLEing all Learners: Apps as Transformation Technology

Luis Pérez, 11:00am - 12:30pm, Wednesday 21st May 2014

The iPad provides not only built-in accessibility options for people with a wide range of special needs, but also support for a growing collection of apps that complement those accessibility features. Other factors such as the portability of the device and its social acceptability have made the iPad a popular choice (some have called it a “game changer”) for students with special needs. Of course, the downside to having so much choice is that it can be at times overwhelming to educators looking to choose the appropriate technology for their students. What are needed then are frameworks to guide educators in the selection of appropriate apps that will not only meet the basic needs of their students but also help them thrive in all areas of their lives. In this session I will focus on one such framework that I have developed to promote more transformative uses of the iPad with students who have special needs. I call it the nABLE framework, and it builds on two existing frameworks: Universal Design for Learning (UDL) and the SAMR model.

The session will begin with a quick review of the Universal for Learning framework and its three key principles for developing a more flexible curriculum that addresses learner variability in a systematic way. Next, I will provide an overview of the SAMR model developed by Dr. Ruben Puentedura. This is a model that emphasises the transformative use of new technologies such as the iPad and the apps it supports. In the context of students who have special needs, a transformative use of technology would move us beyond “assistive” technology and into truly “empowering” technology. When technology is used in a transformative way, it provides an outlet for creative expression and allows all students to find their own voice in order to disrupt preconceived ideas about ability and disability. This is the goal behind the nABLE framework: to encourage more creative uses of technology by people with disabilities. During the session, I will share my videos and photography as an example of how someone with a disability (I am legally blind) can use new technologies for personal expression and advocacy.

After I introduce the nABLE framework and the philosophy behind it, I will spend the rest of the session focusing on how to implement it through the built-in accessibility features of the iPad along with a number of apps that facilitate collaboration and content creation. For each level of the model, I will do a brief demonstration of the iPad features or apps that are appropriate for that level. I will then provide participants with some time to experience the apps and to create some content with them. At the end of the session, I will allow some time for participants to share what they have created as well as ideas for application with their own students (or children in the case of parents).

Age Group: All Age Ranges

Delegates will leave this session with:

1. Ability to explain the key principles of Universal Design for Learning and how it can be implemented with the iPad.

2. Ability to explain the key features of the SAMR model and how it promotes transformation in educational practice for all students.

3. Ability to select from a number of built-in accessibility features of the iPad to provide visual, auditory, motor and learning supports to a wide range of learners.

4. A framework for selecting apps that promote transformation in educational practice for students with disabilities, with the aim of providing them with a voice through content creation and collaboration.

Experience Level: Some experience with the technologies to be discussed would definitely help

Five-minute Sharing Sessions (the “Non-Speed-Sharing” version)

Greg O'Connor, 11:00am - 12:30pm, Wednesday 21st May 2014

Fourteen presentations back-to-back. Five minutes only for each presenter, allowing each of them to quickly share their ideas, successes, failures and stories. Why are we offering this format this time around? Because we know that presenting at a conference can be daunting, meaning that many potentially valuable contributors don’t stand up and share their own experiences with others at the conference. Cool stuff they are doing within their classroom, the wider school as a whole, their disability support organisation or at home. The successful intervention or strategies shared here, may well become the most important take-away message from the conference for another like-minded delegate. Maybe you?

Meet Greg O’Connor, your Master of Ceremonies for this Five-minute Sharing Session. Greg lives amongst the scenic rolling hills and beaches of Northern New South Wales where he never misses his annual Easter retreat into the bubble that is the Byron Bay Bluesfest. Whilst he is possibly better kept off the stage with a blues guitar in hand, sans guitar, he will make a great MC for this session! His day job? Manager of the Spectronics Professional and Consultancy Services Team with over 30 years’ experience as an educator supporting the learning of students with diverse learning needs. Give it up for Greg O’Connor on the Five-minute Sharing Session stage!

He will be keeping the presentations on time and the presenters on track. To ensure that you are able to hear from all presenters over the course of this fast-paced 90 minute session. We have scheduled a lunch break to immediately follow this presentation slot – allowing you the chance to hook up informally then with any of the presenters whose words piqued your interest.

A Curricular Approach to Core Language Instruction for Pre-kindergarten Children with AAC Needs

Carole Zangari, 11:00am - 12:30pm, Wednesday 21st May 2014

There is a growing consensus among professionals that in order to become linguistically competent, children with significant communication challenges should have early access to augmentative and alternative communication (AAC) tools and strategies that prioritise core vocabulary. In many educational and therapeutic settings, however, there is not a systematic process to teach core vocabulary. This presentation describes a prekindergarten curriculum designed to teach core language using early literacy activities. Participants will learn about the key elements of the curriculum and see how core language is addressed in share reading and writing lessons, classroom routines, and type play/learning activities. Participants will gain an understanding of how to develop a variety of communication supports for children with a range of etiologies, motor skills, and cognitive abilities. Strategies for building family involvement will also be discussed.

Core vocabulary refers to high frequency words that are used across individuals and contexts. Core words, which come from a range of grammatical categories, play an essential role in a linguistically-based AAC system. With adequate instruction, individuals who have access to a robust corpus of core words are well-positioned to interact effectively in many different situations. While most professionals now agree that AAC systems should have a strong core word foundation, those words are often under-represented in the tools and intervention plans designed for individuals with significant communication challenges. This may be partly due to the fact that, for the most part, core words are more challenging to teach than words representing preferred objects and activities. Clinicians and educators may struggle with how to teach these words, and revert to teaching nouns and verbs instead.

This presentation advocates for a curricular approach for providing robust core vocabulary instruction for young children with AAC needs, and presents a specific example Teaching Early Language and Literacy through Multimodal Expression (TELL ME, Zangari & Wise, 2013). Several characteristics shaped the design of this curriculum. First, we wanted to maintain a focus on core vocabulary, with a distribution across word classes. We were particularly interested in supporting the development of pronouns, descriptors, function words, locatives, and verbs. A critical feature of the curriculum is the provision of frequent opportunities for practice in the context of a preschool classroom. We sought to develop activities that would be appropriate for children of different ability levels and accommodate a wide range of AAC tools and strategies. We wanted to include both group and individual activities and use literacy activities as the context for language instruction throughout the day. In addition, we endeavoured to create a predictable structure and materials that make implementation relatively easy on staff. Finally, we wanted to invite families into the process by keeping them informed of core language targets, building their awareness of key language facilitation strategies, and encourage home practice.

The resulting curriculum, TELL ME, revolves around the repeated reading of children's books and encompasses many of the suggested components of literacy instruction recommended by the United States' National Reading Panel (2000). There are 11 books used in the curriculum and each book is read daily for two weeks. There are four main components of the curriculum: shared reading, shared writing, classroom routines and activities, and home extension activities. A set of 4-8 core words are taught in each of 10 books for a total of 65 core words. There is a curriculum guide explaining the philosophy and key principles and procedures in the TELL ME curriculum. Each book has a detailed book packet (50-80 pages) with detailed lesson instructions and materials.

Both the literacy activities and core words selected for instruction were drawn from research (e.g., Banajee, Dicarlo, & Stricklin, 2003; Blischak, Shah, Lombardino, & Chiarella, 2004; Erickson & Clendon, 2009; Fallon, Light, McNaughton, Drager, & Hammer, 2004; Koppenhaver & Erickson, 2003, 2008; Light, McNaughton, Weyer, & Karg, 2008) and the experiences of master interventionists (e.g. Van Tatenhove, 2007). Daily shared reading lessons center around repeated reading of the book, with specific opportunities to practise core vocabulary. Each day, the book is read with a different purpose. Early on, the teacher leads students through a picture walk to activate their knowledge of key concepts and introduce core words. Later, they construct posters depicting characters and story events. The format for shared reading has predictable elements which aid implementation and allow for better learning by the children.

Shared writing, based on the Structured Language Experience Approach by Patricia Cunningham, is central to the curriculum. It uses predictable charts to engage all students in the writing experience. In this activity the teacher and students compose text together. The teacher provides supports and writes as students use their AAC to dictate a response. The children use communication boards, shared classroom communication devices, and

personal SGDs to participate in this activity.

Generalisation to small group and individual activities occurs during the many infusion activities in the TELL ME curriculum. With support, children use core words throughout the day in structured activities, such as circle time, and unstructured activities, such as outside time, sensory table, and snack. During these activities, children get to practise their core words and observe competent models as the adults highlight these words in their own speech. Aided language input is used whenever possible.

All families appreciate the opportunity to be kept apprised of their child's learning experiences. The final component of the TELL ME curriculum addresses this and the important role that families play in the development of language. The proposed presentation will review the home extension activities and materials that are provided to parents with every book in the curriculum.

Age Group: Preschool (3-5)

Delegates will leave this session with:

Participants will be able to:

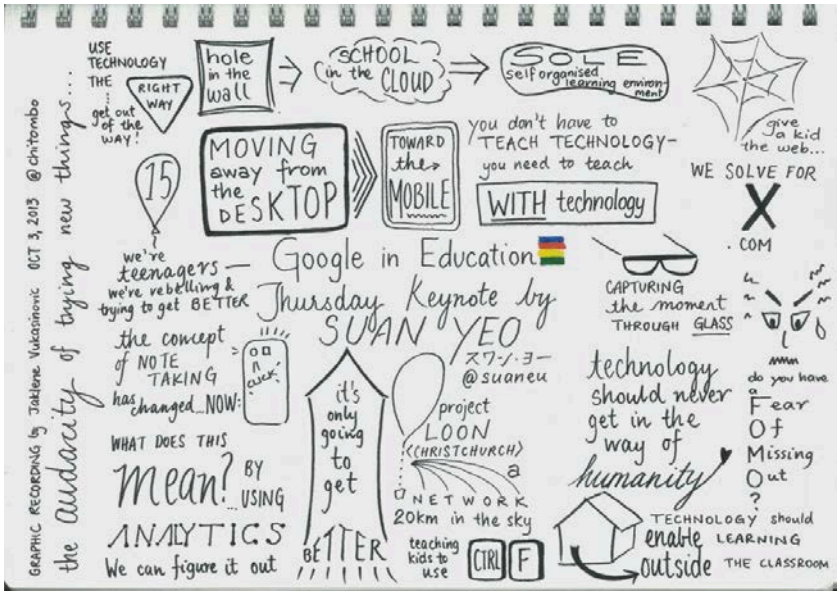
- Explain strategies for using shared reading lessons to teach core vocabulary
- Explain strategies for using shared writing lessons to teach core vocabulary
- Discuss strategies for infusing core vocabulary instruction into preschool routines, learning, and play activities

Experience Level: Some experience with the technologies to be discussed would definitely help

Google for Education: Teach and Learn the Way You Live

Suan Yeo, 11:00am - 12:30pm, Wednesday 21st May 2014

How do we embrace consumer driven technology in the classroom? As technology becomes more pervasive in our everyday lives, how do we implement the use of educational technology in a safe and scalable manner? Can we get fellow teachers to embrace teaching with technology the same way that students want to learn and engage with it? Come learn what Google tools support this approach, and how other educators have implemented Google services in their classroom.



With thanks to **Jak** @chitombo for her visual recording of a similar session presented by Suan Yeo during the Melbourne GAFE (Google Apps for Education) Summit in 2013.

Goldilocks and Technology Intervention Menus

Dave Edyburn, 11:00am - 12:30pm, Wednesday 21st May 2014

The purpose of this session is to introduce participants to an approach to technology integration that merges assistive technology and universal design for learning interventions. Using sample activities that students commonly complete in every classroom in grades 4-12, we will explore how teachers can use software, web sites, and apps to embed supports that will foster the academic success of diverse learners.

Age range covered by the content of the presentation: Grades 4 – College

Learning Outcomes:

1. Describe common teaching and learning activity structures
2. Differentiate instructional planning approaches that involve assistive technology vs. universal design for learning
3. Receive and review a resource guide concerning technology intervention menus

Recommended experience level of participants: Some experience with the technologies to be discussed would definitely help

Enhancing Performing Arts Education using Technology

Brian Smith, 11:00am - 11:45am, Wednesday 21st May 2014

This presentation will explore how technology can enhance student learning in Performing Arts programs, especially for students with additional learning needs, by addressing the following:

1. How to create engaging and versatile performing arts learning environments
   Creating studio theatres and specialised performing arts rooms in schools is easier than ever. Recent advances in LED lighting technologies have made performance lighting more accessible, affordable and safer. With low power consumption and heat waste, theatre lighting no longer requires 3-phase power or specialised dimmer racks, it can be controlled by (often free) computer software. Whether running sensory activities for high support needs students, rehearsals, or mini-assemblies/performances.

2. Using the Xbox Kinect to develop movement and dance through game-based learning
   The Xbox 360 gaming system, used with the Kinect motion sensor, is a great way to develop students' use of movement through fun and engaging activities. Games such a 'Just Dance' and 'Dance Central' have been particularly successful – culminating in a school-wide Xbox dancing Competition.

3. Engaging students with high support needs with Sensory Guru's Magic Carpet
   Sensory Guru's Magic Carpet (that was introduced at a previous Spectronics Conference) allows students to explore scenes projected on to the floor, interacting with them through a motion sensor. Students respond to visual stimuli through movements, progressing into creative and dramatic play (e.g. swimming in a virtual fish pond).

4. Creating Music through movement with the Soundbeam
   The Soundbeam can be used in a number of ways to enable students to create sounds with movements. The beams can be tuned to read the smallest of movements such as a head or finger flick, or large movements stretching up to 6 meters in length. I have found it particularly useful to engage students who love music but find accessing traditional instruments challenging.

5. Using iPads to respond, explore, create and evaluate their own and others' art works
   A number of iPad applications are used in our Performing Arts Program, some examples are:

   Apps for Film/Animation creation
   iMovie
   Stopmotion studio

   Cartoon or puppet show creators (e,g (toontastic, Puppet Pals HD or Sock Puppets.)
   Harlem Shake Creator
   Apps for Music Creation
   Garageband – to record and sequence music
   Duster Buster – a game-based approach to learning piano notation Dub-
   step Constructor – record Dubstep loops from a range of samples

   Apps that develop students' ability to move to music
   Thicket – interactive application to create sound and visuals in response to touch and movement
   Space Twinkle – controlling visuals through movement in response to music
   Dance Pad – A challenging iPad dancing app, using your fingers like legs

   Evaluation
   Autorap – used as an audio learning diary. Students record a word or short phrase that summarises their learning experience and is instantly converted into a rap song documenting their comments.

Some technologies currently being researched:

- LEAP Motion
- Emotive MindControl Headset

Age Group: All Age Ranges

Delegates will leave this session with:

1. How to create engaging and versatile performing arts learning environments
2. How to use the Xbox Kinect to develop movement and dance through game-based learning
3. How to engage students with high support needs with Sensory Guru's Magic Carpet
4. How to create music through movement with the Soundbeam
5. How to use iPads to respond, explore, create and evaluate their own and others' art works

Experience Level: Some experience with the technologies to be discussed would definitely help

Encouraging Students with Very High Needs to Express Themselves using Different Technologies

Dave Speden, 11:45am - 12:30pm, Wednesday 21st May 2014

Often students with very high or complex needs find it hard to express themselves, show their personalities and/or engage independently in their learning. By finding ways or means to engage our students they are able to show us who they are, take more control over their environments and become active learners rather than passive participants.

By using the principals of Universal Design for Learning you can create lesson plans that match to the student rather than trying to fit students into the lesson plan. The big thing this presentation looks at is using technology to engage a student.

Another area considered is the impact of active learning on learned helplessness. The more our students can learn to do for themselves without carer/teacher/support person assistance the less impact learned helplessness will have on their lives.

Examples of use of technology to help students control their environments, make choices, engage in sessions and express themselves will be discussed.

Age Group: All Age Ranges

Delegates will leave this session with:

An increased knowledge of how you can use technology to engage learners.

Experience Level: No prior experience with the technologies to be discussed is required

You've Got Technology: Now What? (Part One)

Jason Carroll and Jason Gibson, 1:30pm - 3:00pm, Wednesday 21st May 2014

Students have more technology at their fingertips than ever before. This may include whole classroom supports such as interactive whiteboards, iPads, and document cameras, or more specific supports for students with disabilities such as communication and accessibility devices. What we know is that these innovative tools have the potential to radically transform the learning environment for everyone. Unfortunately it can be a significant challenge meaningfully incorporating these tools into the learning environment. While these technologies can make instruction more efficient and engaging, it is clear that in the inclusive classrooms a one size fits all solution does not work! To be most effective, it is necessary that educators identify ways to maximise the power of technology through effective instructional strategies in today's classroom. To make a meaningful impact on all learners, we must first provide research based instructional strategies that have been proven to help students succeed within a framework that is realistic in today's diverse classroom.

In this engaging and practical session, the presenters will share how to incorporate technologies from iPads to PowerPoint into your lessons systematically along with innovative ways students can demonstrate their learning. This session will focus on a practical framework that integrates the teaching and learning process with assistive and instructional technology to benefit all students. The presenters will demonstrate a variety of creative ways to communicate content to the learners (representation) and for the learners to demonstrate their learning (expression) with technologies that are readily available in most classrooms.

Age range covered by the content of the presentation

- Early primary school
- Middle to upper primary school
- Secondary school
- University/ TAFE College

Delegates will leave this session with?

1. A minimum of 4 evidence-based instructional strategies that can be delivered in inclusive classrooms
2. A minimum of 5 strategies to engage learners in the instructional lesson
3. A minimum of 5 strategies for learners to demonstrate learning

Recommended experience level of participants: No prior experience with the technologies to be discussed is required

Selecting AAC apps: Strategies and Resources

Carole Zangari, Charlene Cullen and Amanda Hartmann, 1:30pm - 3:00pm, Wednesday 21st May 2014

Educational teams are increasingly faced with the task of considering augmentative and alternative communication (AAC) apps for students with significant communication difficulties. There is great variability in the 200+ AAC apps for mobile devices with a wide range of features and levels of quality. In this presentation, we share a framework and resources for evaluating AAC apps.

In the past 5 years, the field has witnessed explosive growth in the availability of AAC apps for mobile devices. In April 2011, there were three AAC apps on a single mobile platform (iOS). Currently, there are more than 200 AAC apps available for both iOS and Android devices. While this has led to additional options for individuals with significant communication difficulties, the rapid change has created challenges for SLPs. These challenges include:

- Staying abreast of the rapid changes in app development,
- Determining which linguistic and operational features are present in each app,
- Evaluating each AAC app based on its features.
- Understanding the performance of these apps under real-world conditions,
- Gaining access to mobile devices and a sufficient range of AAC apps for use with clients during assessments, and,
- Determining the level of support available to professionals and families from each app developer.

Selection of AAC tools should be made after a thorough assessment, a practice pattern that is as true for apps as it is for speech generating devices (SGDs). However, there has been some concern about the professional practices used by SLPs to make decisions about AAC apps. Specifically, SLPs often fail to use accepted assessment practices when AAC apps are being considered.

Professionals new to the consideration of AAC apps may not be familiar with the array of options appropriate for individuals with complex communication needs. In this presentation, we will discuss the consideration of AAC apps within the larger framework of a feature match assessment process in order to provide a context for AAC app selection. Participants will also gain information about resources to help them locate and evaluate AAC apps. Comprehensive AAC app lists will be used to help participants become familiar with apps that use only graphic symbols, those that use both graphic symbols and text, and those that are text-to-speech. Resources to help SLPs determine which features are present in the various apps will be shared along with sources for gathering information on the real-world performance of these apps.

An additional challenge in many practice settings relates to the availability of AAC resources. Many professionals find it difficult to obtain a suitable variety of AAC apps for use in their evaluations. As part of this presentation, we will provide information on more than 100 free or lite versions of AAC apps for both the iOS and Android platforms that SLPs with limited budgets can use for assessment purposes. While these apps are generally not suitable for personal communication tools, many of them have sufficient functionality so as to be useful in the assessment process.

Age Group: Any. Not age-specific

Delegates will leave this session with:

Participants will be able to:

- Discuss the role of AAC app selection in the larger process of feature match evaluations
- Describe linguistic and operational features of AAC apps
- Identify tools (checklist, rubrics) for comparing and contrasting AAC apps

Experience Level: Some experience with the technologies to be discussed would definitely help

Learning to Choose - Choosing to Learn

Sandra Thistlethwaite, 1:30pm - 2:15pm, Wednesday 21st May 2014

“It is our choices, Harry, that show what we truly are, far more than our abilities.”
– (Professor Dumbledore) J.K. Rowling, Harry Potter and the Chamber of Secrets

“We are our choices.”
– Jean-Paul Sartre

‘Choice Making’ is an all-encompassing term that is used frequently in education to describe a learning goal for young children and those with special needs.

But what really is ‘choice making’? Why is it important? How do we teach it? Are there any special considerations for those with physical, communication or learning needs?

This presentation will attempt to answer those questions and explore the issues surrounding the teaching of choice making skills including;

- Initial considerations and assessment criteria
- Forms of representation and modes of presentation
- Methods of access
- Choosing appropriate content

We will describe how the choice making process can be broken down into a series of small, achievable steps – a progressive road map – illustrated with lots of practical teaching examples and ideas for activities.

There will be unique opportunities for delegates to explore a wide range of resources specially designed and created to teach and develop choice making skills, including:

The NEW ChooseIt! Maker 3 – an online resource that enables you to create and play personalised choice making activities any time, any place and on any platform. With a symbol library of over 30,000 SymbolStix and Widgit symbols and full accessibility features; mouse, touch, switch or eye-gaze, this really is a truly flexible resource for teachers and therapists. Delegates will have the opportunity to participate in creating a choice making activity and download it for free to their tablet device during the session.

HelpKidzLearn .com – a website full of 80+ fun activities to help develop access, early learning and choice making skills. Delegates will also learn about a current project looking at the use of HKL over a whole education authority and about future developments of this globally successful resource.

HelpKidzLearn Apps – A chance to explore the wide range of HKL activities available as Apps for the iPad.

The Inclusive Eye Gaze Learning Curve – If you are using eye-gaze to access you might be very interested in this, the first ever collection of over 50 fun and engaging progressive activities specially created to teach early eye gaze access and develop choice making skills. This collection takes children on the learning curve from assessment and cause and effect understanding through to using eye gaze for communication, learning and leisure. Delegates will have the opportunity to try eye-gaze technology during the session.

Matrix Maker … The next generation! Be the first to see a sneak preview to the much anticipated new communication tool that could revolutionise early AAC!

