

# 2021-22 AAC/AT FREE Webinar Series

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## ALL WEBINARS are on TUESDAYS from 3-4 pm

CLICK ON EACH TOPIC FOR MORE INFORMATION

DATE	TOPIC AND SPEAKER
9/7/2021	<b>Assistive Technology and the IEP: Connecting Students with Disabilities with Critical Supports</b> Su Stone, M.Ed.; Crystal Patrick, M.Ed., NBCT
9/21/2021	<b>Assistive Technology Tools for Writing: Where to Start and How to Support Written Productivity</b> Stacey Springer, MS, OTR/L, ATP
10/12/2021	<b>Online Literacy Resources for Students with Significant Cognitive Disabilities</b> Penny Hatch, Ph.D., CCC-SLP
10/26/2021	<b>Choosing Effective Alternative Access Solutions: an Evidence-based Approach</b> Heidi Koester, Ph.D.
11/9/2021	<b>AT Research You Can Use</b> Dave Edyburn, Ph.D.
12/7/2021	<b>Technology in the Transition to Postsecondary Education</b> Emily Johnson, Transition Specialist
1/11/2022	<b>Interactive AAC Consulting and Coaching in the Classroom</b> Ryanne Zavacky, MS, CCC-SLP
1/25/2022	<b>Let's Talk – AAC in the School Setting</b> Brooke Bryan, MS CCC-SLP
2/8/2022	<b>Let's Talk Math Supports to Promote Learner Success!</b> Mike Marotta, ATP
2/22/2022	<b>Implementing Assistive Technology in the Classroom</b> Panel: Hillary Bunch, Cindy Kreider, John Osborne, and Kathie Townsend Moderated by: Pat Byers, M.S., CCC-SLP

**CLICK HERE TO REGISTER**

Or use this URL: <https://tinyurl.com/yz25nhyx>

While it is hoped that each of the topics is relevant to your work, you may choose which session(s) to attend. After you register, you will receive an email prior to each webinar with a description of the session, speaker information, learning objectives and a Zoom link.

***One-hour Certificate of Completion available at the end of each talk***



# 2021-22 AAC/AT FREE Webinar Series

**9/7/2021**

**Assistive Technology and the IEP: Connecting Students with Disabilities with Critical Supports**

**Su Stone, M.Ed.;  
Crystal Patrick,  
M.Ed., NBCT**

This presentation examines the many ways that Assistive Technology conversations can be captured within the IEP using the functionality of the Every Child Accountability Tracking System (ECATS).

## **Learning Objectives:**

1. Explain AT considerations at all steps of the EC process.
2. Identify where crucial AT information can be included within ECATS.
3. Explain the importance of including all relevant stakeholders.

### **Presenter: Su Stone, M.Ed. -- Monitoring Consultant, NCDPI-Exceptional Children Division**

Su worked as a special educator for 24 years (as a special education teacher, mentor/coach, compliance facilitator, and transition specialist) before moving to DPI in 2019. Primary role as a DPI consultant is monitoring for compliance with state and federal regulations under IDEA. Currently also serving as adjunct faculty at Wake Tech, teaching courses on teacher effectiveness. Actively participating as a member of the EC Division's Assistive Technology Team.

### **Moderator: Crystal Patrick, M.Ed., NBCT -- Consultant for Visual Impairment, NCDPI-Exceptional Children Division**

Crystal has served multiple roles during her career in education starting out as a substitute teacher while still in college; to being a self-contained, resource and inclusion teacher at the Elementary level; being a Highly Qualified Math and Science Teacher at the Middle School level for Exceptional Children; to being an Itinerant and Resource Teacher to students who are Blind/Visually Impaired. Currently the co-lead of the Assistive Technology Team for the EC Division.