Age Group: Infant/Toddler/Pre-school

Delegates will leave this session with:

- An understanding of the physical and cognitive process of presenting and making choices with early years and special needs children.
- Lots of ideas for software resources that can be used for early choice making activities.
- A free choice making activity to download onto their own tablet device.

Experience Level: No prior experience with the technologies to be discussed is required

The Virtual Classroom: Unpacking the Backpack for Literacy Instruction in the Technological Age

Lisa Baston and Amanda Carter, 2:15pm - 3:00pm, Wednesday 21st May 2014

The trend towards technology enhanced classrooms has increased significantly in the past five years. Students have become increasingly tech-savvy, with teachers having to develop not only technology skills but how to respond creatively to its use in the classroom. These technologies are transforming current literacy practices, whether intentionally or unintentionally, these new technologies impact on literacy instruction in classrooms.

“Changes in digital technologies are happening much faster than we can monitor their impact. In the process, the look and feel of learning environments, the role of teachers, the nature of the learner and what and how they learn are being transformed.” (NSWDET: 2010)

Technology is redefining traditional literacy practices, no longer is literacy restricted to two-dimensional print based media, but is exploring new ways of meaning-making, such as participating in video conferences, responding to emails, virtual environments or creating websites, blogs or wikis. Students are no longer passive decoders and comprehenders of the print world, instead they are actively engaged in authoring texts, responding to and critiquing texts and comprehending information from multiple perspectives.

What do us as educators need to do to adjust our literacy practices and instruction relevant for 21st century classrooms? How do we support these skills for our students with additional learning skills? By simply transforming traditional practices and continuing conversations about literacy and language learning with a commitment to embrace pedagogical and technological change is a step in the right direction, with flexibility and creativity being key to unlocking innovative practices.

At Newcastle Junior School we have been exploring a variety of tools and applications to not only support skill development for our students but provide them the ability to adapt and change in an ever evolving world. We have been developing emergent literacy skills in comprehension, phonics, vocabulary knowledge, phonemic awareness, writing and spelling. We then build on these foundational literacy skills by adopting and adjusting these to generate products of the future. Our students engage in video conferencing, blogging, emails, using online tools, engaging with apps and authoring texts.

Age Group: Early Primary

Delegates will leave this session with:

Participants will be able to:

- Recognise a variety of multimodalities for literacy use in the 21st century.
- Use a variety of apps to engage students in diverse literacy learning.
- Support students in using a variety of apps and online tools to develop literacy skills.
- Use a range of social media tools to support student visibility and social relationships online.

Experience Level: Some experience with the technologies to be discussed would definitely help

No Roads? No Problem! Supporting AT Solutions on the Cyber Superhighway

Mystie Rail, 1:30pm - 2:15pm, Wednesday 21st May 2014

This session will provide an example of how an assistive technology agency in Alaska built their remote service roadmap using cost-cutting data, long-term positive outcomes and effective delivery of AT services across the “Last Frontier”.

Providing AT services and support to people with disabilities in a state that is both the largest and most rural in the US can be challenging. Through careful planning with attention to acceptance by clients and providers, economic viability and effective administration, providing “TeleAT” services can offer a unique opportunity to build a cyber support system. Learn how to include sustainable AT services that are supported by a well-defined and resourced infrastructure.

Age Group: All Age Ranges

Delegates will leave this session with:

- Attendees will learn how providing direct services (not webinars) using web conferencing tools can save money and expand services in rural areas.
- Attendees will experience what is possible today: see how other AT providers are using these technologies to demonstrate assistive technology, facilitate discussions, provide individualised training and troubleshooting.
- Attendees will leave with a foundation to build on to start their own TeleAT implementation.

Experience Level: No prior experience with the technologies to be discussed is required

Teaching Beginning and Struggling Readers: Putting Theory into Practice with ReadingDoctor apps!

Bartek Rajkowski, 2:15pm - 3:00pm, Wednesday 21st May 2014

Do you want to know about the latest research in helping beginning and struggling readers succeed? Do you want to know how to put this research into practice?

This session provides an overview of the latest in reading research and ReadingDoctor Software – a suite of research-based teaching apps designed to strengthen crucial literacy skills developed by speech-language pathologist and literacy specialist Dr. Bartek Rajkowski, PhD.

Bartek has been the director of Adelaide Speech Pathology Services since 2001. He is also the creator of ReadingDoctor Software. He recently completed a PhD investigating the underlying cause of literacy difficulties. His primary interest is in the relationship between speech, language, auditory processing and literacy skills. Bartek is passionate about research driven, computer based approaches to literacy and language remediation. He is determined to use his clinical experience and theoretical knowledge to develop more effective treatment methods for children with literacy difficulties, and to develop more effective teaching tools for children learning to read.

In this session, Bartek will provide an overview of phonological processing skills and why they are so important in acquiring reading and spelling ability. He will then demonstrate how the apps he has developed teach key skill areas found through research to be crucial in reading and spelling skill acquisition.

After outlining the latest in reading research, Bartek will provide a guided tour of the suite of ReadingDoctor apps he has developed within the context of current research. Bartek will demonstrate how ReadingDoctor apps help educators to teach key skill areas such as letter-sound knowledge, blending, segmentation and irregular sight word recognition, as well as some of the advanced customisation aspects of the apps.

Bartek is an experienced presenter who regularly presents very popular workshops on reading research and ReadingDoctor Software around Australia. This session provides a unique opportunity to learn about the latest reading research and to explore a suite of highly regarded tools that are being described by educators as a breakthrough in teaching children to read and spell.

Age Group: Early Primary

Delegates will leave this session with:

- An understanding of the key findings in current reading research and how these have been incorporated into ReadingDoctor apps
- An understanding of the key features and skills targeted in ReadingDoctor apps

Experience Level: No prior experience with the technologies to be discussed is required

Music and the Lost Learner (Part One) - **BYO iPad with apps installed**

Kevin Honeycutt, 1:30pm - 3:00pm, Wednesday 21st May 2014

Today's tools make it easy to make music with kids. By painting their dark colours with sound, kids can express their frustrations and work through them. They can find symphonies within themselves they never knew we're there. Join me for an excursion into some possibilities in connecting with learners through music. BYO iPad with the following apps pre-installed for maximum participation in the session!

- Art Authority
- Pocket Guitar
- VoiceBand
- Band
- iShred
- Garageband
- iON All-Star
- Finger Piano

Future-proofing our Students' Technology Needs

Alison Prskawetz, 1:30pm - 2:15pm, Wednesday 21st May 2014

Usually students with a visual impairment are able to keep up with and often lead the way when using technology in the classroom. Sometimes it may have been big and bulky requiring the use of a couple of desks but it provided them with a means of accessing information. Now, with the speed at which technology is being advanced (and becoming more portable), our visually impaired students (and students with multiple disabilities) are being left behind, or, they don't want to use the 'big and bulky' any more because it is not inclusive.

My presentation outlines ideas that can enable a student with a visual impairment to access education using technology that will be inclusive and will provide them with the tools they need for their learning journey and beyond (into employment or tertiary education).

I will be discussing technological needs for students with specific visual impairments and/or with multiple disabilities.

Age Group: All Age Ranges

Delegates will leave this session with:

The audience will leave with ideas for how to progress a student's education through the use of technology. They will have an indication of the tools that are available so that when they are applying for equipment they will have a progression to follow and the student will be able to access all that they need.

Experience Level: No prior experience with the technologies to be discussed is required

Using iPads with Hearing Impaired Students

Michael Harrison, 2:15pm - 3:00pm, Wednesday 21st May 2014

iPads continue to evolve as a VERY useful tool for teachers who work with hearing impaired and deaf students. We will be looking at how iPads are being used in this context. Information will include what apps to use, how to use these apps, how to program and assess student progress and connecting iPads to a range of assistive devices such as hearing aids and cochlear implants. We will also look at some of the built in accessibility in iOS devices that are GOLD when working with certain students.

Age Group: All Age Ranges

Delegates will leave this session with:

1. How to select an appropriate app for different age groups and make full use of the functionality of the iPad.
2. How to connect iOS device to hearing technology.
3. How to program and evaluate progress when using an iPad.

Experience Level: No prior experience with the technologies to be discussed is required

Successfully using Dragon Speech Recognition in Education (Part One)

Derek Austin, 1:30pm - 2:15pm, Wednesday 21st May 2014

Derek will demonstrate the current versions of Dragon desktop software on both Windows and Macintosh platforms. He'll cover the capabilities and differences of the various software editions and provide a quick Speech Recognition 101 overview, before taking you through the nuts and bolts of getting up to speed with your first Dragon installation. He'll also talk about the newest features of the software and outline set-up options for students with additional learning support needs.

Derek has expertly been providing speech recognition software training for years, meaning that he brings to this session experience of using not just the latest and greatest versions of the software, but a solid understanding of successful and not-so-successful applications for previous versions of the software. He will be able to answer your questions about customisation options to accommodate classroom and student-specific use.

Key benefits of the latest Dragon Dictate for Mac, Version 4:

Flexible voice commands

- With just your voice, create and edit documents in Apple Pages 4.3, compose and manage email in Gmail, surf and search the Web and update your Facebook and Twitter status, to get things done quickly. Great for encouraging reluctant writers to participate in the writing process!
- Smart Format Rules automatically adapt to how you want abbreviations, numbers and more to appear, so you don't have to correct it every time.
- Easily create custom word lists and macros for frequently used text, giving you the ?exibility to customize Dragon Dictate for the way you work.

Powerful transcription

- Full transcription capabilities to easily transcribe your voice memos from a smartphone or portable voice recorder into text.
- Accurately transcribe an audio file of any single speaker's voice from podcasts or pre-recorded audio files. Great for college lectures, interviews, business users with recorded notes… and more!

Up to 99% accurate

- Make fewer edits and get more done

Speed

- Faster than typing

On Windows computers, Dragon NaturallySpeaking 12 Basics ignites new levels of fun and freedom by introducing you to speech recognition software for the PC. Dragon recognises what you say and how you say it so you can interact with your computer using your voice. Say words and watch them appear on the screen – three times faster than typing – with no spelling mistakes. Dictate or edit documents, work with Gmail or Hotmail, search the Web, post to Facebook or Twitter, and more. Get started with Dragon Basics to get more done on your PC faster than ever.

On Mac systems, Dragon Dictate for Mac, version 4, is the ultimate productivity tool that enables you to save time and get more done. Dictate, edit, transcribe and control your computer all by using your voice. Dragon's accurate speech recognition, customisable capabilities, easy-to-use interface and full transcription ?exibility means you get more done – at home, school or work – quickly and accurately. Accurate and fast speech recognition, plus versatile transcription capabilities all in one.

Age Group: Middle Primary to Secondary

Delegates will leave this session with:

- An awareness of the speech recognition basics and new features built into both Windows and Mac versions of the Dragon software
- An understanding of important considerations when initially installing the software and for customising the software to meet specific student needs
- Familiarity with using speech recognition software with traditional writing tools (documents, emails) along with its interface with social media tools (Facebook and Twitter).

Experience Level: No experience with the technologies to be discussed is necessary

Successfully using Dragon Speech Recognition in Education (Part Two)

Jane Carroll, Eve Carroll and Jeff Souter, 2:15pm - 3:00pm, Wednesday 21st May 2014

In the three days of the Inclusive Learning Technologies conference, delegates will have the opportunity to explore a wide range of practical examples and ideas in using assistive and inclusive technologies to enhance learning opportunities for students. This session will not only provide practical information and strategies in using Dragon Speech Recognition in Education, it will share the exploration and application of speech recognition from three perspectives – the Assistive Technology teacher, the parent of a child using inclusive technology, and finally the perspective of a student who uses speech recognition to engage with learning.

Eve Carroll, a student at Mount St Michaels College in Brisbane, will share with you her experiences as a user of Dragon in a regular mainstream school. You will hear from Eve herself about her journey and the use of assistive technology from the student's perspective. Eve will identify the challenges she has faced and how she has overcome these challenges to succeed at school. She will share her aspirations and the opportunities that have become available to her as a result of finding technology that has been able to enhance her capacity to engage with learning and to succeed at school.

Jane Carroll, Eve's mother, will share with you a parent's perspective on the challenges and successes they have faced as a family. Jane will identify the process that the family has gone through to enable Eve to succeed at school, frustrations, triumphs and lessons learnt during the process the family has gone through.

Jeff Souter, who has worked with Jane and Eve for a number of years, will explore the journey from the perspective of the Assistive Technology teacher and technology adviser. He will share the considerations and alternatives explored for Eve before technology was implemented, as well as the challenges that students, parents and school staff face in order to maximise the capacity for technology to enhance student learning.

Age Group: Middle Primary to Secondary

Delegates will leave this session with:

- An understanding of the investigation and implementation of assistive technology from a number of perspectives, including the AT teacher, the parent and the student
- An understanding of the challenges and triumphs of using assistive technology from the student's perspective
- An awareness of the benefits and considerations for using speech recognition software to enhance literacy for students

Experience Level: No experience with the technologies to be discussed is necessary

You've Got Technology: Now What? (Part Two)

Jason Carroll and Jason Gibson, 3:30pm - 5:00pm, Wednesday 21st May 2014

Students have more technology at their fingertips than ever before. This may include whole classroom supports such as interactive whiteboards, iPads, and document cameras, or more specific supports for students with disabilities such as communication and accessibility devices. What we know is that these innovative tools have the potential to radically transform the learning environment for everyone. Unfortunately it can be a significant challenge meaningfully incorporating these tools into the learning environment. While these technologies can make instruction more efficient and engaging, it is clear that in the inclusive classrooms a one size fits all solution does not work! To be most effective, it is necessary that educators identify ways to maximise the power of technology through effective instructional strategies in today's classroom. To make a meaningful impact on all learners, we must first provide research based instructional strategies that have been proven to help students succeed within a framework that is realistic in today's diverse classroom.

In this engaging and practical session, the presenters will share how to incorporate technologies from iPads to PowerPoint into your lessons systematically along with innovative ways students can demonstrate their learning. This session will focus on a practical framework that integrates the teaching and learning process with assistive and instructional technology to benefit all students. The presenters will demonstrate a variety of creative ways to communicate content to the learners (representation) and for the learners to demonstrate their learning (expression) with technologies that are readily available in most classrooms.

Age range covered by the content of the presentation

- Early primary school
- Middle to upper primary school
- Secondary school
- University/ TAFE College

Delegates will leave this session with?

1. A minimum of 4 evidence-based instructional strategies that can be delivered in inclusive classrooms
2. A minimum of 5 strategies to engage learners in the instructional lesson
3. A minimum of 5 strategies for learners to demonstrate learning

Recommended experience level of participants: No prior experience with the technologies to be discussed is required

Exploring Switching Assessment Tools and Introducing the Novita Switch Record Form to Assess the Switching Skills of Children with Physical and Multiple Disabilities

Grace Hoppenbrouwers, Jocelyn Kernot and Annabelle Tilbrook, 3:30pm - 4:15pm, Wednesday 21st May 2014

Switching technology provides children with physical and multiple disabilities the opportunity to play, mobilise, communicate and control their environment. Accurate assessment and prescription of switching technology allows these children the prospect of reaching their full potential within chosen occupations, particularly schooling.

A systematic review of the literature revealed 6 different switching assessment tools. Assessment tools with a sensitivity to measure small changes for children with physical and multiple disabilities are required, yet most tools reviewed only provided a checklist or tick boxes to confirm the presence of skills rather than measuring increments of change. Assessment tools providing the opportunity to record comments and observations allow the scorer to emphasise the unique needs of each child, but are dependent on the experience and knowledge of the assessor, impacting on reliability and validity. In order for clinicians to provide best practice they need to gain accurate and consistent information about their clients, it is important, where applicable, to use assessment tools with established psychometric properties. Senior occupational therapists from Novita Children's Services in South Australia have attempted to address the lack of paediatric switching assessment tools through the design of the Novita Switch Record Form (NSRF). The NSRF was designed as a switching assessment tool which is sensitive to the small changes in skills that children with severe and multiple disabilities may have when learning to become proficient switch users. The NSRF currently consists of one double sided page to record information and results and two double sided pages of definitions of terms and scoring. The NSRF includes a client information section, an access solution and set up information and a session results section. A research study has recently been carried out to determine the content validity, inter-rater reliability and usability of the NSRF. Results indicated that the NSRF has acceptable content validity in regards to its relevance and representativeness of switching skills. The form scored unacceptable content validity for its clarity. The assessment needs further development to establish adequate inter-rater reliability. Feedback from usability testing indicated that therapists believed that this was a useful tool that would assist them with their observations and with monitoring clients' progress This presentation will provide details of the research study and information on the continued development of the NRSF. Attendees will have the opportunity to trial the Novita Switch Record Form and other paediatric switching assessment tools using videos of children uses switching technology. Discussion will be carried out regarding the important considerations when assessing and assisting clients to develop their skills in switch use.

Age Group: All Age Ranges

Delegates will leave this session with:

1. An understanding of the characteristics involved within a switching assessment
2. An introduction/description of existing switching assessment tools and the introduction/description of a new switching assessment tool (The Novita Switch Record Form)
3. The experience of trialling these assessment tools (with videos of children using switches)
4. The opportunity to compare and contrast switching assessment tools and discuss these with other clinicians and researchers.

Experience Level: Some experience with the technologies to be discussed would definitely help

I see a pink unicorn and pink bike today. It was so fun?

Fiona Beauchamp and Naomi Fink, 4:15pm - 5:00pm, Wednesday 21st May 2014

For children with physical disabilities and complex communication needs, the first years of their lives are focused on supporting them to be able to actively participate in their everyday environment, be able to autonomously communicate and engage with their family and peers.

Often it's forgotten that children with complex physical and communication needs can also be storytellers. They can also dream of writing stories and sharing their ideas. For one to do this, access to a writing system is needed. For us, it's about picking up a pen, using a keyboard, iPhone, iPad, to name a few of many. However, problem-solving is needed to support a child with complex physical disabilities and complex communication needs, who are dependent on alternative writing systems.

Age Group: Early Primary

Delegates will leave this session with:

This presentation will assist participants to:

1. Understand the importance of a collaborative team approach in problem-solving access to alternative writing systems
2. Outline avenues to investigate and problem-solve with looking for an alternative writing system for 3 children with physical disabilities and complex communication needs
3. Strategies to support school staff in assisting a child with physical disabilities and complex communication needs to access the academic curriculum.

Experience Level: No prior experience with the technologies to be discussed is required

Supporting Writers of All Ages and Abilities can Produce Authors!

Kelly Fonner and Scott Marfilius, 3:30pm - 4:15pm, Wednesday 21st May 2014

Many students with developmental disabilities never develop the most basic writing skills. This presentation will take you through several products including apps, software, and online writing supports. Many of these tools are the most research in assistive technology supports including the most recent, First Author, which brings together 15 years of work focused on methods that help students with intellectual disabilities and autism learn to write. A second researched based writing intervention planning tool developed with students with learning difficulties, ages 9 to 12, Draft:Builder, is an organising tool to take student from the concept map and plan, through note taking and then building their first draft before importing their work into the word processing tool of their choice. For over 20 years, Co:Writer has been the writing accommodation of choice for the most struggling writers. It has joined the iPad/iPhone world by now being available in an iOS app. And many Educational teams support their struggling writers with the full Solo package bringing together a major connection between electronic reading eBooks and on the web, taking notes and the electronic writing process.

In this presentation, all of these products will be demonstrated in curricular context. First Author's built-in accommodations include an auto-populating word bank, and image bank to support the writing process. It also includes switch access for students with physical challenges. Research shows that with the right instruction and supports, they can move far beyond expectations! Co:Writer is extremely helpful for supporting students to write their first sentences and paragraphs on the computer within any word processor of their choice and within their writing in emails and on the internet. Co:Writer for iOS includes many of its key supports like FlexSpell and Topic Dictionaries. On the desktop side, Co:Writer 7 has new curriculum initiatives including testing accommodation supports, vocabulary supports, instant topic dictionaries, and new data reporting to better inform accommodation usage and instruction.

In addition, a new writing scale developed by researcher, Janet Sturm, Ph. D, CCC-SLP, Associate Professor, Department of Communication Disorders at Central Michigan University, will be introduced. Dr. Janet Sturm's writing scale is sensitive enough to detect the smallest writing growth undetectable by other methods, and her new writing technology funded by an NIH grant that supports the writing process while collecting formative and summative data for progress monitoring is impressive. Attendees will see writing samples and results from our research with 150+ student participants with autism spectrum disorders, intellectual disabilities, and speech and severe physical impairments.

Age Group: Mid and Upper Primary

Delegates will leave this session with:

As a result of this activity, participants will be able to:

1. List the elements of a comprehensive, high-quality writing curriculum for students with significant disabilities
2. Compare a conventional writing scales break down for beginning writers with developmental disabilities and will be among the first to see a new 14-level writing scale that is sensitive to the smallest growth.
3. List and describe a software/apps that can support beginning writers and provide formative data on writing progress.

Experience Level: Some experience with the technologies to be discussed would definitely help

Crick apps: Supporting Students Struggling with Literacy from K-12

Jonathan Reed, 4:15pm - 5:00pm, Wednesday 21st May 2014

Since the iPad was first introduced to education, people have been asking us when Clicker will be available on the device. If you are working with struggling readers and writers of all ages and are looking for apps to increase their motivation and productivity, the new Crick Apps for iPad will provide them with the personalised, age-appropriate support they need to succeed.

Come and join Jonathan from Crick Software, the developers of Clicker, for this 40 minute presentation and see their apps in action. Find out how students will benefit from the tried and tested reading and writing support that the Clicker Apps and WriteOnline App offer, and how the compatibility between the apps and Clicker 6 or WriteOnline Desktop Edition will enable you to provide consistent literacy support across your devices.

Crick is regularly adding more apps to the series, so come to the presentation and see what's new from one of the world leaders in literacy support software!

Age Group: K-12

Delegates will leave this session with:

Delegates will leave this session with a greater knowledge and understanding of how the Crick Apps work, integrate with Clicker 6 or WriteOnline Desktop Edition and help students of all ages increase their reading and writing productivity.

Experience Level: No prior experience with the technologies to be discussed is required

Flexible Pathways to Success: Technology to Design for Diversity

Karen Pedersen-Bayus, Edna Dach and Karen Andrews, 3:30pm - 5:00pm, Wednesday 21st May 2014

Captured in Inspiring Education (2010), is a vision for education that represents the voice of thousands of Albertans (Canada) about how to ensure success for all students. This vision calls for an education system that is significantly different from that of yesterday and today. Inspiring Education calls for more student-centred, personalised, authentic learning experiences that will result in youth becoming engaged thinkers and ethical citizens. Guiding principles to shape the future of education in Alberta include “Inclusive, Equitable Access” (Every learner should have fair and reasonable access to educational opportunities regardless of ability, economic circumstances, location or cultural background?. Some learners will require additional, specialised supports to fully access these opportunities. pg. 32) and “Responsive, Flexible Approach” (Children and youth should have meaningful learning opportunities appropriate to each learner’s developmental stage, including learning that is experiential, multi- disciplinary, community-based, and self-paced. pg. 32).

Learners are unique so flexible pathways to success are necessary. Educational and assistive technologies, are inherently flexible with built in supports, scaffolds and challenges. They play an essential role in supporting learners to maximise participation, engagement and achievement of learning outcomes. Digital technologies, within a framework of sound pedagogical practices, enable easier and more effective customisation of curricula for all learners while maintaining high expectations.

Flexible Pathways to Success: Technology to Design for Diversity:
Flexible Pathways to Success: Technology to Design for Diversity is a research project being carried out over a two and a half year period in partnership with the University of Alberta and five school jurisdictions around the province. The aim of the research is to build and share expertise around the design of inclusive, innovative “learning spaces” at the Junior High level where technology is leveraged to create flexible pathways to success. Of special interest is the role technology can play in supporting learners’ increased participation and achievement of learner outcomes in inclusive environments where there are diverse cognitive abilities (including students diagnosed with intellectual disabilities and students diagnosed as gifted).

Research questions:
To what extent does implementing educational technologies support individual student participation, engagement and learning in inclusive Jr. High classrooms where there are diverse cognitive abilities?

What are the context factors, processes and essential conditions that shape successful implementation of technology in inclusive Jr. High learning environments?
In May, 2014, this research will be approaching the end of the first year of implementation. Emerging results, themes, opportunities and challenges will be highlighted.

Participants who attend this session will have an opportunity to reflect on key ideas, ask questions and examine possible connections to their own circumstances or work.

Learning and Technology Policy Framework (LTPF):

The updated provincial Learning and Technology Policy Framework (2013) is a roadmap- a set of principles, policy directions, outcomes and actions intended to guide the Ministry of Education and school authorities in visioning, planning and decision-making related to technology. The framework supports student-centred, personalised and authentic learning and positions technology as an enabler, bringing the vision of Inspiring Education to life in schools across the province.

Age Group: All Age Ranges

Delegates will leave this session with:

In this session, participants will gain understanding of current Alberta initiatives that focus on the role technology can play to maximise engagement and learning for each and every student in inclusive learning environments.

Experience Level: No prior experience with the technologies to be discussed is required

Music and the Lost Learner (Part Two) - **BYO iPad with apps installed**

Kevin Honeycutt, 3:30pm - 5:00pm, Wednesday 21st May 2014

Today's tools make it easy to make music with kids. By painting their dark colours with sound, kids can express their frustrations and work through them. They can find symphonies within themselves they never knew we're there. Join me for an excursion into some possibilities in connecting with learners through music. BYO iPad with the following apps pre-installed for maximum participation in the session!

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- Pocket Guitar
- VoiceBand
- Band
- iShred
- Garageband
- iON All-Star
- Finger Piano

Hashtags, Retweets, Tweetchats and More: Welcome to the Wonderful World of Twitter

Trina Phuah and Harmony Turnbull, 3:30pm - 4:15pm, Wednesday 21st May 2014

There are so many on-line tools for learning. Your brain can bulge with blogs. You can work hard with webinars. Be frazzled by Facebook. YouTube will distract and amuse you. Peruse all the pretty pictures on Pinterest. Twitter is often viewed as 'just another social networking site' and therefore a bit of a waste of time. We want participants to know that Twitter can be a powerful tool for continuing professional development, networking, career progression and to enhance interprofessional learning. It is a myth that 140 characters is not enough to convey anything meaningful.

So many of us are time and resource poor when it comes to continuing professional development. Twitter offers a free, convenient platform to engage with others – both within and outside your field and areas of interest. It is an opportunity to learn from, and share with, an international audience, to discover and share resources, inspiration and frustration. Connections from the conference can be maintained and enthusiasm sustained via Twitter. Engaging with Twitter is also a useful way to appreciate the benefits and challenges of learning to use a new technology tool. This insight is invaluable and may trigger reflections when participants are implementing new technologies with students in an educational environment: technology can be terrific, but meaningless without instruction.

For the newcomer, navigating the Twitter environment can be daunting and confusing. There is terminology to learn and social conventions to grapple with. Participants will be encouraged to discover the Wonderful World Of Twitter and uncover the answers to some of these common questions: How do I Tweet? What can I Tweet? Who do I follow? and much, much more. Harmony and Trina will share their top Twitter tips and support participants to explore, discover and learn from Twitter in an engaging, interactive, hands-on environment.

Age Group: All

Delegates will leave this session with:

- an understanding of the value of Twitter and how it can be used as a continuing professional development tool
- the ability to identify at least two benefits of using social media as part of a professional Personal Learning Network (PLN) and an enthusiasm for how Twitter can enhance their PLN
- knowledge on how to sign up to Twitter and the opportunity to develop their own Twitter handle and profile
- an understanding of how to develop and expand a Twitter PLN and be professional on social media
- a familiarity with Twitter terminology and an awareness of efficiency tools and strategies to maximise their Twitter experience
- a desire to live Tweet from ILT2014 to practise Tweeting and share their learning

Experience Level: No prior experience with the technologies to be discussed is required.

A Journey with Texthelp Read&Write 10 GOLD

Donagh Ray and Chris Paten, 4:15pm - 5:00pm, Wednesday 21st May 2014

This paper will address the successes and difficulties encountered by Citipointe Christian College in implementing Texthelp Read&Write 10 GOLD as a means of assisting students with literacy difficulties to access the curriculum in an equitable fashion and gain success in their schooling.

Citipointe Christian College was privileged to take part in an ISQ funded program, Planning for All Learners, in 2012. As a result of this involvement the school purchased a Texthelp Read&Write 10 GOLD Site Licence and trialled it in the school as a technological support for students with literacy challenges. The initial trial was small, focussing on students with a range of learning challenges including: severe learning difficulties, ADHD, ESL and Intellectual impairment. The results showed improved comprehension levels and hence performance when Read&Write 10 GOLD was used compared with non-use. In addition, students commented positively on the use of Read&Write 10 GOLD saying that “it gave them confidence” and “was easier”. These positive results have prompted a larger trial in which Read&Write 10 GOLD has been incorporated as an integral component of the literacy intervention in both the Secondary (Year 7) and Primary schools. In addition, there has been a greater uptake by teachers in both schools for within class use and for assessment purposes. Both quantitative and qualitative data from this larger study will be collected, presented and discussed. Initial positive outcomes have been experienced, for example, enabling a student with severe learning difficulties who had previously performed well below grade level in Math to access the Math curriculum equitably and pass assessment at grade level, and reduced stress previously associated with having a reader for examination purposes.

The implementation and use have posed numerous challenges such as training for staff, parents and students, overcoming self-esteem issues related to not wanting to “look different” as well as the software and computer related difficulties involved in having the program accessible for examination purposes and in class work. The method of implementation is crucial to the success and uptake of the program and this will, therefore, be an important aspect under consideration in the paper – drawing not only from the present implementation but also from past less successful attempts.

This presentation will be of particular interest to classroom teachers who are starting out with the use of technology both to equalise and enhance learning opportunities for students with literacy difficulties. There will be opportunity for questions and discussion and the focus will be on practical use in the classroom and beyond, to student ownership and uptake on an individual level which is of particular importance if the program is to be used to its potential.

Age Group: Secondary School

Delegates will leave this session with:

A knowledge of the benefits of the Texthelp Read&Write GOLD software program for their students and also an awareness of issues to consider when implementing it in the school

Experience Level: No prior experience with the technologies to be discussed is required

Meet the DynaVox T10! The Compass app, Communication Page Sets for PODD and more!

Charlene Cullen, 3:30pm - 4:15pm, Wednesday 21st May 2014

We are excited to be launching the DynaVox T10 during the ILT2014 Conference. Come along to this session to meet the newest member of the DynaVox speech generating device family, the DynaVox T10. This small, portable, lightweight tablet with Android operating system supports the DynaVox Compass software. The Compass app can also be loaded onto an iPad or Windows 8 tablet. It's a fully customisable AAC app that uses the Picture Communication Symbols (PCS) we all know and love from other DynaVox devices and the ever-popular Boardmaker software.

Early adopters of the T10 have recently made the following comments on the Spectronics blog. "My kiddo is 16 and nonverbal and he loves the Compass software and has already been communicating more and more." "It is not as hard as you think to edit, sometimes I've edited a button in less than thirty seconds on the fly."

During this session we will show you the different pre-programmed Communication Page Sets that can support people across all ages and a wide range of abilities. Including people with autism, cerebral palsy, dyspraxia, Down Syndrome, motor neurone disease or other neurological, developmental and communication impairments. Those who have experienced a stroke or traumatic brain injury can also benefit from using the T10. We will also demonstrate the Compass editing software and the ease with which you can individualise the pages for each AAC user.

Whilst it won't be a hands-on session, you can follow along by bringing your own iPad or Windows 8 tablet with the DynaVox Compass app 30-day trial preloaded. Instructions for accessing and downloading the app can be found at www.mydynavox.com

Age Group: All ages

Delegates will leave this session with:

- A knowledge of the DynaVox Compass Communication Page Sets and their consistent communication features including: Quickfires, Quick Phrases, Topic Messages, Core Word, Word Lists, Keyboards and Whiteboard tools.
- Familiarity with how to modify and customise the DynaVox Compass software app.
- An awareness of the built-in additional communication tools such as Behaviour Supports and Scripts to help you successfully navigate through daily activities and conversations.
- Awareness of the resources and supports to help make the best use of the Compass software app including MyDynaVox, Q&A forums, video tutorials, along with lesson plans and therapy plans for use in everyday activities.

Experience Level: No prior experience with the technologies to be discussed is required

Using an iPad and Pictello to Increase Social Interaction

Edward Johnson, Louise Smith and Christine Porter, 4:15pm - 5:00pm, Wednesday 21st May 2014

At present, there are no experimental data to support or oppose the effectiveness of the iPad or its applications (apps) in supporting the expressive communication skills of children with severe speech impairment. As such, it is left up to the individual judgement of each clinician to devise the best method of implementation of the iPad and apps with any given family.

This paper presents experimental data that outline a programmed usage of the iPad with the Pictello app, to increase the frequency and duration of interactions of children with severe speech impairment. Nine primary school children between the age of six and twelve, with severe speech impairment, were recruited. None of the children had used an iPad as an AAC device prior to the study. A series of experimental case studies was performed. In each case, four ten-minute baseline video recordings were made prior to intervention, without the iPad. Following the baselines, the child, and support network (e.g. parent, teacher, teacher's aide) were trained in the use of the iPad and Pictello. Each child was provided with an iPad for the duration of the project, with only Pictello installed. Participants had an average of four intervention sessions with a speech pathologist. Intervention sessions focused on applying Pictello to everyday situations and using the iPad to develop conversational skills including mutual gaze and turn-taking. Following intervention, four more ten-minute video recordings were collected to measure change. Data were analysed using a modified version of the communication coding form used by Thunberg et al. (2007)

Not all data have been analysed at this point in time, however, preliminary results have shown that whilst using the iPad and Pictello, there have been significant increases in frequency and duration in social interactions at home and school. There has been generalisation to other contexts and communication partners in some cases. The best results have been seen in cases where the child previously demonstrated a desire for social interaction, and who showed more advanced cognitive skills, consistent with mild intellectual disability or typical development. Results also showed that active parent and teacher collaboration in iPad intervention, and intervention planning, could contribute to better outcomes.

It is vital that an evidence base is developed to inform practice and to support the wealth of anecdotal evidence for the benefits of the iPad and various apps as the technology continues to develop, and its popularity in therapy grows. Although the results from this case-series cannot yet be generalised to any specific population, future studies may be able to comment on whether or not certain populations would benefit from the use of an iPad and specified apps during therapy. This could help to justify applications for government or community-based funding for iPads, and also prevent needless spending from those same sources, where an iPad would not form part of a suitable intervention.

Reference:
Thunberg, G., Ahlsen, E., & Sandberg, A.D. (2007). Children with autistic spectrum disorders and speech-generating devices: Communication in different activities at home. Clinical Linguistics and Phonetics, 21(6), 457-479.

Age Group: Mid and Upper Primary

Delegates will leave this session with:

- Knowledge of the theory behind an evidence-based iPad and Pictello intervention for speech impairment.
- Ability to apply an iPad and Pictello to intervention for children with severe speech impairment

Experience Level: Some experience with the technologies to be discussed would definitely help

Introduction to Day Two!

9:00am - 9:15am, Thursday 22nd May 2014

Keynote Address: Applying the Research Knowledge Base to Improve Outcomes for Students who Struggle in Reading and Learning

Dave Edyburn, 9:15am - 10:30am, Thursday 22nd May 2014

In this provocative keynote, Dr. Edyburn will present some of the latest research findings concerning the influence of technology on the academic performance of students who struggle with reading and/or learning difficulties.

Age range covered by the content of the presentation: Grades 4 – College.

Learning Outcomes:

1. Identify sources for accessing the latest research on special education technology
2. Describe difficulties in translating the research into practice when the rate of change in the technology marketplace exceeds the production of research knowledge
3. Receive and review a resource materials concerning evidence-based practices relative to literacy, assistive technology, and universal design

Recommended experience level of participants: No prior experience with the technologies to be discussed is required

Keynote Address: Integrating Language and Literacy Instruction: Strategies for Effective AAC Learning

Carole Zangari, 9:15am - 10:30am, Thursday 22nd May 2014

Students with significant communication challenges enter school while they are still learning to understand and use language. While their classmates can 'talk to learn,' these students are still 'learning to talk.' The educational team is challenged to support further language development while ensuring that the student is both an active participant in classroom routines and successful with curriculum content. The average classroom embeds students in a multitude of language-rich experiences, such as listening to the teacher, asking and answering questions, contributing to discussions, solving problems, working collaboratively with peers, reading expository text, and writing. Without an adequate foundation of receptive and expressive language, students struggle to benefit from group instruction and achieve their educational potential.

This presentation reviews key instructional strategies that can be used in the classroom to build both language and literacy skills for students with augmentative and alternative communication (AAC) needs. The first set of strategies derives from two important characteristics of language learning environments that have significant impact on students with AAC needs. Both involve opportunity. The first relates to the kinds of opportunities that students have to observe others communicating with the AAC symbols, strategies, and tools that they themselves are learning to use. Like children who communicate in conventional ways, students who use AAC need receptive exposure to the linguistic forms they are learning to produce. Environments in which there are frequent opportunities to see adults and peers using AAC support language development by students with AAC needs. A second important feature involves opportunities for students who use AAC to express themselves. Because the majority of these students are still learning language during their school years, they require frequent opportunities to practise their skills in self-expression. Classrooms in which practitioners modify instructional practices to create opportunities for multimodal AAC support the language learning of these students. It is important, then, for classrooms with students who use AAC to be replete with opportunities for receptive and expressive AAC experiences.

The second set of strategies is derived from what is known about teaching language and literacy skills to students with significant communications difficulties. In this section of the presentation, we will look at specific lessons for language and literacy instruction and examine the strategies that are used to help AAC learners succeed. Examples of lessons for students at various ages and stages of language ability will be provided.

Age Group: All

Delegates will leave this session with:

Participants will be able to:

- Identify characteristics of classroom environments that facilitate the development of communication through AAC
- Explain intervention strategies that support active participation and achievement by students with significant communication difficulties
- Discuss ways of structuring literacy lessons to build language skills in students with AAC needs

Experience Level: No prior experience with the technologies to be discussed is required

Going Google in Education: Must See apps and Ideas

Jason Carroll, 11:00am - 12:30pm, Thursday 22nd May 2014

Millions of students in both K-12 and university settings are using Google Apps for Education every day. This number continues to increase rapidly and includes K-12 and Higher Ed students from across the globe. The entire country of Malaysia and state of Oregon in the US are just two of the many regions who are converting their email, calendar, documents, and more over to Google's suite of educational tools.

Reasons for making this transition vary, but the free price tag for educational institutions is a leading cause for many. In the United States, the state of Oregon alone is saving over $1.5 million dollars annually. In addition, much less time is spent deploying, updating, and supporting software. The combination of cost and time savings is a win-win for schools.

Google for Education is also becoming the solution of choice for many because of its ease of use and exceptional collaboration features. Because documents live online "in the cloud", students have anytime/anywhere access across a wide range of devices. This gives students the ability to collaborate with others with the click of a button. It also provides numerous ways for teachers to provide instant feedback and support to the students who need it most.

While it is clear that Google is the future for many organisations, issues with accessibility still remain. Many of the most common Assistive Technology applications used by districts do not work in the Google environment. A variety of apps and extensions are available to assist with this, but digging through the various options is not always an easy task.

During this session the presenter will guide participants on a journey that demonstrates why so many schools are adopting Google Apps for Education. This will include interactive discussion and examples involving accessibility, extensions and collaboration features that can benefit all students. Once complete, participants will leave with a better understanding of how to get the most out of Google Apps for Education if it is already available in their setting, or where to start if not.

Age range covered by the content of the presentation

- Middle to upper primary school
- Secondary school
- University/ TAFE College

Delegates will leave this session with?

1. Summarise the key features and benefits of Google Apps for Education.
2. Identify supports to help make Google Apps more accessible.
3. List at least 3 strategies or ideas that can be used immediately in a classroom setting.

Recommended experience level of participants: No prior experience with the technologies to be discussed is required

Robust Vocabulary Instruction for Students with Developmental Disabilities and AAC Needs: Practical Strategies

Carole Zangari, 11:00am - 12:30pm, Thursday 22nd May 2014

Building the expressive and receptive vocabularies of students with AAC needs is an ongoing concern for both educators and speech-language pathologists. In this presentation, we discuss a framework for semantic instruction in AAC and discuss research-supported strategies for students of different ages. Participants will be given access to online materials for vocabulary instruction appropriate for students using AAC across elementary and secondary grade levels.

While every AAC system should have a firm foundation in core language, it is also true that students who use AAC need to go beyond that and develop rich vocabularies. Building the expressive and receptive vocabularies of people with AAC needs is an ongoing concern for both SLPs and educators. This presentation introduces a framework for semantic instruction in AAC and discusses research-supported strategies for students of different ages. Participants will be given access to online materials for vocabulary instruction appropriate for students using AAC across elementary and secondary grade levels.

Children who use AAC experience a myriad of vocabulary problems, including an alarmingly small expressive lexicon, poor vocabulary knowledge, predominance of nouns, and absence of grammatical markers. Despite the overwhelming evidence with regards to the difficulties of AAC users learning new words, a review of the literature reveals a dearth of studies investigating novel word learning in children who use AAC. Most intervention studies addressing the expressive vocabulary of children who use AAC focus on teaching the use of independent lexical items or two symbol combinations on a communication aid on one-on-one situations in highly scripted situations, play scenarios or shared book reading. However, none of the studies addressed word learning in conversation about personal events nor have they reported generalisation of learned vocabulary to discourse about novel topics.

This presentation has, as its foundation, the literature in the semantic development of children who use AAC. Participants will learn of a framework for systematically planning and teaching new words. Studies on vocabulary instruction and the use of a variety of direct language elicitation techniques (e.g., open-ended questions, multiple choice vocabulary models, oral cloze, recasting of simple words and grammatically incorrect sentences, aided modelling) serve as an empirical base along with investigations designed to train adults (e.g., parents, teachers, instructional aides) to be more responsive to their young children’s communicative attempts.

The general education curriculum serves as the context of vocabulary instruction for students in the elementary grades and beyond. The presentation will include principles for using this approach and discuss a number of practical activities that educators and speech-language pathologists can use to provide semantic intervention to middle and high school students who use AAC. At the conclusion of our presentation, participants will be introduced to online sources for materials and information that they can utilise in their service to students who use AAC.

Age Group: 9-21

Delegates will leave this session with:

Participants will be able to:

- Identify features of a framework for robust vocabulary instruction with students who use AAC
- Describe strategies for engaging middle and high school students who use AAC in semantic instruction
- Discuss a variety of intervention activities that can be used to broaden the receptive and expressive vocabularies of students who use AAC

Experience Level: Some experience with the technologies to be discussed would definitely help

Understanding iPad Deployment: Experiences in School-based iPad Management using the Volume Purchase Program

Mark Gosbell, 11:00am - 11:45am, Thursday 22nd May 2014

The impact iPad has on children's ability to express and represent what they know combined with the increased scope for teachers to represent content is explosive. Our school learnt the hard way how to manage, and how not to manage iPad deployment. We have learned how to direct teacher professional development in how to use apps, navigating iPad basics. We have built a culture of sharing our own successes and failures resulting in some truly wonderful changes in the nature of teaching and learning at our school. Girraween Public School is a large P1 primary school in the western suburbs of Sydney. Girraween has 31 mainstream classes and 3 support classes for students with an intellectual disability. Our school has 825 students and continues to grow. Approximately 7% of students in mainstream classes have a disability or significant additional learning needs. Using iPads to help students access the curriculum began in late 2011 following other information and communication technology interventions including the use of netbooks and interactive whiteboard technology. What began with one teacher owned iPad in a support class for students with a mild intellectual disability, quickly grew to a trial of multiple devices across 3 support classes, widening into the entire mainstream. iPad as a tool for teaching and learning has changed the face of education at our school. We have seen some amazing successes in the transformation of the way we teach and what we expect of the students to show what they are learning. This presentation will share our skills and experience in;

- Implementing iPad technology at the individual, class, stage/grade and whole school level using single, shared and class sets of devices
- Planning and managing resources for strategic planning of iPad deployment in your school setting
- Establishing teams – utilising the strength from within to set goals, establish vision, day to day management, develop implementation skills for teachers and students
- Sharing knowledge and skills within the classroom, teacher-student, teacher-teacher and beyond your own school
- Setting up and using the volume purchase program in a large primary school setting using apple configurator. This section will include some simple processes that will save time and money setting up iPads at your school.
- Managing devices in a school setting – storage, equity of access, utility tasks – charging, securing, updating, data shifting
- Hints and tips – what to do, how to do it, when, how much, who

This presentation is for all schools at the beginning of the iPad journey and for those whom have begun but are keen to resolve some niggling issues.