# 2021-22 AAC/AT FREE Webinar Series

**9/21/2021**

**Assistive Technology Tools for Writing: Where to Start and How to Support Written Productivity**

**Stacey Springer,  
MS, OTR/L, ATP**

How do you determine the best method for students to produce written work? Handwriting? Keyboarding? Voice typing? There are a variety of digital tools available to support and facilitate written production for students. Distance Learning has significantly impacted the landscape for digital written production and determining how students can produce writing continues to be challenging for many IEP teams. It is easy to get caught up with the latest and greatest technology tool and just start trying them all! This session will review best practice frameworks for determining the need for Assistive Technology tools for writing. The DeCoste Writing Protocol will be covered as an evidenced based informal diagnostic tool for teams to provide guidance for determining how to support written production needs. Various supports from low tech to high tech will be covered with key considerations of how to determine when to use what tool and why.

## **Learning Objectives:**

1. Identify tools and frameworks for considering written production supports.
2. Gain knowledge regarding keyboarding research and intervention best practices.
3. Match features of writing tools to support common barriers to written production.

## **Stacy Springer, MS, OTR/L, ATP**

Stacy Springer, MS, OTR/L, ATP is a licensed Occupational Therapist and Assistive Technology Specialist. Now an independent consultant, she most recently was the lead AT specialist for Oakland Unified School district of 7 AT/AAC specialists. Stacy started her career as a Special Education teacher focusing on children with multiple complex disabilities. She has specialized in Assistive Technology and maintained her Assistive Technology Professional certificate from RESNA for over 15 years. Stacy has served in a variety of school-based settings, both private and public, as a Special Education Teacher, Occupational Therapist, and Assistive Technology Specialist. She has held adjunct instructor positions for various Occupational Therapy programs. Stacy has provided Assistive Technology services at the local education and state education agency level, providing support, training, and guidance for formation of AT teams, capacity building, program planning, and student level AT services.

# 2021-22 AAC/AT FREE Webinar Series

**10/12/2021**

**Online Literacy Resources for Students with Significant Cognitive Disabilities**

**Penny Hatch, Ph.D., CCC-SLP**

This presentation will provide information about a variety of free online resources to support literacy development for students with significant cognitive disabilities. The presenter will describe how to determine whether students require emergent or conventional literacy instruction and the components necessary for each of those. Next, the presenter will review 3 open access websites that include professional development modules covering a variety of instructional routines and approaches, literacy implementation resources, and accessible books and writing tools. The presenter will also review the Tar Heel Reader and Tar Heel Shared Reader online libraries which contain easy to read books on a variety of topics, including texts addressing grade level content.

## **Learning Objectives:**

1. Describe how to determine whether a student needs emergent or conventional literacy instruction.
2. List at least 4 areas included in comprehensive emergent or conventional literacy instruction.
3. Describe at least 2 online resources containing materials to support literacy development for students with significant cognitive disabilities.

## **Penny Hatch, Ph.D., CCC-SLP**

Penny Hatch, Ph.D., CCC-SLP, is an Assistant Professor at the Center for Literacy and Disability Studies. She is a former school-based SLP who provided AAC and AT services to students with significant cognitive disabilities. Penny's research interests include communication, language and literacy development for individuals with significant cognitive disabilities and complex communication needs.

# 2021-22 AAC/AT FREE Webinar Series

**10/26/2021**

**Choosing Effective Alternative Access Solutions: An Evidence-based Approach**

**Heidi Koester, Ph.D.**

Learn how to choose the best alternative access solution to meet the needs of a specific student when using a computer, tablet, or other electronic device. We'll focus on input devices for text entry and pointing that support individuals who have motor impairments. We'll present resources and tools to help you use this evidence-based approach in your own setting.

## **Learning Objectives:**

1. Know what's available, such as hands-free mice, switches, text entry methods, and built-in accessibility features.
2. Use feature-matching to help narrow down the available options to those that meet the student's needs.
3. Know what the research says and how to apply it to a specific situation.
4. Conduct trials and collect data with candidate solutions.
5. Combine all the evidence to make an informed decision with the entire team.