Age Group: All Age Ranges

Delegates will leave this session with:

- A clear idea of what schools and institutions need to research, discuss, acquire to successfully implement iPads into their setting
- How to manage large scale hardware deployment and management.
- How to ensure quality teacher professional learning both at the initial implementation phase and as teachers and students develop proficiency.
- How to build capacity managing large numbers of devices.
- What resources we've found useful for setup, deployment, management, curriculum implementation, supporting kids.
- Skills and knowledge in planning and budgeting for building an app library.
- How to establish visions and engage your community.

Experience Level: No prior experience with the technologies to be discussed is required

Technology in a Multi Categorical Learning Environment

Heath Wild, 11:45am - 12:30pm, Thursday 22nd May 2014

Meeting the diverse learning needs of students as we implement ACARA

Technology is an engaging tool that allows access to a diverse world of learning opportunities. Educators are recognising more and more the diverse needs of the learners in our schools. The synergy of education and technology allows for students to engage in individualised content and meaningful learning activities in increasingly independent ways. My specialty is exploring ways in which to utilise technology to benefit the needs of students with disabilities and learning disorders.

I work in a multi-categorical (MC) classroom in a mainstream high school. Our school has two MC classes each comprising of 7 students. The students in these classes have a range of skills and abilities and present with conditions such autism spectrum disorders, intellectual impairments, and ADHD. We are currently in planning for our third class, for students with hearing impairments, which will be starting next year. As technology coordinator for the unit I am responsible for the deployment and maintenance of iPads and other technology for the students in our classes. As a faculty we utilise a variety of technology that enables us to provide a range of supports to students to enable them to increase their learning outcomes, develop confidence and self-efficacy, and acquire skills and strategies to become independent and engaged learners.

These sentiments are often echoed by other educators yet many struggle to know how to best make it happen in their own teaching and learning environments. Where to begin? What does it look like at a classroom , faculty and school level? What are the connections between home and school in the virtual learning world? As a passionate educator and leader I want to share my experiences with others in similar settings and provide them with the knowledge and skills to take advantage of all that is available to them and their students. Utmost in my philosophy is that the bottom line has to be about the students and their education. What are the benefits to their teaching and learning?

The Technology I will discuss includes:

- Hardware: iPads, Macbooks, Powersync tray, PC Desktops and Laptops
- Software: Volume Purchasing Program for Educators, Apple Configurator, iTunes, Airplay, Adobe Connect
- Online Programs: Edmodo, Reading Eggs / Reading Eggspress, Mathletics, Spelling City, Google Drive, Zondle, Weebly;
- Apps (Numeracy): Mathmateer, My Script Calculator, Mathletics, Zondle, Arithmetic Invaders, Math Monsters Bingo, King of Maths;
- Apps (Literacy): Pages, Spelling City, Clickr, Notability, Adobe Reader, Pictello, Comic Book, Clickr Sentence

My presentation will focus on the following topics:

- Using the Apple Configurator software to set up a class set of iPads
- Purchasing apps at half price with the Volume Purchasing Program
- ACARA Curriculum and links with technology
- Supporting and extending student's Individual Literacy and Numeracy Plans with technology
- Sharing learning at home
- Sharing learning in the community

Age Group: Secondary School

Delegates will leave this session with:

- Knowledge to manage and deploy sets of iPads
- Using technology to engage with ACARA
- Creating student specific content on web and app based software to meet individual learning needs of students
- Strategies to build ITC skills of students with a disability

Experience Level: Some experience with the technologies to be discussed would definitely help

One Switch, One Head, the World

Christopher Hills, 11:00am - 11:45am, Thursday 22nd May 2014

In early 2012, I produced a 5 minute video, using my switch-accessed MacBook Pro and Final Cut Pro X, to demonstrate how I use my computer on a daily basis for study, communication, and video editing. I posted this video to YouTube and it quickly went viral. In the video, I described my cerebral palsy and its effect on my physical abilities and I demonstrated the switch software (at present, Switch XS by AssistiveWare), which I operate by tapping a spec-switch strapped to the headrest of my wheelchair. I invite the committee to view this video (http://youtu.be/cSSgndQ5mVs) to gain an impression of the nature of my disability, including my speech difficulties, and needs, as well as my proficiency with my computer in general, and Final Cur Pro X in particular and how switch access can be used to maximum effect. My presentation would expand on topics covered in that video; for example,

- customising the switch software for different applications and individual users;
- using a switch to gain proficiency in complex applications such as Final Cut Pro;
- accessing the world through communication software and social media;
- securing employment (I have already done a couple of paid video-editing jobs) and
- gaining independent living via a switch-accessed computer to control the home environment, access online study, and participate in society.

Proloquo4Text: Giving Literate iPad and iPhone Users a Voice of their Own

David Niemeijer and Lisa Lehmann , 11:45am - 12:30pm, Thursday 22nd May 2014

When AssistiveWare's Proloquo2Go® came out in April 2009, it revolutionised the Augmentative and Alternative Communication market by providing AAC on a consumer device at a previously unheard of price level. Many adult AAC users adopted Proloquo2Go even though its design had not been optimised for literate users. In 2013, AssistiveWare released Proloquo4Text™, an AAC app designed and optimised for literate AAC users.

In this session, David Niemeijer, one of the lead product designers of Proloquo4Text and Lisa Lehmann, one of the literate AAC users that originally adopted Proloquo2Go, look at Proloquo4Text. They are assisted by Hunter, Lisa's young son.

We will start with a short introduction by Lisa and Hunter on what communication is really about and how in practice communication is so much more than using and iPad to speak: it is also about jokes, about love, about your own sounds. Lisa will share her personal experience with being non verbal.

We discuss how Proloquo2Go supports literate users through its typing view with word prediction, but also limits them because of the separation of frequently used phrases from the typing view. Lisa will share how she has been using Proloquo2Go. David shares his observations from watching Lisa and other adult AAC users use Proloquo2Go and how this lead to the design of Proloquo4Text.

We provide an overview of Proloquo4Text and illustrate how it was designed from the ground up with the needs of literate users in mind. Like Proloquo2Go, Proloquo4Text is highly customisable. Users can customise the interface with any combination of word and sentence prediction, a phrase bank, and word grids. Text can be composed using typing, prediction, abbreviation expansion, and text pasted from other apps. Messages can be spoken aloud with natural-sounding voices. Messages can also be emailed, tweeted, sent in SMS text messages, posted to Facebook, copied and pasted into any other app on the device, or saved in a folder for reuse. Proloquo4Text has an optimised interface for iPhone and for iPad so that it can be used for efficient communication on small and larger screen devices. Proloquo4Text was also designed to support many different languages and even multilingual use with features such as automatic language detection.

Optimised for literate users, Proloquo4Text can serve a wide range of people from children and teenagers who have developed literacy skills to adults with acquired speech disabilities who are fully literate but have lost their voice.

Lisa will demonstrate how she uses Proloquo4Text and discuss the advantages it offers her compared to Proloquo2Go. David will share experiences with Proloquo4Text from other literate AAC users through a number of case studies.

We end the presentation with Q&A session in which the audience can ask questions to Lisa, Hunter and David about communication and Proloquo4Text.

Age Group: All Age Ranges

Delegates will leave this session with:

At the end of the session participants will be able to:

- identify and describe what communication means to a non verbal person
- identify and describe the benefits of Proloquo4Text for literate users
- identify and describe how Proloquo4Text can be adapted to the individual needs of end-users.

Experience Level: No prior experience with the technologies to be discussed is required

REPEAT SESSION Music and the Lost Learner (Part One) - **BYO iPad with apps installed**

Kevin Honeycutt, 11:00am - 12:30pm, Thursday 22nd May 2014

Today's tools make it easy to make music with kids. By painting their dark colours with sound, kids can express their frustrations and work through them. They can find symphonies within themselves they never knew we're there. Join me for an excursion into some possibilities in connecting with learners through music. BYO iPad with the following apps pre-installed for maximum participation in the session!

- Art Authority
- Pocket Guitar
- VoiceBand
- Band
- iShred
- Garageband
- iON All-Star
- Finger Piano

Winning the AbleNet Competition Bundle Would be Amazing for us!

Helen Macleod, 11:00am - 11:45am, Thursday 22nd May 2014

In 2012 six members of staff from The Briars attended the Spectronics ILT Conference and as a team we won the AbleNet Prize. At the time The Briars was a site that was at the beginning of a transformation. We had a shared vision, very little money and few communication resources. All of the children at The Briars have complex communication needs and many were on waiting lists for services from speech pathologists and other therapists. We believed that it was our responsibility to provide them with the resources that they needed to develop communication skills as early as possible and we made a commitment to engineer the site for communication. We began our pursuit to further our knowledge and to increase our resources.

With an introduction from the director, this presentation by Helen Macleod, who is The Briars' leader in AAC and assistive technology, shares the impact of winning the AbleNet Prize. With a focus on Literacy Through Play, Helen describes and uses photos and video footage to illustrate how we use the technology to give children opportunities to play, read, chat, sing, cook, make choices, navigate their environment, even play the bongos… the list goes on!

Winning the AbleNet Prize kick-started our dream and heartened the team who have gone on to increase our resources by winning grants, providing Professional Development, holding BBQs and Quiznights. We have developed an extensive Outdoor Learning Environment which is scaffolded with AAC and our site is now open to families for birthday parties and get-togethers on weekends and during the holidays.

Age Group: All Age Ranges

Delegates will leave this session with:

- sense of optimism and motivation
- ideas of how to use technology in creative ways

Experience Level: No prior experience with the technologies to be discussed is required

iDevice Accessibilty with AbleNet

Paul Thompson, 11:45am - 12:30pm, Thursday 22nd May 2014

It's an exciting time with consumer electronics changing the way that people learn and communicate. Educators are finding that devices like the iPad are changing the landscape for their students and have to adapt to a rapidly changing education process.
The iPad in the classroom can be a powerful tool. In addition to using the iPad for leisure, it can be used for behaviour management, help students develop fine motor skills, and increase their productivity. For individuals with complex communication needs, the iPad is able to support an important practical application — communication.
As the iPad is based on mainstream technology, it is viewed by consumers as mainstream. It is much more likely to be viewed by augmentative and alternative communicators of all ages as acceptable technology rather than a traditional augmentative communication device. In the school environment, iPads are considered to be more "peer-like" and "peer accepted." Students are often more able to attract communication partners simply because it is considered cool. In turn, communication partners readily accept this technology and feel comfortable during these communication interactions.
I-Device's such as the iPad are intended to be used with touches, swipes, and taps, making it difficult, if not impossible, for students with certain disabilities to use the device. During this session we will learn how AbleNet's device Connect working alongside the new operating system IOS 7 can make the whole iPad accessible through Switch use. 500,000 apps and counting are available in the iTunes store. Many of those apps can be used for fun and motivation and even educational purposes. Students with disabilities have fewer opportunities than most to enjoy the newest in mobile computing due to the complexity of applications and physical limitations. In addition, most of the apps, as mentioned previously, are not switch accessible. AbleNet Connect can help to make many of these Apps accessible, while giving protection to the iPad and enhanced sound. The iPad is quickly making its way into classrooms around the world. It is very important for students with disabilities to be able to have more "peer-like" and "peer accepted" interactions with consumer electronics. It is exciting that with the right technology access solutions they now can. Join us in seeing how AbleNet's Connect devise can help this journey and provide access until now unthought-of with I-Devices.

Age Group: All Age Ranges

Delegates will leave this session with: An Understanding of how I-Devices and Apps can be accessible.

Experience Level: No prior experience with the technologies to be discussed is required

Digital Interventions for "Document Disorder"

Mystie Rail, 11:00am - 12:30pm, Thursday 22nd May 2014

In our current social and educational contexts, it’s so easy to get distracted, and even easier to feel overloaded with all the information coming at us at once. Many of us are left feeling anxious, stressed, and scattered. Is it possible to move through this fast-paced world with a calm and clear presence? We say yes.

In this workshop, we’ll discuss a variety of practices that cultivate mindfulness and creativity that can be applied to the challenges of education, technology, and modern life. Learn how to use apps like Evernote, Skitch, and Livescribe to tame your own document disasters and create accessible educational learning environments on the fly. Learn how teachers and students can use these tools to stay organized (both in and out of the classroom) and to reduce their reliance on paper documents!

Age Group: All Age Ranges

Delegates will leave this session with:

- Attendees will learn the advantages and challenges of using Web 2.0 tools and synchronised apps for the integration of assistive technology into the e-learning environment.
- Attendees will learn methods for both faculty and students to use Web 2.0 and networked mobile devices to engage and help to stay organised.
- Attendees will learn how to use Web 2.0 tools and apps for collaborative and cooperative learning environments to improve student learning outcomes.

Experience Level: Some experience with the technologies to be discussed would definitely help

Free time for Exhibit Hall and/or Informal Networking

1:30pm - 2:00pm, Thursday 22nd May 2014

Ignite Five-minute "Speed-Sharing" Sessions

Derek Austin, 2:00pm - 3:00pm, Thursday 22nd May 2014

20 slides in 5 minutes. Auto-advanced every 15 seconds while each presenter tells their story. What will they share? A fast-paced engaging presentation format made popular through Ignite workshops worldwide. To see some of these sessions in action view Ignite Sydney's video channel . No more "this slide isn't important" and death by PowerPoint. Every slide in the Ignite format is there for a reason and is important to the story being shared. Be a part of Ignite ILT2014!

Meet Derek Austin, your Master of Ceremonies for this Ignite ILT2014 session! He lives in Sydney and is a regular attendee at the Ignite Sydney events, the format upon which we have based this segment of the ILT2014 program. He can typically be found barside during Ignite presentations, enthusiastically supporting, critiquing and tweeting pithy commentary throughout. His day job? Sales Manager with Nuance Communications APAC with over 10 years' experience with Dragon speech recognition technology and solutions. So we warmly welcome Derek to the Ignite ILT2014 stage!

He will be keeping the presentations on time and the presenters on track. To ensure that you are able to hear from all presenters over the course of this fast-paced one hour session. We have scheduled an afternoon tea break to immediately follow this presentation slot – allowing you to hook up informally with any of the presenters whose words piqued your interest!

Behavioural Intervention and Technology: Strategies for Student Success

Jason Gibson and Amanda Hartmann, 3:30pm - 5:00pm, Thursday 22nd May 2014

As an educator, therapist, administrator, or clinician, you will undoubtedly encounter students that engage in challenging behaviours. At times, these behaviours can interfere significantly with the learning of the student and others in the classroom. For the benefit of everyone in the learning environment, the problem behaviours need to be addressed in an effective and positive manner. Though the research literature is full of interventions that are effective in addressing problem behaviours, knowing how to combine these strategies with available technologies is essential.

During this engaging session, the presenters will demonstrate a variety of technology tools and apps that support the implementation of evidence-based behavior interventions. Stories from implementation in the school, home, and clinic will be shared. The session will focus on strategies that can be immediately implemented and examples from a wide range of age groups and populations will be shared.

Age range covered by the content of the presentation:

- Infant/toddler/preschool
- Early primary school
- Middle to upper primary school
- Secondary school

Delegates will leave this session with:

1. A minimum of 4 evidence-based behavioral interventions
2. A minimum of 3 technology tools that can be used to deliver each intervention

Recommended experience level of participants: No prior experience with the technologies to be discussed is required

We Read, We Share, We Learn: Assisting Families to Support their Children's Literacy Development with iPads and eBooks

Katrina McNab, 3:30pm - 4:15pm, Thursday 22nd May 2014

Electronic books, commonly known as ebooks, offer new and dynamic ways of reading. Reading ebooks on iPads is a powerful way of overcoming the literacy barriers that exist for some children and their families and may provide an exciting and engaging option for reluctant readers. Ebooks range from simple digital versions of print books to highly enhanced interactive books. The challenge for educators is to maximise the benefits of this interactive way of reading. Research demonstrates that families require information about accessing the special features in ebooks and proven methods of fostering early literacy development to ensure successful learning experiences for all children. This 40 minute session will provide an overview of an ebook shared-reading intervention that was implemented in a primary school setting and outline how families were supported to use ebooks and iPads to assist their young children's early literacy development at home.

The session will begin with a brief overview of seminal and contemporary reading research and a discussion about children's access to digital technologies in modern societies. The benefits of families sharing digital and print books with their children will be discussed. Evidence-based strategies for assisting children's literacy development through shared reading episodes will be detailed. The focus will be on presenting findings from the presenter's PhD research project and providing practical examples and information that will enable participants to implement successful ebook reading interventions in their early childhood, school and community settings. Finally, the session will conclude with an opportunity for participants to ask questions and participate in the discussion.

Age Group: Early Primary

Delegates will leave this session with:

1. A practical introduction to ebooks and the special features that can be used to effectively support students and their families with diverse literacy needs.
2. An understanding of the importance of providing families with information and support to maximise the benefits of reading ebooks with their children.
3. Insight into current research regarding ebooks and shared reading practices that support literacy development.
4. A comprehensive list of free and paid ebooks and iBooks to support students as they develop early literacy skills.

Experience Level: No prior experience with the technologies to be discussed is required

Digital Content for Students with Learning Difficulties/Dyslexia/Low Vision

Catherine Corrigan, 4:15pm - 5:00pm, Thursday 22nd May 2014

How can the use of digital content increase literacy gains for students with learning difficulties/dyslexia/low vision? With more and more students having access to mainstream devices such as iPads, Kindles and laptops how can we harness this natural inquisitiveness to support gains in literacy? We've bought the device, now what do we do with it?

The integration of adaptive technology in a pedagogically sound way takes planning and forethought. By teaching students and families how to utilise technology and for which tasks allows them to increase the opportunities to consume and examine texts. Using simple, low cost devices and apps that draw on multiple senses, students can listen to, examine and read a variety of texts (both their own creations and professionally authored texts). This presentation highlights the use of free and low cost digital libraries by providers such as Vision Australia, local councils and international projects (such as Project Gutenberg). It also explores the role of teachers and learning support teachers in planning for and co-ordinating digital content for students.

What is the difference between digital books, EPUB and audio books? How can teachers/students use the latest technology to support instant scanning and conversion of texts to be read aloud and examined by students with print and learning disabilities?

Finally, we will look at some examples of implementing the use of digital content in both Primary and High School settings that highlight the cross-agency approach to supporting the use of digital content for students with additional needs.

Age Group: All

Delegates will leave this session with:

- An understanding of the difference between digital books, EPUB and audio books.
- Knowledge of where to source digital content.
- An understanding of how to select and use the latest technology to support instant scanning and conversion of texts to be read aloud and examined by students with print and learning disabilities.
- An understanding of the role external providers and agencies can play in supporting digital content in the classroom.

Experience Level: No prior experience with the technologies to be discussed is required

Texthelp has gone Google!

Martin McKay, 3:30pm - 4:15pm, Thursday 22nd May 2014

Texthelp allows students get creative by removing barriers caused by reading and writing difficulties, and, as the number of devices and platforms multiply, your students have more access to help than ever. This interactive session will take you on a journey from planning to execution of a piece of written work by using the three main tools that most students have at their disposal: a smart-phone, a tablet and a PC. We will demonstrate how all of this technology can be used together to produce an accurate piece of written work through Google docs. A recent study demonstrated that Texthelp's technology reduced the number of keystrokes made by students by around 60%, saving the student time and taking care of spelling and grammar errors, allowing the student to concentrate on ideas.

Age Group: All Age Ranges

Delegates will leave this session with:

Enthusiasm for all things Texthelp and up-to-date knowledge of current and future Texthelp products.

Experience Level: No prior experience with the technologies to be discussed is required

Chrome: The Bright Browser for Students with Diverse Literacy Needs

Jeff Souter, 4:15pm - 5:00pm, Thursday 22nd May 2014

As more learning in schools is taking place around online content, it is critical to ensure the tools we use to engage with only content is accessible by students struggling with literacy in our classrooms.

Google Chrome browser is not only a comprehensive browser in its own right, the ability to install extensions within the browser increases Chrome's capacity to make online content easier to access for the diversity of students we have in our classrooms. Whether you or your students use a laptop computer, a Chromebook, or a mobile device or tablet, this workshop will explore how this 'bright browser' is available when and where you need support.

Age group: Upper primary to Secondary

Delegates will come away with:

An awareness of tools that work with the Chrome web browser in supporting students with diverse literacy needs. They will explore a range of Chrome extensions that can be used to enhance the capacity to access web sites, as well as engaging students in obtain meaning from online content.

Experience: No prior experience with the technologies to be discussed is required

Supporting AAC Practitioners Using Online Tools and Strategies

Carole Zangari, 3:30pm - 5:00pm, Thursday 22nd May 2014

A frequent challenge for professionals with expertise in AT and AAC is finding the time and resources to help families and other team members develop their knowledge base in this area. This presentation reviews two methods of supporting AT/AAC interventionists using online tools and strategies. Participants will learn how to use digital curation and screencasting to extend their reach and develop a library of online materials that can be used repeatedly with new professionals, families, and colleagues. Options for free and low cost tools will be reviewed.

Like many professional disciplines, the fields of education and allied health are increasingly invested in online education, both for pre-service preparation and professional development. In many countries, university-based AT and AAC courses utilise the internet to at least a small extent. Many of the online tools and strategies used in academic courses can be leveraged for use in other settings as well. This presentation introduces participants to two specific online tools and strategies: digital curation and screencasting.

Digital curation refers to the process of gathering electronic information and selecting the most appropriate material for a particular purpose. Like a museum curator who selects the choicest artifacts for display in an exhibit, scholars and researchers use this process for curating digital media. The process involves identifying, evaluating, and selecting digital artifacts that are most appropriate for the intended purpose. These may include materials such as recorded webinars, online documents, videos, articles, images, infographics, and blog posts. Digital curation has been used to disseminate information to practitioners in fields like medicine and education for over a decade.

In this presentation, we discuss ways of shaping the curated material around a specific AAC purpose. Curated collection of online artifacts can be used to build an individual's knowledge base in AAC concepts and practices, develop skills with particular tools and strategies, or develop an understanding of AAC research and issues. Once complete, the digital collection can be shared with stakeholders who are in need of this information. The collection is periodically updated as new artifacts become available. Because the digital collection can be disseminated over and over, this provides the developer with an efficient means of sharing information with constituents. Examples of how this strategy can be used with professional colleagues, students and families will be provided.

Screencasting is another efficient means of sharing information. It involves making a digital recording of what is occurring on a computer screen, and is generally narrated with text and/or audio. Like digital curation, the uses of screencasts are vast and offer great value to the AAC community. In this presentation, we explain the process of screencasting and review free, user-friendly tools for creating them. Application of screencasts is presented for pre-service education and professional development. In addition, using screencasts to facilitate AAC teams and support families and caregivers is discussed.

The presentation will conclude with several examples of the use of digital curation and screencasting in AAC contexts. Resources for those seeking to use these tools will be provided.

Age Group: All

Delegates will leave this session with:

Participants will be able to:

- Explain the process of digital curation and identify relevant resources
- Explain the process of screencasting and identify relevant resources
- Discuss AT/AAC applications for screencasting and digital curation

Experience Level: No prior experience with the technologies to be discussed is required

REPEAT SESSION Music and the Lost Learner (Part Two) - **BYO iPad with apps installed**

Kevin Honeycutt, 3:30pm - 5:00pm, Thursday 22nd May 2014

Today's tools make it easy to make music with kids. By painting their dark colours with sound, kids can express their frustrations and work through them. They can find symphonies within themselves they never knew we're there. Join me for an excursion into some possibilities in connecting with learners through music. BYO iPad with the following apps pre-installed for maximum participation in the session!

- Art Authority
- Pocket Guitar
- VoiceBand
- Band
- iShred
- Garageband
- iON All-Star
- Finger Piano

Promoting the Engagement of Children with High Support Needs in Inclusive Childcare Settings: A Comparison of Shared Book Reading and iPad apps

Megan Cooper, Jennifer Stephenson and Coral Kemp, 4:15pm - 5:00pm, Thursday 22nd May 2014

Child engagement with people and materials is essential for promoting joint attention and the development of language and communication skills. Engagement, therefore, is a priority goal for early childhood intervention. Shared book reading has provided one effective context where teachers, parents and carers can develop joint attention and language and communication skills in young children with additional needs. However, children with high support needs, who are generally very difficult to engage, may show little or no interest in books and book-reading. There are many anecdotal accounts of students with disabilities showing high levels of engagement with apps for iPads. Increased engagement with suitable apps by children with autism spectrum disorders, significant intellectual disabilities and multiple disabilities may provide a context that parents, carers and teachers can exploit to increase learning opportunities and, subsequently, to provide a better quality of life. IPads are now relatively cheap to purchase and are commonly available in homes. However, apart from their use as communication devices and for self-prompting, little research is available confirming the value of these devices for promoting the development of young children with significant disabilities.

Three children with high support needs attending STaR inclusive childcare settings participated in the research. In order to choose books and apps that would appeal to the children, parents were surveyed to determine their child's access to and interest in books and everyday technology and their level of independence in engaging with these items. We also trialled a range of books and apps with each child and video-recorded the interactions to gain a picture of child interests and abilities. Using this information a book and an app were selected for each child based on individual interest and ability. We compared the children's responses to the books and apps by using 5-minute sessions with the book or app, guided by the same facilitator trained in the use of appropriate strategies. Video-recordings of each session allowed us to code a range of behaviours reflecting interest and engagement. For example, we coded joint attention, vocalisations, speech, pointing and manipulation of the book and iPad. A measure of the duration of engagement over each session was also collected. We alternated sets of five sessions each of book-reading and iPad use (20 in total). The data we collected allowed us to compare the performance of the children in each of the measured skills across the two different conditions (book-reading and iPad).

The results of this research will be presented using video footage of the children in free play (to show typical levels of engagement) and engaged with a facilitator using both books and iPad apps. The results of the comparisons will be explained using graphs and summaries of the information collected. The presentation will illustrate how technology can be used to engage children with significant disabilities in inclusive early childhood settings. Suggestions for using iPad apps and monitoring the effects on child behaviour in early childhood and early intervention settings will be provided.

Age Group: Infant/Toddler/Pre-school

Delegates will leave this session with:

Awareness of

1. the comparative value of technology versus traditional media for engaging children with high support needs;
2. the potential for using iPads to maximise inclusion in early childhood settings.

Strategies for:

1. using iPads to increase engagement, and subsequent learning opportunities, for young children with high support needs;
2. selecting appropriate iPad apps for individual children.

Experience Level: No prior experience with the technologies to be discussed is required

A Power Users Guide to Evernote - **BYO Laptop or Mobile Device with apps installed**

Megan Iemma, 3:30pm – 5:00pm, Thursday 22nd May 2014

Ever struggled with Digital Clutter? Come to this session to learn about powerful digital workflows with Evernote (and its add-ons) you can use with both with your students and professionally/personally. Evernote offers so much more with fantastic tools such as Skitch, Penultimate, Web Clipper, Clearly and the apps from the 'App Centre' as well as third party accessories such as the Livescribe Pen. See how Megan Iemma, one of Evernote Australia's leading experts manages both paper and digital workflow solutions for the classroom and for busy educators.

BYO laptop or mobile device with the following apps/programs preloaded to get the most of out this quick paced, power user session: Evernote and an Evernote account created if you have not already done so, and, according to your operating system, these apps – Penultimate, Skitch, Dolphin Web Browser, JotNot Scanner Pro, IFTTT

Age Group: Secondary to post secondary

Delegates will leave this session with:

- Digital Workflows for their students to keep organised with their assignments and daily tasks.
- How to record assessments and ongoing notes for students using Evernote
- Best Third party apps to help both students and educators that integrate with Evernote

Experience Level: Prior experience of using Evernote

Introduction to Day Three!

9:00am - 9:15am, Friday 23rd May 2014

Keynote Address: Try Another Way. Like it's a Bad Thing?

Greg O'Connor, 9:15am - 10:30am, Friday 23rd May 2014

In the early 1980's Marc Gold asked us to rethink how we taught and supported the learning of people with disabilities. We could not just keep doing what we had always done but needed to try another way – which was a revelation at the time! The 1980's was a watershed time in special education and today many of the good teaching and learning practices implemented in classrooms call on foundations from this groundbreaking era.

We have now entered another groundbreaking period in education which demands the same mantra – try another way. Rapidly evolving technologies are now driving the need for new kinds of pedagogy but often these innovative new technologies are being implemented in classrooms using non-evolved established models of teaching within outdated school structures. As a result, integrating technology into the classroom can fall over, teachers experience frustration and nothing really changes. It is a tough time for educators, feels kinda messy and overwhelming, and no more so than when trying to use these new technologies with students with diverse learning needs. It is now time to acknowledge that this new technology period in education is an "event horizon", a new 1980's, and there is now no point of return to old models. Instead we do need to try another way.

This keynote will explore the intersection of the future and technology in education for students with diverse learning needs, access to teaching and learning for our students and the world of possibilities that await them and us.

Key takeaway and call to action messages will include:

- Future proof our classrooms for all students – Try another way
- Use technology to teach to the edges in our classrooms – Try another way
- Explore the full possibilities of these powerful digital tools – Try another way!

Age range covered by this presentation: All age ranges

Recommended experience of participants: No prior experience with the technologies to be discussed is required

Keynote Address: Assistive Technology: Nineteen-Ninety to Twenty-Twenty

Martin Littler, 9:15am - 10:30am, Friday 23rd May 2014

Technology changes are accelerating and always offer both opportunities and threats to those wanting to give learners with special needs better life opportunities. Sometimes assistive technology companies adapt mainstream products to special purposes. Just as often special needs educators and AT vendors anticipate or lead mainstream trends. Martin Littler looks back over almost thirty years of running two assistive technology companies. As well as assessing technology and pedagogy changes of the past, Martin looks forward and attempts to predict what will help students with special needs to communicate, learn and live a fuller more independent life in the coming years.

Age range covered by the content of the presentation: All Age Ranges.

Learning Outcomes:

1. An appreciation of several disruptive technology changes in the past and how assistive technology and the learners who used it prospered.
2. A perspective on now – from iPad to Eye Gaze – and into the rest of the decade from an assistive technology vendor's view point.

Recommended experience level of participants: No prior experience with the technologies to be discussed is required

Literacy and Laughs!

Carol Allen, 11:00am - 12:00pm, Friday 23rd May 2014

So many students face barriers to some, or all, of the four aspects of Literacy. As the ability to communicate effectively lies at the heart of all ages and stages of education, for many students this presents a daily challenge and obstacle, not only to accessing teaching and learning but also to social confidence. In a busy classroom, these students can often present major issues for the teacher either in terms of access; the need for differentiated materials and often by creating behaviour management issues.

Using a combination of technology, websites, apps and low-tech support, you will be able to pick ideas up that have been used successfully in other classrooms and leave with resources that you can use, adapt or share forwards.

This session will look at practical and easy to replicate ideas to help you support your students. Taking a low-cost, no-cost approach, we will look at what can be done quickly and easily to return the fun to Literacy; to maximise the learning opportunities in your work for all students and to enhance an atmosphere of positivity for Reading, Writing, Speaking and Listening.

Age Group: Mid and Upper Primary

Delegates will leave this session with:

An understanding of some simple and practical strategies to support Literacy in learning.

A range of resources to take away and try for themselves.

A BIG smile on their faces!

Experience Level: No prior experience with the technologies to be discussed is required

Using Literacy as a Springboard to the Australian Curriculum for all Students at Adelaide West Special Education Centre

Lorna Fenech, 11:00am - 12:00pm, Friday 23rd May 2014

The Foundation to Year 10 Australian Curriculum is currently being implemented in phases by schools across Australia. Core knowledge, understandings, skills and general capabilities are outlined for all Australian students. Many of us are working hard to adopt the new curriculum with students with diverse learning needs. This presentation will detail how one school has used literacy as a platform for covering different learning areas, while at the same time making sure that the general capability of literacy is being strongly addressed.

Adelaide West Special Education Centre is a Reception to Year 13 specialist public school for students with physical and associated disabilities. The school has a reputation for excellence, based on high quality and effective teaching and learning for all students.

In 2013 Adelaide West Special Education Centre implemented the Four Blocks approach to literacy in all classrooms. Direct, explicit instruction has enabled many students to develop their literacy skills and understandings and literacy instruction has rapidly become a focus for most rooms.

The importance of literacy in student development and learning is widely recognised. The Australian Curriculum calls literacy “a foundation for success in all learning areas” (Australian Curriculum, 2013). In addition, documentation from ACARA recognises that literacy is “core to the learning needs of students with significant intellectual disability and the ways in which these can be taught through age appropriate contexts drawn from the learning areas” (ACARA, 2012).

However , in order to provide a rich learning environment for our students we must also recognise the importance of other skills, such as those included in the Numeracy and Personal and Social capabilities, and the need for students to develop their understanding in all learning areas, particularly the Phase 1 learning areas of English, Science, History and Mathematics.

As a result, Adelaide West Special Education Centre, in conjunction with literacy consultant Jane Farrall, has developed a range of resources which maintain a focus on quality literacy instruction but which enable classroom teachers to ensure their students also receive input into all key learning areas. The Four Blocks have been aligned with the appropriate content descriptors in the language, literature and literacy strands of the English Learning area. Appropriate texts have been located to cover content descriptions in the learning areas such of Science, Mathematics and History – and these have been developed into packs for classroom teachers to use as a model to ensure that literacy is indeed a general capability across all learning areas.

In this presentation, we will describe the journey that we took in developing these resources. Videos of teaching and learning in different learning areas through a literacy based approach will be shown and resources developed as part of our journey will also be shared with participants.

Age Group: Early Primary

Delegates will leave this session with:

An understanding of literacy can be used to meet many Australian Curriculum outcomes for all students

Experience Level: No prior experience with the technologies to be discussed is required

Communicating at a Variety of Levels with iPad AAC apps

Kelly Fonner and Scott Marfilius, 11:00am - 12:00pm, Friday 23rd May 2014

During this session we will show a series of AAC apps that build from the basic one message, to a sequence of messages, to providing simple to complex communication boards. But we aren't just going to show apps. We are going to walk through an implementation process called CEP: Communication Enhancement Process, that is in its 6th year of use in Oakland County Michigan Schools, USA. CEP is an in-classroom approach utilised with students who are emergent communicators and is based upon the Design-2-Learn Communication Matrix. Activities and vocabulary selection is from real, everyday classrooms.

Staff and Families who work with and have children and young adults with complex communication disorders are struggling with the large number and wide variety of AAC applications available for the iPad, iPod Touch, iPhone and Android products. There are over 180 of them and many are either text based typing that talks or products that allow the facilitator to take an image and to make that image speak. Only several products support a true language based in structure and teams and families are left to recreate that structure on their own. Even a smaller number have any suggestions built-in with implementation strategies and ideas. And again, teams and families are left on their own to develop strategies for implementation. If not careful, the motivation that we are experiencing now the iPad for AAC, will go the way of many currently unused communication devices; those that people were excited about getting, but didn't plan for implementing.

There are 2 portions to this presentation. 1) Demonstration of a series of AAC apps from TapSpeak that build from the basic one message, to a sequence of messages, and to providing simple to complex communication boards. These are products that we are finding to be used in schools due to how simple they are to operate.

2) We will also describe the implementation process that we use with school based teams in our training, CEP. CEP is the Communication Enhancement Process, an in-classroom approach utilised with students who are emergent communicators and based upon information obtained from the Design2Learn Communication Matrix. We are in our 6th year of implementing this with schools throughout Oakland County, Michigan.

During this session we will use these strategies with the TapSpeak Button and TapSpeak Sequence products to demonstrate their implementation into settings. We will show videos of students using the TapSpeak Sequence and TapSpeak Choice products in order to demonstrate the 3 strategies that we teach in CEP. These 3 strategies of implementation are activity selection, environmental setup and partner prompting.

Rather than using lots of different AAC apps, it seems easiest to focus on just 3 that build in features and that the participants can easily focus on learning the differences between them. In this way, the participants can really focus on the learning strategies rather than just the products.

Age Group: Early Primary

Delegates will leave this session with:

As a result of this activity, participants will be able to:

1. Distinguish between the 3 apps through by levelling the features.
2. Elevate the skill of a student by creating one activity and preparing to move their communication through 3 levels.
3. Replicate the demonstrated implementation method with their current AAC products/apps upon returning to their classroom/location.
4.

Experience Level: No prior experience with the technologies to be discussed is required

How Virtual is your Classroom? Connecting with the School Community in the 21st Century

Lauren Hankinson, 11:00am - 12:00pm, Friday 23rd May 2014

Parents want positive communication with their child's teacher and their school. All too often, the only time a parent will hear from their child's teacher is when something is wrong. Effective communication can be achieved through many ways but over the past two years, it is through various technologies, the creation of a new school website, launching school twitter and Instagram accounts and the development of a class blog that I believe, has allowed me to develop a strong working relationship with parents and the school community that surpass anything I have ever dreamed possible.

I have been driven to maintain and extend these communication links by knowing that such a large proportion of my students spend their time between multiple homes and parents have often expressed frustration at not knowing what is happening, not receiving notes and not even knowing what the homework expectations are each week!

There has been nothing more exciting in my career than to hear a parent tell me just how much they love their new "virtual" window into their child's classroom and how much they love to know what is happening each day. Most of all parents have told me just how much they (and their extended family around the country!) love sharing in achievements and events as they happen at school (even if they can't be there in person!).

Age Group: All Age Ranges

Delegates will leave this session with:

- Delegates will have the confidence and skills to create their own website, whether it be for their school, their class or their own teaching programme.
- Delegates will know how to embed twitter and Instagram feeds into their website and have gained more knowledge of the benefits of these two types of social media and the positive impact they have on communication with parents and the school community.
- Delegates will know how to set up a class blog page, how to teach students how to make their own blog site and the privacy settings available for to ensure students safety online.
- Delegates will be surprised at just how easy it is to update new posts on their class blog through an App on their mobile device.
- Delegates will understand the benefits students gain from publishing to a real audience through the use of a class blog and an insight into the extensive ICT skills students gain from involvement in a controlled blog site.

Experience Level: No prior experience with the technologies to be discussed is required

Student Research and Report Writing - **BYO Laptop or Tablet**

Dave Edyburn, 11:00am - 12:00pm, Friday 23rd May 2014

Many students with reading and learning difficulties have a hard time completing projects that require research and report writing. The purpose of this session is to demonstrate an array of technology tools that can be used to help all phases of content-area research and report writing projects. Participants may choose to use selected interventions with specific students as assistive technology or provide them to the entire class as a universal design for learning intervention using a free online assignment calculator.

This is a BYOD workshop and in order to get the most out of it, it is recommended that participants have a laptop or tablet device. During the workshop participants will be able to access a web-based author app and a presentation companion web page.

Age range covered by the content of the presentation: Grades 4 – College

Learning Outcomes:

1. Identify technology tools to support the research and report writing process.
2. Receive and review a resource guide concerning technology tools to support student research and report writing
3. Learn how to use a free online web app that generates an interactive assignment calculator to help students manage their time and provides embedded supports for each task in the research and writing process

Recommended experience level of participants: Some experience with the technologies to be discussed would definitely help

Ask your Keynote Presenters! Q&A with Jason Carroll and Jason Gibson

Jason Carroll and Jason Gibson, 11:00am - 12:00pm, Friday 23rd May 2014

Ask your Keynote Presenter! Q&A with Kevin Honeycutt

Kevin Honeycutt, 11:00am - 12:00pm, Friday 23rd May 2014

Action Research using iPads with Young Students with ASD

Sian Ziesing-Clark and Lisa Janson, 12:00pm - 1:00pm, Friday 23rd May 2014

In to-day's society having moved from home computers, iPods, iPhones, Smart Phones and iPads are being used everywhere by everyone including babies playing on Mum's iPhone – we felt the following question needed to be both asked and investigated;
Will a systematic intervention using precise Applications (Apps) on an iPad improve the learning outcomes for early primary aged students with Autism Spectrum Disorder and who may have other impairments?
This Action Research project traces the actual "warts and all" classroom journey over three terms, from the project's inception to implementation and evaluation. The evidence includes the collation of base-line data, the Apps, videos of student's actual interactions and learning, collated photos and work samples and various assessments.
This practical workshop will provide a clear example of all the steps necessary to implementing a successful learning program using iPads. It will demonstrate clearly the links between students Individual Educational Learning Plan goals, curriculum outcomes and quality classroom practice.

Age Group: Early Primary

Delegates will leave this session with:
This workshop will give each attendee a set of planning and assessment tools, practical resources including Apps, QR codes and an informed method to using current technology successfully "hands-on" real classroom learning with demonstrable evidenced based outcomes.

Experience Level: Some experience with the technologies to be discussed would definitely help

Switched onto Successful Access to Mobile Tablets

Charlene Cullen and Amanda Hartmann, 12:00pm - 1:00pm, Friday 23rd May 2014

Mobile tablets such as the iPad or Android based systems were originally designed as a device for consumers to activate using the touch screen. However, as tablets have been more widely used across different populations we have seen alternative access options develop steadily over the last few years and new solutions continue to emerge. We have just recently seen the radical change to iPad access with the new iOS7 operating system. Greater control of the iPad home screen and compatible apps is now achievable with an external switch or head movement so that many individuals with a physical disability can now have access to the iPad for education and communication and much more.

Come along to this session and find out about connecting a tablet to an alternate access option such as switch, head mouse, keyboard etc. Answer those questions you've been asking yourself. How does the switch interface work? What switch interface options are out there and how can you set them up? What are the benefits and limitations to using alternative access with a mobile tablet? Observe demonstrations of both wireless and wired switch options. What environmental control options are there for tablet systems?

Find out about the options that are available for moving through different screens on the iPad and how an individual can select and launch apps. We'll demonstrate how individuals with sensory and physical disabilities can have access to word processing, email, multimedia, games, eBooks, communication apps and more! Discover the apps that have built in switch accessibility and options for using switch access with apps that don't.
Additional training resources and supports will also be shared.

Age Group: All ages

Delegates will leave this session with:

- Knowledge of in built Accessibility features for Physical and Motor access to tablets such as the iPad or Android based systems
- Considerations for using a switch
- Knowledge of how to go about setting up switch options
- Knowledge of current switch interface options

Experience Level: No prior experience with the technologies to be discussed is required

Looking into the Mind's Eye: Using Eye Gaze Technology for Assessment

Sandra Thistlethwaite, 12:00pm - 1:00pm, Friday 23rd May 2014

Eye gaze is a buzz word in the field of Assistive Technology and AAC. In recent years, eye gaze technology has opened up avenues of access that many people with physical difficulties have longed dreamed for – quicker and easier communication, computer and environmental control.

However, this technology is not new and has been used, not for access, but for assessment and research in other disciplines for many years. In psychology, for example, this technology has been used to observe behaviour in normal development and with people with conditions such as autism, dyslexia and specific brain injuries. The results of these studies provide some very useful information on visual and cognitive processing.

We are all aware that using standard visual assessment tools with students with severe and complex needs can be difficult. It is not unknown for students to go through their whole school career with un-diagnosed difficulties (visual difficulties are particularly common in this student group but rarely identified fully) and, more importantly, un-tapped potential. Many of us have worked with students we wish we could tell what they were thinking. But what if we could see into someone's 'mind's eye'? Can eye gaze technology offer more than a means of access?
Although we cannot infer specific cognitive processes directly from observing what someone looks at (as yet!), there are hypotheses that strongly argue that eye movement does reflect the human thought process and when we dwell or 'fixate' on images, we are cognitively processing them.

What eye-tracking technology does allow is the direct, objective and quantitative observation of behaviour that can indicate which information from an image is available to the brain. This could be the closest we can get to knowing what people are thinking! As an assessment tool it is also unobtrusive, covert and requires little or no input from the student – important attributes for assessment in many situations.

Now this technology is affordable and available to many teachers, therapists and practitioners to use with their own students. And, for the first time, appropriate, intuitive software and analytic tools have been created so eye gaze technology now has the potential to be an invaluable and practical assessment and record keeping tool of the future.

This presentation will investigate the possibilities of using eye gaze technology with pupils with severe and complex needs to gain an insight into;

- The student's visual skills – can they track and fixate on images?
- What can they see? What colours, shapes, and sizes of images do they attend to?
- Can they discriminate between images; do they notice features of images?
- What kind of images do they attend to? What captivates their interest?
- What do they understand about that image?

We will explore specially created software packages that give teachers and therapists easy to use analytic and assessment tools plus progressive teaching activities when needs are identified.
With lots of practical demonstrations plus case study examples, delegates will gain an understanding of the issues surrounding eye-gaze for assessment and what appropriate resources are available.

Age Group: All Age Ranges

Delegates will leave this session with:

- An understanding of the purpose of using eye gaze technology for assessment.
- An understanding of the different ways eye gaze technology can be used for assessment of people with severe and complex special needs.
- A knowledge of appropriate hardware and software eye gaze resources that can be used for assessment and teaching.