## **Heidi Koester, Ph.D.**

Heidi Koester, Ph.D. is the President of Koester Performance Research (KPR). She earned degrees in bioengineering from the University of Michigan (Ph.D.) and Brown University (Sc.B.), as well as a graduate degree in psychology from the University of Michigan (M.A.). In 1996, she founded KPR, leading to over 20 years of experience as a principal investigator in assistive technology research, with a consistent focus on using evidence to enhance outcomes for computer and AAC users who have disabilities. Her research pioneered the use of quantitative evidence and user modeling in computer access and AAC service delivery, providing information about adaptive techniques, measurement methods, and evidence-based practice in AT. KPR-developed software titles include Compass software for access assessment, Scanning Wizard, Keyboard Wizard, and Pointing Wizard, used worldwide to help individuals find and configure the right access system for their needs. This research and development experience is complemented by 6 years of direct work providing assistive technology services to individuals with disabilities. Dr. Koester has over 30 peer-reviewed journal articles and over 100 conference presentations. Her service to the field includes numerous leadership positions within RESNA, extensive editorial activities for peer-reviewed journals, and regular reviewing of federal grant applications. These significant contributions to the field of assistive technology have been recognized by the RESNA Fellow award and multiple awards for distinguished research papers.

# 2021-22 AAC/AT FREE Webinar Series

**11/9/2021**

**AT Research You Can Use**

**Dave Edyburn, Ph.D.**

Whereas the need for research is frequently discussed, it is not clear that educators and assistive technology professionals have time to locate relevant research to guide their practice. The purpose of this session is to describe how to access the special education technology research base and learn how to assess the quality of research evidence when attempting to implement assistive technology evidence-based practices.

## **Learning Objectives:**

1. Identify strategies for locating special education technology research.
2. Summarize how to use research to inform decision making about the use of technology in special education.

## **Dave Edyburn, Ph.D., Research Scientist, University of Wisconsin-Milwaukee**

Dave L. Edyburn, Ph.D., is Senior Research Scientist at the University of Wisconsin-Milwaukee. His research and teaching interests focus on the use of technology to enhance teaching, learning, and performance; the nexus of human and machine learning; special education technology research; and universal design for learning. His work represents a variety of contributions to policy, theory, research, and practice. He is a frequent conference presenter and workshop leader.



# 2021-22 AAC/AT FREE Webinar Series

**12/7/2021**

**Technology in the Transition to  
Postsecondary Education**

**Emily Johnson,  
Transition Specialist**

This presentation will focus on technology-related aspects of supporting students as they prepare to transition from high school to postsecondary education. It will explore various types and examples of technology tools through the lens of the skills, strategies, and knowledge students need to succeed in the college setting. Resources and tips relevant to working with students at different stages from middle through high school will be shared.

## **Learning Objectives:**

1. Identify some key skills and knowledge that students need to successfully transition to postsecondary education.
2. Explore some strategies, tools and resources that students can begin using to develop their skills and knowledge throughout middle and high school.

## **Emily Johnson, Transition Specialist**

Emily Johnson is the Associate Director for Transition Support with the STEPP Program at East Carolina University. In this role, she assists students, families, and K-12 schools in navigating STEPP's recruitment and admissions process and works with admitted students throughout their transition from high school to college.



# 2021-22 AAC/AT FREE Webinar Series

**1/11/2022**

**Interactive AAC Consulting and Coaching  
in the Classroom**

**Ryanne Zavacky,  
MS, CCC-SLP**

Since the pandemic forced educators to utilize different means of technology to deliver academic instruction, we wanted to keep that going during in person instruction. AAC seems to intimidate a lot of educators and sometimes that has to do with a lack of support. Being present in the classroom and demonstrating AAC to everyone makes the team accountable and the students engaged. Also, when educators see you critique yourself (as the “specialist”), it has been our experience that they are more persistent in demonstrating AAC to their students.

## **Learning Objectives:**

1. How to use Google Photos and videos to coach and consult with teachers across the county using AAC in their classrooms.
2. How to use classroom technology to engage a variety of students to learn and use high tech AAC and support their peer users.

## **Ryanne Zavacky, MS, CCC-SLP**

Ryanne Zavacky, MS, CCC-SLP, is an Assistive Technology Specialist and AAC Team Leader for the Brunswick County School District. She got into AAC after reading *The Diving Bell and the Butterfly* while in undergraduate school.

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**1/25/2022**

**Let's Talk – AAC in the School Setting**

**Brooke Bryan, MS CCC-SLP**

An overview of AAC, how our county evaluates, determines the best tools and implements across school settings. We will discuss the importance of giving every child a voice in order to ensure all students have the opportunity to participate in educational and social activities. This is best for SLPs, EC Teachers and support staff.

## **Learning Objectives:**

1. Define AAC.
2. Learn possible tools for evaluation.
3. Learn what an AAC evaluation report could look like in the school setting.
4. Learn a wide array of tools to meet varying student needs.

## **Brooke Bryan, MS CCC-SLP, AAC Lead WSFCS**

Brooke Bryan has 17 years of experience as an SLP across multiple settings including early intervention - high school serving students with a wide array of abilities and communication needs. She obtained a master's degree from Western Carolina University in 2004, including a certification in Severe Disabilities and Autism. She has been practicing SLP since 2004, Early Intervention in a High School setting. She has worked with several school systems: 2004-2005 Clarksville, Virginia Schools; 2005-2012 Asheboro City Schools; 2010-2017 Greensboro CDSA serving Randolph County; 2017-Present Winston-Salem Forsyth County Schools SLP 2017-2019, Assistive Technology Team 2019 – present. Brooke's passion is early language development and giving a voice to all children.

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# 2021-22 AAC/AT FREE Webinar Series

**2/8/2022**

**Let's Talk Math Supports to Promote  
Learner Success!**

**Mike Marotta, ATP**

How do we engage learners and provide flexibility in the math classroom? Join the discussion as we explore web-based supports, along with apps, that can be used to assist learners with computation, word problems, equations and more. Let's explore flexible solutions that engage every learner while providing options for representation and expression.

**Learning Objectives:** Participants will:

1. Explore a range of technology tools to provide support in math.
2. Apply at least 3 solutions to meet the unique needs of learners by providing options for engagement, representation, and expression.
3. Integrate the feature match process into the selection, acquisition, and implementation of AT tools to meet the needs of each individual.

## **Mike Marotta, ATP, RESNA Certified Assistive Technology Professional**

Mike is a RESNA Certified Assistive Technology Professional who has been providing direct services to individuals with all disabilities for almost 30 years. Mike is the 2017 ISTE Inclusive Learning Network Outstanding Educator and one of the co-authors of *Inclusive Learning 365: Edtech Strategies for Every Day of the Year* ([inclusive365.com](http://inclusive365.com)). Mike is the Director of the Richard West Assistive Technology Advocacy Center at Disability Rights New Jersey, the Federally funded statewide Assistive Technology Act Program. Mike is a nationally and internationally recognized presenter who was previously a trainer for California State University at Northridge (CSUN), providing practical and in-depth training to professionals interested in specializing in assistive technology. In addition, Mike is an adjunct professor at Ramapo College of New Jersey (NJ) where he teaches masters level educators in Assistive Technology and Universal Design for Learning. He is also a member of the Faculty at the Center on Technology and Disabilities and presents on an array of topics. Mike serves on both the CAST Accessible Educational Materials and Center on Inclusive Technology and Education Systems (CITES) Advisory Boards, and as well, is the founder of EdcampAccess NJ and co-moderator of the weekly #ATchat Twitter chat.

# 2021-22 AAC/AT FREE Webinar Series

**2/22/2022**

## **Implementing Assistive Technology in the Classroom**

**Pat Byers, M.S., CCC-SLP - Moderator**

**Panel:** Hillary Bunch,  
Cindy Kreider, John Osborne,  
and Kathie Townsend

This presentation will be a moderator-directed panel discussion with four Adapted Curriculum teachers from Alamance-Burlington Schools who teach in either the elementary, middle, or high school setting with students exhibiting Multiple Disabilities or Autism. All panelists are seasoned teachers and have been implementing a variety of types of AT in their classrooms for many years.