Experience Level: No prior experience with the technologies to be discussed is required

Keeping it Real: School and Regional Windows to Transforming Classrooms with Technology

Katrina Ward, Vita Williams and Vanessa Smith, 12:00pm - 1:00pm, Friday 23rd May 2014

This session will be divided into two workshops.

Workshop 1 – A School Window to Transformation: The Hills Special School

Presenters: Katrina Ward and Vita Williams

The Hills Special School in Northmead caters for students with moderate to severe intellectual disabilities. Technology plays a key role in removing barriers, providing tools to accommodate the learning needs of all of our students.

Technology has another role, to address the requirements of the new National Curriculum and the needs of 21st Century learners. To ensure best practice, an ongoing action research and classroom implementation project is being undertaken at the school. The aim of this project is to engage, enable and empower our students and our teachers using iPads in the teaching and learning programs in our classrooms.

The focus of the action research is to integrate the iPad as a teaching and learning tool into classrooms to increase outcomes for students, reflecting a classroom of the future using mobile technology.

Project Implementation Objectives:

- iPad allocation in the classrooms.
- Utilisation of the S.E.T.T. (Student, Environment, Tasks & Tools) Framework to identify initial student outcomes.
- App and technology selection to meet learning outcomes, including use of app rubric.
- Development of eZones – curriculum specific learning spaces in the classroom that support the use of iPads and curriculum implementation strategies.

Implementation of school technology procedures to support teachers in making informed teaching and learning decisions utilising iPads.

Age Group: All Age Ranges

Delegates will leave this workshop with:

A framework for implementing transformational technologies into teaching and learning programs in a special school.

Experience Level: No prior experience with the technologies to be discussed is required

Workshop 2 – A Regional Window to Transformation: The Vanier Inclusive Technology Program

Presenters: Vanessa Smith

The Vanier Inclusive Technology Program is based at the Eileen O'Connor Centre, Lewisham, and is a unique, transdisciplinary team approach to supporting students with disabilities in Catholic schools across the Sydney Diocese.

The Australian Curriculum advises teachers to cater for student diversity and to personalise learning through curricular, instructional and environmental adjustments that involve technology. The technologies used to support student learning are many, varied and continuously evolving. Faced with the moving target of technological innovation, the challenge for schools is how best to select, and implement, the 'right tools' for students with disabilities, i.e., tools that allow them to meet educational outcomes.

This workshop presents case studies to illustrate how one educational authority, the Catholic Education Office Sydney (CEO), has responded to this challenge. CEO Sydney is responsible for the leadership and management of 149 primary and secondary schools with a total enrolment of approximately 70,000 students. CEO Sydney's demonstrably strong commitment to the support of diverse learners extends to supporting research projects and implementing a range of innovative programs designed to support student learning and wellbeing.

In mid-2012, CEO Sydney established the Vanier Inclusive Technology Program with the aim to advance the use of assistive and inclusive technologies in schools (Years K-12). The Program delivers an assistive technology advisory service for individual students with high support/complex communication needs, and provides whole school training and technology trials aimed at lessening or removing barriers to learning for students.

The Program is unique in that (1) the Vanier Team is comprised of an uncommon transdisciplinary mix of professionals: a leading special educator, a speech pathologist, an eLearning specialist, an educator researcher, an occupational therapist and a specialist teacher (print disability); (2) the Team liaises closely with school, regional and CEO leadership; (3) it draws on evidence-based educational practice from a number of fields, including Universal Design for Learning; (4) it works within a continuum of low tech to high tech; (5) Team recommendations are based upon functions the student must perform in response to curriculum expectation and outcomes (SETT Framework); and (6) it creates and curates an online repository of digital professional learning resources for teachers around the use of inclusive technology.

This workshop uses case studies of individual students and schools to illustrate how the Vanier Inclusive Technology Program has evolved. Suggestions are made as to how the Program might be replicated in other educational settings.

Age Group: All Age Ranges

Delegates will leave this session with:

Knowledge of how a large educational system is responding to the assistive technological needs of students (K-12) in wholly inclusive schools.

Experience Level: No prior experience with the technologies to be discussed is required

Ask your Keynote Presenter! Q&A with Dave Edyburn

Dave Edyburn, 12:00pm - 1:00pm, Friday 23rd May 2014

Ask your Keynote Presenter! Q&A with Carole Zangari

Carole Zangari, 12:00pm - 1:00pm, Friday 23rd May 2014

Accessibility Straight Out of the Box!

Greg Alchin, 12:00pm - 1:00pm, Friday 23rd May 2014

Greg Alchin is an Apple Distinguished Educator, usability and universal design for learning crusader. Greg is also blind in one eye and can't see well out of the other. Through this unique perspective Greg believes Apple products are simple, intuitive, easy to use and highly accessible! They help any user to do more in more ways, as every device is designed using accessible principles. The end result are products that come inbuilt with a wide range award-winning assistive technologies that enable and empower us to make anything possible.
Through a process of demonstrations and directed play Greg will unpack the new Apple OSX Mavericks and iOS7 accessibility features that can be personalised to empower a diverse range of learners.

Age Group: All Age Ranges

Delegates will leave this session with:

1. Strategies to personalise their learning experience using Apple products.
2. Techniques to unpack the strategies to support all learners.
3. Solutions to keeping up to date on Apple Accessibility

Experience Level: No prior experience with the technologies to be discussed is required

List of Presenters

Alchin, Greg

Greg Alchin is a bit of an Inclusive Learning Maverick. He is passionate about universal design for learning, user experience, usability and accessibility as means by which to design for learner variability from the ground up. Greg shares his time between his consultancy and his work with the NSW DEC's Rural and Distance Education Unit where he provides advice and training to schools and senior officers on strategies to improve educational outcomes in these contexts. In 2013 Greg collaborated with Dr Perez and other Apple distinguished educators to create an iTuneU course titled 'Creating Inclusive Learning Environments.' Greg has received many international awards for his work in empowering learners with diverse needs. Some of his more recent awards include: Apple Distinguished Educator Global Institute member (2012), NSW Premier's Teachers Scholarship in Special Education (2011), Apple Distinguished Educator (2009), Apple Accessibility Ambassador (2008), Adobe Education Leader (2008).

www.gregalchin.com

Allen, Carol

Carol is an Advisory Teacher for North Tyneside LA specialising in ICT and SEN. Over the years she has taught all ages from babies and pre-school to a current group she has who have an average age of 78! She has taught, and had senior management responsibility in mainstream secondary; 2-19 special schools for children with severe, profound and multiple learning difficulties and a Peripatetic Visual Impairment Team. Her current post allows her to work at all levels and all stages of education both within schools and in business partnerships with companies who develop inclusive products and services. She is always always keen to work with others and share good practice so that all teachers and learners can benefit. All her work is grounded in good, easy to replicate, practical support – oh, and coffee and chocolate!

Allen, Fiona

Fiona Allen, ICT Manager at Belmore Special School in Melbourne

Fiona has worked in a Special Educational setting for the past 14 years. She has a 23 year old daughter with multiple disabilities and a 7 year old boy with ASD. She believes that the iPad is now an integral part of Education. It empowers students, especially those with disabilities to communicate, learn and socialize in a way that is accessible to them, just like their peers.more!

Austin, Derek

Director – Dragon Applications (Asia Pacific) at Nuance Communications

Derek has more than 20 years experience in the IT industry starting in technical roles before moving to sales, marketing and management. He has always worked with technically innovative technology companies such as Nuance Communications that are in the business of improving people's lives in innovative ways. In his current role, Derek manages the Dragon desktop solutions business in the Asia Pacific region. Derek is married to Stephanie and has an eleven-year old daughter named Sienna. He holds an MBA (Exec) from the Australian Graduate School of Management as well as a postgraduate Diploma of Computer Science and BA (Hons) from the University of Queensland.

Baston, Lisa

Since completing her BTeaching/BArts degree at Newcastle University, Lisa has gone on to teach students with a range of additional support needs, including intellectual disability, Autism, Physical Disabilities, various syndromes and students with behavioural support needs. She recently completed her Masters of Special Education and is currently the Assistant Principal at Newcastle Junior School for students aged 4-10 years. Lisa has a passion for technology and the possibilities it provides for students with complex learning needs. She has presented at several conferences state wide, nationally and internationally on effective practices related to technology use in the special needs classroom. She has a particular interest in communication and literacy development and how technology integration supports students with complex learning needs to access quality learning and engagement in the classroom, home and community.

Beauchamp, Fiona

Fiona is a senior occupational therapist at the Cerebral Palsy Education Centre (CPEC), and also runs her own private practice.

Fiona has consulted internationally, presented at a tertiary level and at international conferences. She has worked in a range of settings, from adult services and a special development school.

Fiona is passionate about supporting all children to learn and have access to technology for play and communication. She is currently undertaking her Masters in Biomedical Science in this area.

Carroll, Eve and Jane

Eve and her mother Jane will speak about their experiences of Eve's use of Dragon and other assistive technologies. A year 11 student who has used assistive technology since year 6, Eve will talk about her frustrations as well as her successes. Over time her ability has changed much as have the programs which allow Eve to write. She will talk about the impact that this technology has on her school work and life; as well as her severe dyslexia. Eve will explain the processes she goes through and show examples of her writing with and without the use of assistive technology.

An active member of her school community, Eve participates in percussion ensemble, athletics team, dance and drama performances. Outside of school, Eve dances across a number of genres and her favourite style is contemporary.

Jane will cover the support offered to Eve by schools, professionals and Spectronics. Eve and Jane will be happy to answer questions.

Carroll, Jason

Jason first learned of Assistive Technology while working on his undergraduate degree where much of his spare time was spent assisting a regional education centre with basic technology needs. Amazed at how this technology could benefit so many students (particularly those he grew up with) he was hooked and immediately became an expert at the centre. After receiving his Masters, Jason returned to the coop to serve as a full time Assistive Technology Consultant serving over 200 schools in the central Kentucky Region.

Since this time, Jason has trained thousands on Assistive Technology and Universal Design for Learning concepts throughout the United States and beyond. His focus is on integrating research based practices into the work he does and helping others ensure that what they are doing works. He specialises in assisting people to bridge the gap between operation of technology and actual implementation. Jason is a published author, has taught Instructional Technology and Universal Design for Learning at the University level, and spends a significant amount of time on e-Learning and blended learning initiatives. He is a graduate of the Assistive Technology Applications Certificate Program (ATACP) from California State University at Northridge and holds a Masters in Business Administration.

Currently Jason serves as Product Marketing Manager for North America at Texthelp Inc. where he oversees new product launches and speaks nationally on a variety of Assistive Technology topics.

Learn more about this presenter!

Carter, Amanda

After completing her B Teach/ B Arts degree at Newcastle University, Mandy has worked in both mainstream and specialist settings in Australia and the UK. She has worked with a range of students K-6 with complex needs – including behaviour support needs, Autism, intellectual and physical disabilities and various syndromes. In 2008 she completed her Masters Degree in Special education and has a particular interest in using technology with students that have complex needs in the foundation years. Mandy believes in inclusive education and is currently relieving as Principal at Newcastle Junior School. The school is part of a three sight model and Junior school is a centre of excellence for early learners (pre K-yr 4). In collaboration with colleague Lisa Baston, Mandy has presented at a number of state, national and international conferences on best practice using iPads to engage learners in Special Education.

Constable, Sharon

Sharon Constable is an Early Childhood Worker; she started work about seven years ago in a mainstream Kindy. She soon took on Preschool Support work, working with children with Autism and other learning difficulties. During this time she completed her Diploma in Children Services.

Nearly six years ago Sharon started at The Briars Special Early Learning Centre as a contract became available. She really thought she would miss mainstream Kindy, but she could never go back as her job is so rewarding which encouraged her to complete her Cert III in Working with Children with Disabilities.

Cooper, Megan

Megan's extensive experience with children with additional needs has led her to develop a strong belief that these children learn better in inclusive settings. Her professional background is diverse and includes program development for young children from disadvantaged backgrounds in Egyptian orphanages and implementation of a pilot MultiLit literacy program in a Cape York primary school. Megan holds a Master of Special Education degree from Macquarie University, where she has worked in the Special Education Centre's non-categorical school and tutored in postgraduate special education courses. Currently employed as an Early Intervention Support Teacher with the STaR (Special Teaching and Research) Association, Megan mentors childcare staff to include infants and young children with disabilities, collaborates with families and therapists and presents training workshops.

Corrigan, Catherine

Catherine Corrigan (B. Ed. (UTS), MA. Sp. Ed. (Newcastle Uni)) is an Adaptive Technology Consultant and Special Educator working with children with print and learning disabilities. She has worked for over 20 years in the education field including Special Education and mainstream teaching. More recently Catherine has been involved in supporting the use of adaptive and mainstream technology including iPads in the classroom (via projects with organisations such as Camp Breakaway and Vision Australia). She has designed and delivered a variety of education programs for parents and teachers of students with disabilities on the pedagogically sound use of technology (in particular iPads and text to speech technologies) to support inclusion and enhance student outcomes.

Cullen, Charlene

Charlene has worked as a speech pathologist, supporting people with complex communication needs and learning disabilities for the past 15 years. She has worked in a variety of roles within the disability services of Western Australia, including senior speech pathologist, rural and remote resource therapist and regional team manager.

Charlene is a trained Key Word Sign (formerly Makaton) presenter, certified Hanen It Takes Two to Talk presenter and a member of the Apple Consultants Network. Charlene is also an official Proloquo2go trainer and TBoxApps Trainer for Therapy Box.

Charlene has developed strong skills and a passion in the area of AAC and assistive technologies. She enjoys presenting workshops and providing consultancy to support and educate parents, teachers and therapists in the use and application of inclusive technologies.

Charlene is a full time member of the Professional and Consultancy Services Team at Spectronics.

AGOSCI State Representative for Victoria (2012-present); Key Word Sign Victoria committee member (2012-present).

Learn more about this presenter!

Dach, Edna

Edna is a recognised educator and presenter sharing her talents and experiences to a wide variety of audiences. She currently holds her Project Management Professional (PMP) designation and has a Masters in Education from the University of Victoria, British Columbia, Canada. She taught for Strathcona County (Alberta, Canada) and was Director, Technology Services for Elk Island Public Schools (Alberta, Canada). Edna also worked with Alberta Education in the Schools Technology Branch where she was Project Manager of the Learning and Technology Policy Framework.

D'Arcy, Angie

My title nowadays is ‘Mother of 4’ – however in another life I was a News Camera Operator that travelled the world and Australia with an amazing career. However the motherhood career has by far been more challenging with much less pay!
We have 4 beautiful children (3 girls and 1 boy) ranging from 14 – 3, Lily, Daisy, Poppy and Sam and live in regional North Queensland.

Our daughter Poppy is 8 and has an intellectual and physical impairment .As she is non-verbal child in a very verbal household and mainstream school, we have searched for ways for her to get her ‘voice’ heard. Through fantastic health professionals, technology and good old fashioned passion we are helping Poppy be heard!

My outlook always has been to work WITH people to make sure Poppy has an even playing field to grow on. I dislike the word disability as how can we expect others to treat her equally when we segregate ourselves by putting her in that ‘box’!
We are a crazy, busy modern family just trying to get through every day with minimal yelling and maximum happiness!

Davies, Jeanette

Jeanette Davies is a Professional Officer working in the ICLT (Information Communication Learning Technologies) Team at the Catholic Education Office, Wollongong, NSW.

Jeanette provides support in all areas of Information Technology specialising in providing Library support for 40 schools, which encompasses Professional Development and technical support for the current Library Management System, Oliver and is now in the process of rolling out Overdrive which will provide eBooks, Audio Books, Videos, Music and documents online to all Staff and Students in the Wollongong Diocese.

Jeanette is also responsible for providing Inclusive Technology solutions for students with disabilities. This encompasses purchasing hardware and software and providing training and support for teachers, school support officers and students within this area. Jeanette is also an Apple Distinguished Educator (2011) and Apple Accessibility Ambassador (2008).

Edyburn, Dave

Dave L. Edyburn, Ph.D., is a Professor in the Department of Exceptional Education at the University of Wisconsin-Milwaukee. Dr. Edyburn's teaching and research interests focus

on the use of technology to enhance teaching, learning, and performance. He has authored over 150 articles and book chapters on the use of technology in special education. He is the current editor of the Journal of Research on Technology in Education. He is an Advisor for the National Center for Universal Design for Learning. He is the Past President of the Special Education Technology Special Interest Group (SETSIG) in the International Society for Technology in Education (ISTE) as well as a past president of the Technology and Media (TAM) Division of the Council for Exceptional Children (CEC).

Dave earned his Ph.D. in special education from the University of Illinois,

Champaign-Urbana. He has classroom teaching experience in both learning disabilities and behaviour disorders at the middle school and secondary levels.

Dave's teaching and research interests focus on the use of technology to enhance teaching, learning, and performance. He is a frequent conference presenter and national workshop leader. Dave's main website can be found here.

Learn more about this presenter!

Fenech, Lorna

Lorna is the Deputy Principal at Adelaide Special Education Centre. She has been a teacher for over 20 years, more than half of which has been spent in the field of special education. Prior to coming to Adelaide West, Lorna worked in the Central Office of the SA Department for Education and Child Development – spending time working in both Teaching and Learning Services and the Special Education team. She has also worked for a number of years as a Statewide Support Service teacher for staff working with students with vision and hearing impairments and additional disability.

Lorna has a commitment to the provision of quality learning opportunities in communication and literacy for all students supported by quality professional learning for educators. She has a Masters in Special Education and a Graduate Certificate in Educational Studies (hearing impairment). In the last 10 years Lorna has delivered professional learning for parents, educators, university students and others at sessions that include university lectures and national conferences.

Fink, Naomi

Naomi is an Occupational Therapist and has worked the Cerebral Palsy Education Centre (CPEC) for a number of years. She works with a range of children in the early intervention programs, extended education program and supports students in mainstream primary schools. Naomi has a passion for working with children with physical disabilities and complex communication needs, technology and splinting.

Fonner, Kelly

Kelly is a self-employed consultant and trainer in assistive and educational technology. Since 1986, she has presented to schools, universities and families in 45 states and internationally in Australia, Canada and South Africa. She presents on a wide range of topics including technology integration, augmentative communication, computer access, literacy, electronic writing, organisers, behaviour supports, and assistive technology assessment and implementation strategies.

Kelly has been working with individuals with disabilities since the mid 70s and with assistive technologies since 1983. Her teaching experiences have been as a teacher assistant, teacher and instructional media specialist in early childhood, preschool and school age programs. She worked 8 years as a consultant with PennTech, the state-wide technology project supported by the Pennsylvania Department of Education. Since 1999, Kelly has maintained an independent business with contract work in educational and assistive technology consultation and training. She has consulted to university and adult programs concerning access to technology by persons with disabilities. Also, she has taught courses at the University of Wisconsin-Milwaukee in both the Occupational Therapy and Exceptional Education departments and at the Johns Hopkins University in Baltimore. She has professional development contracts with several manufacturers and CSUN, California State University – Northridge's Centre on Disabilities.

Kelly has a B.S. in special education from Millersville University, an M.S. in educational technology with a minor in special education/rehabilitation technology from The Johns Hopkins University, and holds an Assistive Technology Applications Certificate of Learning from California State University – Northridge. She has continuing education courses in adult education and urban education from the University of Wisconsin – Milwaukee.

Learn more about this presenter!

Geary, Louise

Louise Geary is a mother, carer, massage therapist, meditation teacher and healing consultant. After being plunged into the world of disability when her first child was born, her life took a sharp turn. She spent those first years learning to speak up and be heard, to advocate for her son and to ensure that her son had every opportunity to grow and learn and live life to the fullest. Her focus was on therapies and support to assist her son's participation in the world.

While continuing to help her son communicate and move, Louise became a mother again. With the demands of caring for a child with high needs and a new baby, came a time of poor sleep, frustration, ill health and emotional upheaval. The years of navigating this helped to strengthen Louise's resolve to heal and to help others heal. She began to think about how to facilitate her own participation in the world again.

Learning to speak up for her son, educating and facilitating communication with friends, family and all people, helped her discover her own passion for public speaking, teaching and the importance of being emotionally grounded and connected. Encouraging her son with different forms of communication, working at creating community around him and helping both her children to live fully in the world, gave her the experience and the courage to return to her healing work and to develop a new business with a strong focus on teaching self-healing techniques. Through simple meditation and body centred practices, her clients learn to love themselves whole heartedly and to bring this into their relationships, fostering caring, connected, conscious communities.

Gibson, Jason

Jason is best known for bridging the gap between research and practice for students with disabilities. From individual clients and families to large-scale systems change, his focus is on evidence-based practices that can be immediately implemented. His experience as a classroom teacher, consultant, and researcher drive his efforts to deliver strategies that work but can be delivered practically in today's classroom.

As a dynamic and engaging communicator, Jason shares from his years in the classroom and clinic to demonstrate how everyone can be successful in spite of the most difficult circumstances or most limited budgets. His recent work has focused on supporting teachers and children with disabilities including emotional, behavioral and cognitive impairments through web-based applications.

His humorous and realistic approach has inspired audiences across the globe and provided hope for those who work tirelessly with our most treasured populations. Jason has bachelor and master degrees from Appalachian State University and Florida State University and is currently a PhD candidate at the University of Kentucky. He has a thriving private practice and is passionate about making a difference in the lives of those around him.

Learn more about this presenter!

Gosbell, Mark

Mark Gosbell is a primary school Deputy Principal who has worked in support classes in mainstream schools for 16 years. Mark has extensive experience working with diverse groups of learners including students with mild and moderate intellectual disabilities, physical disabilities, sensory disabilities, mental health issues and other needs. In his time as a teacher and executive he has worked in the context of medium and large schools with varying numbers of support classes. His work in the Deputy Principal role has him overseeing welfare and equity programs, school based learning and support, EAL/D and technology. Mark has successfully led the introduction of iPads into Girraween PS beginning with a single device to now over 70 used across all areas of the school.

Mark is married to Louise and has three daughters. His younger brother, John, trains dolphins and seals and has Downs Syndrome. Mark enjoys building stringed instruments, playing the ukulele and singing poorly to appreciative groups of small children.