Participants will have the opportunity to ask questions to any of the panelists.

### **Learning Objectives:**

1. Engage multiple students using different communication systems
2. Create centers to teach students cause-effect with technology
3. Discuss options for managing behaviors using technology
4. Integrate technology into each area of academics
5. Train teaching assistants to support AT in the classroom

### **Pat Byers, M.S., CCC-SLP – Moderator**

Pat Byers is the Assistive Technology, Lead/Speech-Language Pathologist at Alamance-Burlington Schools

### **Katherine Townson, M.A. Ed, Special Education – Low Incidence Disabilities**

Katherine Townson is a seasoned teacher of students with low incidence disabilities who has National Board certification. She started her career in Guilford County working as a teacher of students with multiple disabilities at Gateway Center. She later came to Alamance-Burlington schools as a Program Specialist for the Adapted Curriculum classrooms (ACC). She made a huge impact in this role by introducing best practices for our ACC classes and helping teachers implement them into daily practice by increasing the amount and quality of professional development for both our ACC teachers and their teaching assistants. The PD topics were of such interest to the teaching assistants that once, 75 of them attended a session after school hours. Kathie is an advocate for the use of Core Vocabulary in the classroom and uses it in her daily practice with middle school students with Autism and Multiple Disabilities.

# 2021-22 AAC/AT FREE Webinar Series

**2/22/2022 continued...**

## **John Osborne, B.S. Education, M.Ed. AIG**

John Osborne is a seasoned teacher of 20 years, starting his career teaching 4th grade for six years before moving to middle school Science and Language Arts and finally to the high school adapted curriculum classroom where he has been for the last twelve years. John has vision for each student. He sees their strengths and needs and matches them with opportunities that help each one thrive. For example, one of his students was very artistic. John asked the local florist (within walking distance of the high school) if this student could spend part of his school day doing floral arrangements for them. A teaching assistant took the student there for this activity which was highly successful. John also empowers his TAs to use skills they have to help the students. One of these folks starts revenue producing projects every year so that the classroom can take field trips. Some of the projects she has helped students create to sell are Christmas ornaments, homemade dog treats and starting a morning coffee cart at school for the teachers and students to purchase beverages.

## **Cindy Kreider, B.S., Special Education**

Cindy Kreider is a seasoned elementary teacher who is in her 27th year of teaching. She spent her first seven years as a resource teacher before moving to teaching students with multiple disabilities in the Adapted Curriculum classroom. She found her niche and has been teaching these students from year 8 to the present time. Cindy has shared her knowledge at district PD days to help other teachers learn best practices with student with disabilities and has served on an Advisory board for teachers of students with multiple disabilities. She currently serves on her school's Diversity committee to promote inclusion and awareness as well as sharing the EC Chair position with Hilary. Cindy has always taken time to learn a variety of communication devices so all of her students could communicate throughout the day. She is ready to tackle any new technology and skillfully train her teaching assistants to use it with all the students.

## **Hilary Bunch Johnson, Bachelor of Music Education, M.Ed. Special Education**

Hilary Bunch-Johnson is starting her 9th year as an Adapted Curriculum Teacher, although her classroom skills and creativity would lead others to believe she had been at the job for a much longer period of time. Hilary started out as a long-term sub for a music teacher and realized it was not for her. She then started subbing in a special education classroom and found her passion. If you walked into her classroom, on any given day, you would see excellence in progress. Hilary, like Cindy, is excellent at empowering her teaching assistants to do academics with their students while including technology. Hilary has a hunger for learning and is always finding online webinars to improve her skills. She has been able to purchase some of her own classroom technology and set up stations where kids can explore, for example, cause-effect toys. She is not afraid to take on new types of technology, even taking the time to learn how to program a high-tech communication device or app so a student can communicate across his/her day. Hilary also serves on her school Diversity committee and shares the EC Chair position with Cindy.