Grose, Sue

B.App Sc (Occupational Therapy); MSpEd

Sue Grose is the Visiting Teacher Assistive Technology for the Catholic Schools Office, Broken Bay Diocese in Sydney. She began her working life as an Occupational Therapist gaining experience both in Australia and Canada. Following the birth of her three children, she was offered a job as a learning support assistant at St Thomas's Catholic Primary School in Willoughby, Sydney. After 7 years, it was time to move forward and she commenced her Masters in Special Education at Macquarie University in 2001. With Masters in hand, she took up a position at St Martin's Catholic Primary School, Davidson, Sydney as the Learning Support Teacher. During her time at St Martin's she developed an interest in the use of technology as a tool to support student access and engagement in the curriculum. In 2010 she joined the Student Support Leadership Team at the Catholic Schools Offices as the Visiting Teacher Assistive Technology where she continues to work collaboratively with key stakeholders to oversee the effective use of technologies to support students with diverse learning needs. In her spare time, she loves to play golf!

Guzzardi, Annie

Annie Guzzardi has completed certificates in Education Support and Business Administration. Annie is currently working in a mainstream school at St Charles Borromeo as part of the Student Support Team. Her role includes supporting and working directly with funded students in the junior levels with Autism Spectrum Disorder and Severe Language Disorder.

Annie has developed a passion in utilising iPads within the school setting for her funded students. Her approach is to engage children actively in learning, she identifies their learning preference, strengths and interests to maximise their potential and develop a foundation for future success.

Annie is always keen to learn new iPad applications for the ever changing needs of her students. Annie perceives herself as a facilitator with iPad technology 'We need to make it fun for all students and meaningful'.

Hallett, Dawn

Dawn Hallett is a UK trained teacher with 14 years of experience in both mainstream and special education. Her early teaching exposed her to students with a range of additional needs which sparked her passion for providing a curriculum accessible, meaningful and engaging for all learners. Dawn's work across the UK, New Zealand and Australia has included teaching students of multiple ages and abilities, along with a variety of leadership responsibilities.

Since 2010, Dawn has been primarily involved with integrating Apple devices as tools for teaching and learning in the classroom. This has included her role as Project Manager for the Victorian iPad Trial – Special Education and Project Coordinator for the Education Support South Network iPad Project in Western Australia.

Dawn has presented at a variety of conferences across Australia, as well as facilitating multiple professional development workshops for individuals and groups. As recognition of her work with Apple iPads, Dawn was accepted into the Apple Distinguished Educator's program in January 2011

Dawn currently works as a part-time consultant, providing support to schools to enable the effective implementation of iPads, through group presentations, workshops and in-class coaching. She is a member of the Apple Consultants Network and is certified to deliver Apple Professional Development. Dawn is also studying part-time for a Masters in Education, researching the use of iPads in education.

Hankinson, Lauren

Lauren Hankinson, MEd, BEd (Hons), is the Principal of Urbenville Public School located near the QLD/NSW border within the World Heritage listed Border Ranges National Park. She has created school websites and apps that are available on the Apple App Store and Google Play Store.

Lauren is passionate about 21st century learning and preparing students to have the technology skills necessary for the world in which we live. Lauren believes that by using various technologies, social media and blog sites, she has developed stronger working relationships with the parents of her students and the wider school community. By taking control of a school's digital reputation and building a positive profile online, Lauren has created opportunities to communicate with parents in a real-time and content-rich exchange on a daily basis.

Lauren is presenting, with much excitement, for the first time at the Spectronics ILT Conference and hopes that she can inspire you to create a "virtual" window into your classroom and to see how easily websites, blogs and social media accounts can be utilised in your own teaching.

Harrison, Michael

Michael is the Assistant Principal of the Orange ISTH Team in the NSW Department of Education and Communities. He enjoys the challenge of integrating technology into his work as a Teacher of the Deaf. Michael is also a bilateral cochlear implantee after receiving his second implant in December 2009.

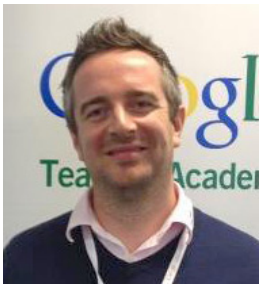
Originally training as a high school music teacher, Michael 'saw the light' (or Irony) and retrained as a teacher of the Deaf.

Michael is a great fan of making the most of a wide range of technology in supporting children with a hearing impairment. A self-proclaimed 'geek', he enjoys sharing his knowledge of technology with others.

He lives in Orange in the Central West NSW with his wife and two boys. Professional Interests:

- Social development of hearing impaired adolescents Use of music as a therapy tool in deaf education
- Technology in planning, delivering and assessing educational programs for hearing impaired students

Harte, Chris



Chris was appointed as Leading Teacher for Personalised Learning at John Monash Science School in late 2011. His role involves the development of learner portfolios, team teaching, pedagogies for real and virtual flexible spaces and the formative use of data. Chris is also involved in the design and implementation of the National Virtual School of Emerging Sciences and is a Google Certified Teacher. Chris has a keen interest in developing learning-to-learn skills, formative assessment, design thinking, collaboration, creativity and teAchnology in schools and he has a passion for languages education (in particular, French and Spanish). Chris strongly believes that every learner should have access to learning which is personalised, supportive and aspirational and that the building blocks of this are relationships and technology. Education should be a right not a privilege.

Hartmann, Amanda

Amanda is a Speech Pathologist with over 14 years' experience. She has worked within educational settings, and currently divides her time between her busy private practice and as an Inclusive Technology Consultant with Spectronics www.spectronics.com.au.

Amanda is a Key Word Sign/Makaton Presenter, an official proloquo2go trainer www.assistiveware.com/amanda-hartmann and an official expert TBoxApps Trainer for Therapy Box.

Amanda has a special interest in supporting and developing communication, literacy and learning for a wide range of diverse learners, often through the use of visual tools, sign language and technology. She is passionate about providing interactive and engaging presentations to educators, parents and therapists.

Learn more about this presenter!

Hill, Paul

Prior to becoming a teacher I worked in various sales and retail related roles within the hardware and building supplies industry. I decided to study teaching as I had reached a point in my career where I felt I was not progressing any further. I subsequently graduated from James Cook University in 2006. Initially I was employed on a contract with Education Queensland in Townsville, and then moved to Brisbane in 2008 where I completed a brief stint as a high school teacher. From there I have been employed permanently as a primary teacher for Education Queensland mainly in upper school roles. I have always been interested in technology and how it can assist learning within the classroom. A particular focus is using this technology with students with learning difficulties and those with disabilities. I strongly believe that technology is beneficial as an integral part of learning not a reward and should be accessible whenever it is required.

Hills, Christopher

Christopher was born with athetoid cerebral palsy and is quadriplegic. In 2012 he made a video entitled “One Switch, One Head, the World”. It showed how he could access his studies and video edit with his Mac using a head switch. The video became popular on YouTube and prompted him to create a series called “Intersection – where technology and disability meet”. Since then he has done a number of video reviews on assistive technology products. Christopher is an Apple Certified Pro in Final Cut Pro X and hopes to make a career out of video editing and post-production. He is currently studying video production through RMIT online. His hobbies include listening to audiobooks, watching movies and flying planes in a virtual Flight Simulator. He lives with his parents and younger sister on the Sunshine Coast, QLD.

Honeycutt, Kevin

Kevin grew up in poverty and attended school in many cities across the United States. As he witnessed education around the country he collected powerful experiences that still influence his conversations and his work with educators. He spent 13 years teaching art K-12 in public school and for 17 years spent summers leading creative adventure camps for kids of all ages. In 1991 he received the Making IT Happen Award which is an internationally recognized awards program for educators and leaders in the field of educational technology integration in K-12 schools. The program identifies and rewards educational technology leaders around the world for their commitment and innovation.

Learn more about this presenter!

Hoppenbrouwers, Grace

Grace Hoppenbrouwers is a fourth year occupational therapy with honours student at the University of South Australia with a strong interest in working with children with disabilities. Grace’s initial interest in working with children with disabilities began when she started volunteering for the Jack Roberts Camp for youth with disabilities in 2007 which provides respite for boys aged 7 to 17 with a variety of disabilities and through clinical placement at Women’s and Children’s Hospital.

Iemma, Megan

Tech Coach and “IT” girl Megan Iemma is a thought leader in the world of technology and its uses.

An educator and technogeek, Megan combined her passions for education and technology and founded Tech Coach HQ working with businesses and their teams to improve processes and embrace the productivity technology has to offer. One of her passions is using ‘Evernote’ for ‘Business” and she has run sessions for both corporate and education clients. Evernote Australia has recognised Megan as an expert in the area of productivity for small business and business. As a current thought leader in her field, Megan contributes regular articles to ‘Leaders in Heels and CBA Women in Focus Community. Her contributions have made her the ‘go to’ person when clients are seeking help in understanding what mobile solutions are right for them. Megan’s business philosophy and work ethic is based on providing innovation and creative mobile solutions to individuals and businesses, learning outcomes that are meaningful, making sense of the fast paced world of ‘Apps’ and which ones to use for your particular needs or industry. Overall, Megan’s success is working with clients to provide customised mobile learning solutions that are relevant to their world and business. Covering a unique portfolio of mobile training and education solutions Megan delivers, engages her clients and audiences and clears technology confusion

Janson, Lisa

Lisa graduated in 2008 with Bachelor of Education (Primary) and has spent the past five years working with students with special needs.

In 2011 she was a part of the award winning team who won the QLD Showcase Awards 2011 – For Excellence in Schools (“My Future My Choice”) her role in the team was developing and implementing (over a 3 year period) the first official Transition Program for senior students at Southport Special School in Queensland.

In the promotion Sex Education in special schools she was filmed teaching special needs students Sex Education for use in Family Planning Queensland’s professional development videos. www.fpqteachers.com.au/professional-development/teachers-in-action/ (Body Parts).

In 2012 Lisa moved to Canberra and was involved in the implementation of the “Everyone, Everyday” program at Gowrie Primary School. The program focused on acceptance of everyone regardless of whether a person has a disability or not.

She is currently teaching and undertaking an action research project at Cranleigh Specialist School focusing on the use of iPads with young students with ASD.

Johnson, Edward

Edward is a speech pathologist with Carenne Support Ltd in Bathurst, NSW. He has worked with children and adults with disability in community and large residential settings for the past 3 years.

Edward’s professional interests include evidence-based practice, improving health services for people in rural settings, and the psychosocial effects of communication disorders. He is currently a MAppSc candidate at the University of Sydney, investigating the nature of stuttering in intellectual disability.

Kelly, Angeline

Angeline Kelly joined the Texthelp team in 2004 and has been at the heart of UK and international activities since that time. Now Head of the Education Division at Texthelp, Angeline is primarily responsible for increasing Texthelp's presence in international markets, including China, UAE, Brazil and India. 'Texthelp's software is renowned in the English speaking world for changing the lives of individuals who struggle with reading and writing, in particular those with Specific Learning difficulties. What is less well known is that students with English as a second or foreign language find Texthelp's tools invaluable for helping them use and learn English', says Angeline who has worked closely with universities, colleges, schools and corporations to implement Texthelp's solutions. Prior to joining Texthelp, Angeline worked in the Netherlands for McGraw-Hill Companies and also as an ESL teacher in France.

Kemp, Coral

Presenter details coming soon!

More information about this exciting ILT2014 Conference presenter are on their way. Call back soon to learn more!

Kernot, Jocelyn

Jocelyn Kernot is currently a lecturer and tutor for the occupational therapy program, School of Health Sciences, University of South Australia and a PhD candidate with the Health and Use of Time Research Group, School of Health Sciences, University of South Australia. Jocelyn joined the occupational therapy teaching team in 2009. Before transitioning into a university teaching role Jocelyn worked for 18 years as an Occupational Therapist in community, hospital and private settings. Jocelyn has clinical expertise in Paediatrics, Neurological Rehabilitation and Aged Care. Jocelyn has held senior positions and has worked in both metropolitan and rural areas in Australia as well as the UK for 3 years.

Lehmann, Lisa

Lisa is a social change agent and has been actively involved in both-self advocacy, and systemic advocacy for over 15 years, in a formal capacity. With a background in fashion, she has achieved an Associate Diploma of fashion after leaving school in the mid 90's; being aware of the poor image of disability Lisa changes this image through what she describes as her "stylin" fashion sense. Lisa has worked in government, and community sectors. Lisa's main interest is in social justice and people having real and valued lives. Raising her 6 year-old son as a single mother, Lisa is adept at mentoring young people, ensuring everyone's "voice" is heard, and public speaking on many subjects she is passionate about. Most recently, Lisa was awarded the Words+/ISAAC Outstanding Consumer Lecture, at the biennial conference of the International Society for Augmentative and Alternative Communication (ISAAC). Currently Lisa is studying business, with a focus on entrepreneurship, service marketing, and human resource management at University of the Sunshine Coast, with aims of establishing herself as a social entrepreneur. Lisa can handle the odd party, and likes to celebrate life in full spirit. Lisa is also on many social media platforms – and welcomes both professional and personal contact through all of these.

Footage from AssistiveWare

Littler, Martin

Martin Littler has been involved with computers in education for thirty-three years and with Assistive Technology since 1986 when he took over as director of Manchester SEMERC, the British government research and development agency supporting special needs and computers.

In 1996 he founded Inclusive Technology with friends. This company has become the world's major producer of switch, touch, and eye-gaze accessible software with interests in developing hardware too – like the "Simply Works" range of access devices. Inclusive Technology was voted ICT Company of the Year in 2010 and has also raised over £80,000 for charity through the sales of switch-accessible CDs.

Martin has been on the board of the American ATIA after founding Inclusive TLC Inc. in New Jersey in 2000. He founded the British Assistive Technology Association (BATA) in 2010 to promote the needs of people with disabilities and the industry which serves them. Recent enterprises include the online resources HelpKidzLearn and ChooseIt! Maker 3.

@MartinLittler

Learn more about this presenter!

Macleod, Helen

Helen taught as a junior primary teacher and then moved to Special Education. For almost 35 years she has taught students with physical and a range of associated disabilities and compromised health and wellbeing in hospital and R-12 special schools. She is currently at The Briars Special Early Learning Centre, a state-wide service dedicated to the education of preschool children with disabilities and significant developmental delay. All of the children have complex communication needs. She began at The Briars with a brief to improve the communication and technology opportunities of the children.

Helen has a sound understanding of augmentative and adapted communication and has developed programs to support nonverbal children's communication with a range of options from symbol systems to MINSPEAK and now program iPads particularly with Proloquo2Go. She is aware of a broad range of medical conditions and disabilities and the implications these may have on wellbeing and engagement in successful learning.

Helen has conducted PD for parents and peers including an involvement with Flinders University to design and deliver graduate studies in communication and technology.

Involvement in research during post graduate studies into disability and inclusion has increased her awareness of current learning theories.

Marden, Jennifer

Jennifer is VP of Clinical Development at AssistiveWare in Amsterdam. She became a Speech-Language Pathologist in 1999, after 14 years as a software engineer at

Hewlett-Packard. Jennifer specialises in AAC for children and adults with a wide variety of communication disorders, and has provided AAC services in school, hospital, clinic, home, and adult day program settings.

Marfilius, Scott

Mr. Marfilius has been working with individuals with disabilities for the past 26 years. The past 20 years has involved implementing assistive technology at various levels.

Scott continues to assist teams and individuals in assessing students assistive technology needs. His teaching certifications are in Early Childhood Handicap, Cognitive Disabilities, Emotional Disabilities, and Learning Disabilities. His M.A. is in Curriculum and Instruction.

Scott also works with universities and has assisted in reorganising their curriculum to infuse technology throughout the teacher preparation experience. He also consults with individuals and businesses to determine adaptations that are needed in workplace settings.

He teaches in the CSUN Assistive Technology Applications Certificate Program and holds an ATACP certificate of learning from CSUN. Scott's focus areas in assistive technology include computer access, and technologies that assist those with cognitive and learning disabilities.

Learn more about this presenter!

McKay, Martin

Martin Mckay is co-owner of Texthelp Systems based in Northern Ireland and the USA and heads up the R&D team. Martin is responsible for new and existing product development and support. Martin has been active in the assistive technology sector for 17 years, having a background in AAC and access technologies before moving into technologies for support of people with learning difficulties and/or dyslexia in 1998. Martin partners closely with leading education publishers in the USA to improve content accessibility and implement Universal Design within education products.

McNab, Katrina

Katrina graduated from the University of Tasmania with a Bachelor of Education (Honours) and a keen interest in early childhood literacy. Katrina's interest in the areas of

home-school partnerships and reading programmes intensified during her time as an early childhood teacher. In 2011, she returned to the University of Tasmania as a PhD candidate to investigate the effects of 1:1 iPad initiatives on home-school partnerships and early literacy development.

Katrina's research and professional interests include early years education, technology in education, 1:1 initiatives, design thinking, home-school partnerships, early literacy development, and bridging the digital divide. She is excited about the opportunities new technologies offer teachers who are catering for the unique needs of each parent and child, igniting a passion for learning, and creating meaningful and authentic relationships between school and home.

Katrina is a member of the International Society for Technology in Education (ISTE), Tasmanian Society for IT in Education (TASITE), and the Australian Literacy Educators' Association (ALEA). She lives on the North West Coast of Tasmania with her husband and two teenage sons.

Conference Presentations and Proceedings
McNab, K. (2013). *Bridging the digital divide with iPads: Effects on early literacy*. Paper presented at the International Society for Technology in Education (ISTE2013) conference in San Antonio, Texas, June 2013.
McNab, K. & Fielding-Barnsley, R. (2013). *Digital texts, iPads and families: Effects of shared reading on early literacy development*. Presentation at the Twentieth International Conference on Learning in Rhodes, Greece, July 2013.

Niemeijer, David

David Niemeijer is an Amsterdam-based Assistive Technology developer and specialist who develops innovative Mac OS X and iOS universal access software for people with physical, visual, speech and language impairments in collaboration with users from across the globe. He is the founder and CEO of AssistiveWare.

O'Connor, Greg

Greg has been actively involved in supporting the learning of people with diverse learning needs for over 30 years. During this time he has worked as a classroom teacher, school executive, district consultant and regional manager with the New South Wales Department of Education and Training, Australia. Greg's areas of interest and expertise include supporting people with complex needs, challenging behaviours and autism, and literacy support technologies for people with diverse learning needs.

He is passionately committed to the use of inclusive and instructional technologies to support the learning of ALL students in school and post school settings. Greg presents at national and international conferences, provides training and consultancy across Australia, New Zealand and South East Asia, is currently a committee member of NSW Australian Association of Special Education, and is the Professional and Consultancy Services Manager at Spectronics (www.spectronics.com.au)

Greg is also a Certified Texthelp Trainer.

Learn more about this presenter!

O'Sullivan, Jeanette

Jeanette graduated from Griffith University with a B. Ed. In Special Education majoring in Intellectual and Multiple Impairments in the mid 1990's. Since then she has taught across a wide range of environments and settings including high school, primary, special needs and early childhood settings in Brisbane as well as in remote Arnhen Land in the Northern territory. Over the years she has been excited and empowered by new technologies and they have become more and more a part of her everyday teaching. Jeanette currently co-teaches the Kindy program at the Mitchelton Special School, Early Childhood Developmental Program on Brisbane's Northside. Here she teaches a diverse group of pre prep students, combining the interactive whiteboard, iPads and more traditional teaching resources to create a program that is effective to engage and empower all students to reach their maximum potential.

Paten, Chris

Chris Paten is currently a Secondary teacher at Citipointe Christian College. He has been teaching for 14 years, both in the state and independent sector. Chris has a Bachelor of Education in Special Education and a passion to assist students with difficulties in achieving success. He worked in a Special Education Unit for 7 years where he developed a strong rapport with his students with the philosophy that "students learn by having fun". Chris is currently involved with implementing the software program Read&Write Gold into his school.

Pedersen-Bayus, Karen

Karen was seconded to Alberta Education's 'Action on Inclusion' team in 2011. Changes in the Ministry led Karen to the School Technology Branch where she collaborates to further the vision of supporting the learning of children and youth in inclusive environments using technology. Karen has championed inclusive education for 25 years, with even greater conviction when her 3rd child was born with Down Syndrome.

Karen has a Master's of Education Degree in Special Education. In 1993 she was the provincial recipient of the Alberta Teacher's Association Special Education Council's "Administrator of the Year" award. She is a contributor to the article "Reaching Every Student with a Pyramid of Intervention Approach: One District's Journey" which has recently been published in the Canadian Journal of Education Vol 36, No 1 (2013). A highlight of Karen's career was Harvard University's Graduate School of Education's Universal Design for Learning Summer Institute in 2010.

Pérez, Luis

As someone who has a visual disability, Luis has experienced firsthand how technology can improve the lives of people with disabilities in a positive and meaningful way. He now shares his personal experience and expertise in the field of inclusive design as a consultant, speaker and author. He is the author of Mobile Learning for All: Supporting Accessibility with the iPad, from Corwin Press, and his work has appeared in publications such as Journal of Special Education Technology, Teaching Exceptional Children, Closing the Gap Solutions, THE Journal and The Loop Magazine. Luis earned his doctorate in special education from the University of South Florida, and in 2009 he was named an Apple Distinguished Educator. He is currently on the Advisory Board for the ADE program in the U.S. In addition to his passion for technology, Luis is an avid amateur photographer.

Phuah, Trina

Trina is a lecturer in occupational therapy at Charles Sturt University, Albury-Wodonga. She has previously worked as an Assistive Technology consultant with Yooralla's ComTEC service and with the Victorian Paediatric Rehabilitation Service at the Royal Children's Hospital, Melbourne. Her research interests include the selection and support of digital assistive technology, particularly high tech AAC devices; clinical reasoning and knowledge translation. Trina is also interested in the use of social media for student engagement, professional learning and networking.

Additional Author Details

Trina and Harmony met via Twitter prior to the ILT2012 conference. They have since Tweeted their way through various Twitter chats and conferences. Both have presented at several conferences and delivered workshops on the use of social media as a continuing professional development tool. It is most fitting that Trina and Harmony join forces at the scene of their initial 'in real life' meeting to share their knowledge and enthusiasm about the benefits of Twitter.

Pine, Catriona

Catriona has worked with Education Queensland as a Speech Language Pathologist, mostly in special education, for the last 20 years. She loves being there for the 'moments' of communication, travelling, her iPad, and making friends. She knows English very well, enough Russian to go shopping and how to say 'thank you' in Kyrgyz. These skills combined made for a very interesting trip to Kyrgyzstan in 2013.

Porter, Christine

Christine has been working as a speech pathologist with children with disabilities since 1991 when assistive technology was large, heavy, short on battery life and prone to failure. Nevertheless, she has always been interested in augmentative communication and assistive technology, and has had the privilege of tracking it from its early days to present day level of sophistication. Christine worked in an early intervention team in Western Sydney and the Blue Mountains before returning home to Central Western NSW. After a long term research project on child development and parenting (having four children) and a stint as a retail business owner, Christine returned to work with school-aged children and young adults with learning difficulties and/or disabilities across the Central Western region. She assisted with data collection for the Australia-wide Sound Effects Study in 2008 and was persuaded by Professor Sharynne McLeod, one of its authors, to consider a research project. As Therapy Coordinator for Carenne Support Limited she organised the Assistive Technology Expo in Bathurst in 2009 on behalf of Carenne Support Limited in collaboration with Department of Education and Training. Christine has been running an iPad Interest Group for families and support staff for the past three years, and has presented several workshops on using iPads to support children with disabilities to families, teachers and allied health staff. Christine has had a long term interest in the value of conversation for children with severe communication impairments. She is a strong believer in the right of every individual to be able to tell his or her story. Christine also prides herself on knowing more about iDevices and iTunes than her teenage children.

Prskawetz, Alison

Alison is the Co-ordinator of Visual Resource Centres at Blind Low Vision Education Network NZ (BLENNZ). She has been working in the field of blindness Education for over 10 years. As a Resource Teacher Vision she had a great opportunity to work one to one with students and trialling different technologies choice to enable them to access the curriculum and to become more independent with their learning. Alison also leads the National peer review panel for assistive technology for BLENNZ. This has been a great way to keep up to date with changes in technology.

Rail, Mystie

Mystie Rail is the Executive Director of Assistive Technology of Alaska (ATLA), a statewide project based in Anchorage. She began working in the special education and accessible technology field in 2000. Since that time, she has developed both her technical and management skills to oversee the only state and federally funded, comprehensive assistive technology project that provides complete wraparound services to Alaskans of all ages. As an “AT Evangelist” she has spoke at conferences and trainings around the nation delivering an uniquely Alaskan perspective on overcoming barriers to providing assistive technology services throughout the largest state in the US.

Rajkowski, Bartek

Bartek is a Speech and Language Pathologist. He is the director of Adelaide Speech Pathology Services – a clinic which has specialised in the assessment, diagnosis and remediation of reading and writing difficulties since 2001.

Bartek has recently completed a PhD investigating the underlying cause of literacy difficulties at the Flinders University of South Australia. His primary interest is in the relationship between speech, language, auditory processing and literacy skills.

As part of his research, Bartek developed a model of phonological representations – the brain’s representations of the sounds of language – which may help to explain the range of skill deficits found in children with literacy difficulties.

Bartek is passionate about research driven, computer based approaches to literacy and language remediation. He is determined to use his clinical experience and theoretical knowledge to develop more effective treatment methods for children with literacy difficulties, and to develop more effective teaching tools for children learning to read.

In 2003, following constant requests for recommendations from teachers and parents, and frustrated with the lack of quality research based software designed to improve literacy skills in children learning to read, Bartek began to develop ReadingDoctor® Software.

Today the ReadingDoctor® programs are being used in over 1000 Australian schools and has been described by educators as a breakthrough in teaching children to read.

Ray, Donagh

Donagh Ray is a Middle School Teacher at Citipointe Christian College Brisbane. She has a Masters in Education and a Graduate Certificate in Early Childhood. Over the last 20 years Donagh has worked in a variety of educational settings, from corporations to state and private schools. She specialises in working with both gifted and struggling students. As a result, Donagh is currently involved in the implementation of Read&Write Gold into her P-12 school. She thrives on providing teachers with practical strategies that engage and support students with a range of learning needs. This was recently displayed at the Learning Support Teachers Conference where she shared her experiences.

Reed, Jonathan

Jonathan Reed is the International Business Manager at Crick Software in the UK, where he provides training and support to people who promote and use Clicker and other Crick products all over the world.

Jonathan was a teacher, ICT coordinator, special needs coordinator and deputy head teacher in a UK primary school before becoming involved in educational software and assistive technology in 2000. He worked then at Granada Learning / SEMERC. Jonathan joined the team at Crick Software in 2004 as an education consultant, visiting schools across the UK and talking to them about their use of Clicker to support children of all abilities. He then worked for five years in the curriculum team where he project managed the development of the 'Powered by Clicker' CDs, including all the resources found on the Clicker SuperDrive and the localisation of Clicker 5 for Australia and New Zealand.

More recently, in his international business role, he has provided Clicker training for teachers in Europe, the Middle East and Russia.

Retallick, Megan

Warringa Park School is a dual-mode specialist school in the Western Suburbs of Melbourne. We have an enrolment of over 400 students, aged 5-18. All of our students have a diagnosed intellectual disability, ranging from mild to severe. We are an Apple Distinguished School and have a one to one iPad program for all students and staff.

Megan Retallick is a classroom teacher, and has been working at Warringa Park School since 2012. Megan utilises technology through the iPad as a platform for creating and recording authentic learning experiences. The iPad provides students with tools that give them opportunities to experience success as learners that traditionally would not be available to them based on their needs and abilities. Megan has ten students with a wide range of needs and abilities (PreVELS stage D to AusVELS Level 5). All ten students have an intellectual disability and eight have been diagnosed with Autism Spectrum Disorder. Through the use of quality open ended applications on the iPad, Megan has created a learning environment that provides multiple entry points for her students to engage in their learning and to experience high levels of success.

Rose, Heidi

Presenter details coming soon!

More information about this exciting ILT2014 Conference presenter are on their way. Call back soon to learn more!

Russ, Natalia

Natalia Russ is a special education teacher, mentor, iOS app developer, and masters student at Griffith University.

Her role in the field of special education has focused on how ICTs could be implemented in the curriculum to reach and enable students with complex learning needs.

Through inventive use and manipulation of available ICTs, Natalia has witnessed how modern technologies can challenge misconceptions about children with disabilities; the way they communicate, learn and express their knowledge and personalities.

She is now on a mission to share her ideas on how ICTs could be customised and adjusted to create inclusive environments for each and every student, regardless of their disability. Her aim is to inspire others to explore barriers in student learning, access and communication, and encourage thinking outside the box as to how these barriers could be removed though the use of ICTs.

Natalia's presentation at the ILT2014 Conference will focus on making the impossible possible by unlocking the extraordinary potential of students with special needs through ICT infused inclusive practices and differentiation strategies.

Shane, Leanne

Leanne Shane has been a School Services Officer for 16 years, working with students with disabilities. She currently has a multifaceted role overseeing ICT and the Information Resource Centre at Adelaide West Special Education Centre. Leanne divides herself between Adelaide West and her role as the Project Support Officer for the National Partnership – More Support for Students with Disabilities Initiative, Complex Communication Needs and Emerging Technologies Project. Leanne supports students, families and school staff with mainstream and assistive technologies support, information and professional development.

Smith, Brian

Brian has worked in Special Education and Disability Services for the last 10 years in a range of settings, both in the UK and Australia, specialising in Performing Arts and the use of technology to enhance learning and teacher productivity.

Brian is currently teaching at Warringa Park School, an Apple distinguished, dual-mode school in Victoria where he has developed and implemented an integrated Arts program combining elements of drama, dance and media arts.

Brian is passionate about creativity and the arts in education and the use of technology as a foundation for life long learning for all.

Smith, Craig

Craig works as an Educational Outreach consultant in Newcastle, New South Wales for Autism Spectrum Australia (Aspect). His job involves consulting with families and staff across a range of school settings in all NSW educational systems, establishing plans to best support the inclusion and success of students with an Autism Spectrum Disorder (ASD). Craig has worked as a class teacher and coordinator at Aspect for eight years, previously working across other school settings in a range of inclusive support roles.

Craig is a PhD candidate at the University of Newcastle and has presented at national and international research conferences including the bi-annual Asia Pacific Autism Conference, presenting primarily on topics related to technology and inclusive pedagogy. Craig sits on the University of Newcastle Special Education Advisory Board, was awarded the 2011 Elizabeth Hoyles Research Fellowship for work with Interactive Whiteboards, and was made an Apple Distinguished Educator in 2013.

Presentations during the previous six months have been for the University of Newcastle, Apple, Autism SA, ASI Solutions, APAC13 and PossABLE Ideas.

Smith, Louise

Louise is the proud mum to two energetic young boys and is also a teacher in Special Education, teaching since 1990. She started her teaching career at a Special School in Sydney's South West, where she taught for 5 years. Following this Louise transferred to a Support Unit at Lithgow High School, just over the Blue Mountains in NSW. After a 14 month teaching position at the High School Louise then transferred to a Special School – Carenne School – in Bathurst, NSW, where she remains today. During her time at Carenne School Louise has achieved the position as Assistant Principal – one of three within the school. Louise's teaching experience has been varied, teaching students from pre-school age right through to the senior high school years. Louise has worked as an outreach support teacher to students in the mainstream also. During 2012 and up to present time Louise has been the manager and co-ordinator of a project involving the design and development of a resource package to support teachers who have students with a communication delay and or a disability. This project has involved a research component looking into the effectiveness of a specific iPad app at increasing the social interactions of students who have a communication delay and or disability. Louise is keen not only to share what knowledge and experience she has gained, but even more keen to learn from others about the exciting new world of technology and how it can support all our learners – young and old and all abilities!

Smith, Vanessa

Vanessa Smith is an educator with over 25 years' experience of teaching and providing advisory support for students with diverse learning needs K-12. Before joining CEO Sydney's Eileen O'Connor Centre as Team Leader: Vanier Inclusive Technology Program, she held a number of teaching and leadership positions with the Catholic Education Office, Sydney, working with students, parents, teachers and schools within the areas of Gifted Education, Indigenous Education, Challenging Behaviours and Students with Learning Difficulties and Disabilities.

Currently, Vanessa is leading the strategic and coordinated approach of embedding Assistive Technologies as a system provision and practice for students with learning difficulties and disabilities across the Archdiocese's 150 primary and secondary schools.

Vanessa's approach to teaching and supporting students is based on building upon their abilities through operationalising inclusive and assistive technologies into everyday classroom practices to ensure the best educational outcomes for ALL students.

Sokumaran, Premila

An educator in an Autism-focused school for over 9 years, Premila holds an Honours Degree in Computing and Information Systems from the University Of London. She also graduated with a Specialist Post Graduate Diploma in Special Education from National Institute of Education in Singapore.

Premila currently co-heads the IT and Design Academy within Pathlight School, the first autism-focused school in Singapore offering a unique blend of mainstream academics and life readiness skills.

Premila leads a team of specialist trainers who combine industry IT and Design knowledge with autism-friendly pedagogy to develop and deliver effective structured IT and Design training catered for more than 800 students with autism.

Premila believes that people with special needs should be given equal opportunities, and works on using Information and Communication Technology as an enabler for persons with autism to develop to their fullest potential. This is especially so in Singapore, one of the most wired nations in the world where much IT resources have been invested into the mainstream education system.

Souter, Jeff

Jeff Souter has been involved in teaching and special education for over 25 years. For the past 19 years Jeff's work has focused on implementing ICTs to enhance the learning opportunities for students with special needs. In 1995 Jeff joined Education Queensland's Assistive Technology Services, providing professional advice and working with students to aid in their access to the curriculum through assistive technologies. Currently Jeff is a Project Officer with Queensland State Schools More Support for Students With Disabilities. Jeff works on the Assistive Technology project, which delivers professional development to Queensland state school staff in the area of Assistive Technology to enable students to access to the curriculum and enhance learning opportunities for students with disabilities.

Sparks, Kristy

Kristy Sparks is an Early Childhood educator who has a Bachelor of Education (Early Childhood) from Charles Sturt University, Bathurst. Kristy has been working in the Early Childhood industry since graduating in 2001. In her nearly 12 years of work Kristy has learnt that she particularly loves working with babies and toddlers and is especially passionate about fostering communication skills in children. During a recent trip to Africa where she volunteered with a Non Government Organisation and Special Needs School Kristy experienced the ways in which technology can be used to bridge the language gap, inspiring her to further her own education and enrol in a Masters of Special Education in 2014.

Speden, Dave

Dave Speden is an Occupational Therapist at Kimi Ora Special School in Wellington, NZ. He sees technology as providing a tool that allows our students more control in their environments and allows them to be active learners rather than passive participants. This has involved using a combination of switches, environmental controls, communication devices, computer programs and resources, physical supports and tape…..plenty of tape, oh yeah and foam.

He sees using ePortfolios as a means for us to better integrate our work at school with the lives of our students at home. They have opened up clear communication between home and school and also allowed us as a team to show the work we do clearly.

He is looking forward to sharing our knowledge and experiences at conference and also learning from everyone.

Starkowski, Jola

Jola Starkowski is a Student Support Officer at St Charles Borromeo Primary School and works with ASD students across all year levels. As part of a proactive team, Jola has been trialling various approaches to better engage students and improve their social skills and interactions with teachers and peers.

Jola's background is in Training and Development and Executive Coaching. She holds a Bachelor of Behavioural Sciences, is certified in Genos Emotional Intelligence, Brief Solution Focused Therapy and holds a Certificate IV in Education Support.

Stephenson, Jennifer

Jennifer Stephenson, PhD, has worked as a class teacher for students with high support needs, a school executive and a university lecturer. She is currently an associate professor in special education at the Macquarie University Special Education Centre. Her research interests include the education of students with disabilities, the use of unproven, disproven and controversial practices in education and the use of iPads with students with severe disabilities. She has over 60 papers published in national and international journals. She teaches in the areas of effective instruction and positive behaviour intervention and support for students with special education needs. Most recently her work has included collaborative research projects with educators on the use of iPads in classrooms in special education settings.

Thistlethwaite, Sandra

Sandra is a qualified Specialist Speech and Language Therapist with over 20 years' experience of working in the field of AAC and AT. She has previously worked as an assessment and training team coordinator for The ACE Centre (a UK national charity for people with complex communication and access needs) and for the National Health Service, working with a wide range of children and adults with special needs.

Sandra has now worked for Inclusive Technology for over 7 years. She designs and delivers information and training resources, including presenting at national and international conferences, broadcasting Webinars and delivering training events throughout the country plus website, catalogue and new products consultation. Sandra is also involved in the creation and development of many of Inclusive Technology's software titles and products, including Counting Songs, Matrix Maker Plus, Smooth Talker, ChooseIt Maker 3 and Inclusive Eye Gaze.

Thompson, Paul

Paul Thompson, International Sales Manager for AbleNet Inc., has now gathered over 11 years experience in Assistive Technology in Europe and the U.S. presenting at hundreds of conferences and holding numerous training sessions.

Having previously gained experience with Assistive Technology software, Paul is now working with AbleNet Easy-Tech hardware. Paul feels that working with AbleNet is far more fulfilling because changes can be seen immediately to people's lives whatever their abilities. Then you are able to watch people go on to meet their full potential.

Paul's previous experience includes working with Dyslexia and Blindness/Low Vision during which time he helped to design the world's easiest accessible book converter.

Tilbrook, Annabelle

Annabelle Tilbrook is a senior occupational therapist at Novita Children's Services in Adelaide. Annabelle has worked in a range of community paediatric settings in Queensland, Tasmania and South Australia as well as several years in the UK. For the last 15 years she has worked in a specialist assistive technology team at Novita supporting students with primarily physical disabilities, their families and clinicians with assistive technology in home and educational settings. Annabelle has worked with many children using switches as their access method. Annabelle has a particular interest in assisting children with severe and multiple disabilities to acquire switching skills for communication, curriculum access and recreation. The initial Novita Switch record form was developed with Sonya Murchland as a way to begin to assist those working with children to develop 2 switch scanning skills to more objectively measure skill acquisition over time.

Tracy, Jane

Jane Tracy is the mother of two adult children. Both are joyful, social and caring young people who have enriched her life enormously. Nick has cerebral palsy, intellectual disability and epilepsy, and experiences the frustrations of someone who is not able to use speech for communication. He has a great deal to say and is a very creative communicator, using every tool and strategy at his disposal.

Jane is also a medical practitioner and the Director of the Monash University Centre for Developmental Disability Health Victoria (CDDHV). She has worked for more than 25 years with people with disabilities, their families and those who support them. Her focus in recent years has been the education of medical students, doctors and other health professional students and practitioners. She and her team have produced an inter-professional teaching and learning package, "Health and Disability: Partnerships in Action", as one of the strategies CDDHV staff use to enable people with disabilities to contribute directly to health professional education.

Turnbull, Harmony

Harmony is the Regional Senior Speech Pathologist in Metro North Region for Ageing Disability and Home Care in the Department of Family and Community Services NSW. In this role, Harmony provides support and supervision to over 35 speech pathologists of varying levels of experience. She has specialised in the area of disability working for government and non-government agencies with people of all ages. Harmony is passionate about the work speech pathologists can do to improve the quality of life for people with disabilities.

Additional Author Details

Trina and Harmony met via Twitter prior to the ILT2012 conference. They have since Tweeted their way through various Twitter chats and conferences. Both have presented at several conferences and delivered workshops on the use of social media as a continuing professional development tool. It is most fitting that Trina and Harmony join forces at the scene of their initial 'in real life' meeting to share their knowledge and enthusiasm about the benefits of Twitter.

Vaughan, Kerrie

Kerrie Vaughan grew up in Victoria, Australia and worked as a Registered nurse for approx. 16yrs. She is now a stay at home mum/carer supporting her young family and loves spending time with her family.

Being a mother of four, fun and unique boys; 2 of whom have autism, Kerrie's life is full of new challenges and rewards! Her oldest child, Daniel, is 9yrs old and has autism. He has complex communication needs, is a great visual learner and attends a special school.

Her next son, Nicholas, is 7yrs old and he also has autism. He successfully attends a mainstream school. Both her boys did intense ABA therapy for at least 2yrs before starting school.

She then has twin boys aged 5yrs, Thomas and Benjamin, who are developing typically. As you can imagine, there is never a dull moment in her household!

She has a very supportive husband, Brett, and extended family.

Kerrie tries to be very hands on with her children and with her nursing background assisting; she regularly attends conferences/workshops to help her boys reach their full potential.

Ward, Katrina

Presenter details coming soon!

More information about this exciting ILT2014 Conference presenter are on their way. Call back soon to learn more!

Wild, Heath

Heath Wild has been teaching students with special needs for 7 years in both the public and private educational systems. His experiences have seen him become well acquainted with the specific learning needs of students with an Autism Spectrum Disorder, Intellectual Impairments, and Hearing Impairments. He is passionate about using technology as a tool to increase the educational, social, and communication capabilities of students. Creating an engaging learning environment is the platform from which he develops and guides the learning of students. Technology allows him to deliver rich and significant content to students in a manner that gives them choices, incremental learning activities, and personal challenges. Inspiring his students to create media and share this with others provides opportunities for shared learning, public success and breaking down social barriers. Heath has previously presented at the Assistive Technologies Conference, as well as running and presenting workshops on iPads in Education, and the Learning Needs of Students with an ASD.

Williams, Vita

Vita Williams has been a teacher in special education for 30 years. She successfully taught at the Royal Institute for Deaf and Blind Children (North Rocks, NSW) where she developed her skills in working with students with severe and multiple disabilities including hearing and vision impairments as well as intellectual disability. Vita has also taught at the Woden School in ACT working with students who have a mild to moderate intellectual disability and or range of other disability including medical, sensory, physical and behaviour. Vita has developed her expertise in understanding and managing behavioural issues. Presently she is working at The Hills School (Northmead, NSW) as an Assistant Principal. At the school Vita has participated in and led a number of successful programs, including training teaching and learning with iPads, individualised programming and the development of eZones classrooms systems.

Yeo, Suan

Suan heads up Google Enterprise Education efforts in Asia-Pacific, covering 48 countries in this multi-diverse region. He is responsible for promoting the adoption of Google technology at the institution level for schools and universities. Suan is passionate about Educational Technology, and is constantly advocating for collaborative learning, open access and innovative experimentation. He is a lifelong learner, and firmly believes that no child should be left behind in education. A Google veteran of 10 years, Suan most recently managed the Enterprise SMB business in Asia-Pacific. Prior to that, he managed various teams in the Ad Sales organisations, pioneering teams and offices in Europe and Asia. Starting in Mountain View (Google HQ) in 2002, he's moved to Dublin, Hong Kong, Shanghai, Beijing and Singapore and now lives in Sydney with his wife and 2 kids.

Zangari, Carole

Dr. Carole Zangari is a professor of SLP at Nova Southeastern University where she teaches AAC classes at the master's and doctoral level, supervises AAC clinical services to children and adults, and administers an AAC lab. Carole has presented and published on AAC topics in national and international venues. She is a past coordinator of ASHA's AAC Division and co-edited Practically Speaking: Language, Literacy, and Academic Development of Students with AAC needs with Gloria Soto. She blogs on a variety of AAC and AT topics at www.PrAACticalAAC.org with her colleague, Robin Parker.

Carole has been involved in the practice and teaching of AAC for over 25 years. She is a professor of speech-language pathology and has been fortunate to have been able to introduce many children and adults to the world of AAC. *"Far and away the best prize that life has to offer is the chance to work hard at work worth doing." Theodore Roosevelt*

Carole teaches online classes in AAC and AAC in Educational Settings to master's and doctoral students. She also supports individuals who use AAC in the on-campus AAC Clinic. She resides in the US in the state of Florida and was named 2000 Outstanding Clinician of the Year by the Florida Association of Speech Language Pathology and Audiology.

Learn more about this presenter!

Ziesing-Clark, Sian

M.Ed

Sian Ziesing-Clark has had many years developing a variety of innovative inclusive programs for students with special needs covering transition to post-school, hospitality partnerships with outside agencies and more recently a whole school approach to communication including using our system with Proloquo2go on iPads. She has also presented both here in Australia and internationally (USA, UK) her work and Action Research in the field of Restorative Practices including the International Conference 'Broadening Restorative Perspectives' 2013 in Melbourne. She is currently a member of the management team at Cranleigh Specialist School in Canberra, ACT.

Zuckschwert, Maria

Maria Zuckschwert is the newest addition to the Therapy Box team. Having recently graduated from the University of Dundee, she has been demonstrating the company's award winning apps at various national and international events. She has trained SLTs, OTs, learning disability professionals, parents and those with learning disabilities, on apps such as Predictable, ChatAble and Scene & Heard.

Maria has also been involved in the vital role of finding and executing new app development projects. She oversees all new client activity, through scoping out the app and beyond. Her first hand experience with developing apps ensures that you will gain the essential knowledge you need to feel 100% confident with the devices and the app development process.