The Colorado Department of Education’s SWAAAC program and Assistive Technology Partners are proud to announce open registration for the 2016 SWAAAC Summer Symposium.

This 2 day conference features workshops with nationally renowned trainers, break-out sessions and roundtable discussions addressing topics related to the academic support needs of students with disabilities. In addition to the professional development sessions, participants will enjoy a keynote address and awards ceremony, and professional networking.

**Intended Audience:** Assistive Technology Specialists, Special Educators, Occupational Therapists, Physical Therapists, Speech Language Pathologists, Reading Resource Teachers, Technology Teachers, UDL/RtI Coordinators, Administrators, Parents and Caregivers.
# Summer Symposium Agenda

**Thursday, June 9**

<table>
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<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>7:30-8:30</td>
<td>Registration</td>
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<tr>
<td>8:30-10:00</td>
<td>You Can Do This: A capacity building, service delivery model that tackles the &quot;How To&quot; dilemma of Implementing AAC and Language across all your teams -Marlene Cummings, MA, CCC-SLP</td>
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<tr>
<td>10:00-10:15</td>
<td>Morning Break</td>
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<tr>
<td>10:15-12:00</td>
<td>Workshops Continued</td>
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<td>12:00-1:30</td>
<td>Luncheon/Keynote/Awards</td>
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Imagine this! You are an SLP/teacher with a student needing Augmentative Alternative Communication (AAC) supports. You are wondering, what can I do immediately to support language and communication and when do I call in the “expert”? Special education teams are encountering more students than ever who need AAC supports and strategies. A research based, field-tested service delivery model designed to build capacity at the local/district/classroom level while strategically utilizing the “experts” in the field to systematically implement language and AAC will be the focus of this presentation. The concepts of AAC and language intervention before assessment, progression from universal to specific core vocabulary, and building communities of support will be discussed. The replicable aspects of this capacity building, service delivery model will also be explored.

Marlene Cummings, MA, CCC-SLP, is a former school-based SLP/Early Childhood educator who specialized in the design and implementation of classrooms supporting students with complex communication needs. She designed and coordinated an Assistive Technology Center and AT Consultations for a large metropolitan school district. Marlene currently consults at a county level, designing dynamic service delivery models and professional learning opportunities to build capacity with local teams in the implementation of language and AAC. She presents at the local, regional, state and national level with a focus on language, literacy and AAC. Marlene is known as a passionate encourager of those in the field with her posts on PrAACtical AAC and her new sphere of influence teaching graduate students in AAC.
Thursday, June 9 - Half-Day Workshop

Using Data to Build Collaborative Writing Supports across Multidisciplinary School Teams

Dr. Denise DeCoste

Digital text has rapidly become the leading form of writing (The National Council of the Teachers of English, 2007). By the end of elementary school, students are expected to type one to two pages in a single sitting and schools are expected to design a means of building keyboarding skills into the elementary curriculum (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). But while keyboarding is an important transcription skill, there is more to writing than word processing, the 2014 revised DeCoste Writing Protocol (DWP) has been widely used for over a decade to assess written productivity and help school teams make informed decisions to support struggling writers. The DWP provides a process for examining data on handwriting, keyboarding, spelling and composition. Additionally it has an expanded research section, and new section on evidence-based writing strategies and interventions.

This presentation will address current perspectives on writing and an update on writing research. It will step participants through the four steps of the DWP, highlighting data related to handwriting and keyboarding expectation, as well as current approaches to spelling and extended writing analysis. A case study will be used to apply data to overall findings across handwriting, keyboarding, spelling and composing. Evidence-based instructional writing practices and technology-based strategies will be aligned with each area of the DWP. Writing is considered the most complex literacy task and requires a collaborative school team approach. Therefore this session will be of interest to administrators, principals, as well as educators, speech and occupational therapy service providers.

Dr. Denise DeCoste, is an occupational therapist and a special educator with over 30 years of experience in the field of assistive technology (AT). For 22 years, she led AT teams for the Montgomery County Maryland Public Schools. Currently she is an independent consultant providing professional learning and mentoring on assistive technology for reading and writing, and on the evolution and redesign of AT Team services. Recently, she authored a journal article on the changing role of AT teams, a chapter for AOTA on assistive technology in schools, the Protocol for Accommodations in Reading, and the new 2014 version of the Written Productivity profile, now called the DeCoste Writing Protocol.
Adapting Toys for Switch Access

Steve Watson, MaxMods

Toys are rarely designed with the needs of those with different abilities in mind. By making simple modifications to the electronics of toys, they can be enjoyed by children with physical disabilities.

This 3 hour training is designed to teach participants the basics of switch adapting simple, battery operated toys. All tools, toys, materials and instruction will be provided by MaxMods and hosted by Assistive Technology Partners.

Participants will have the opportunity to purchase the toy they adapt in advance during the registration process. Any unpurchased toys will be generously donated to a child with a disability.

**Additional Materials Fee:** If you would like to take the toy you adapt home with you, an additional $30 materials fee will be added to your registration.

*Registration is capped at 25 people per day.*

MaxMods (a nonprofit corporation) was born from a group of therapists, parents and techies brainstorming how to make a difference in the lives of children and adults. The goal of MaxMods is to provide Maximum Modifications to individuals with disabilities by adapting the world to make it accessible to them. To learn more about MaxMods, visit their webpage at [www.maxmods.org](http://www.maxmods.org).

Santa’s Little Hackers, is a seasonal event hosted by MaxMods. Santa’s Little Hackers adapts donated new toys to be given to children and adults with physical limitations throughout the holidays. To learn more about Santa’s Little Hackers, please visit the event webpage at [www.santaslittlehackers.com](http://www.santaslittlehackers.com).
Friday, June 10 - Half-Day Workshop

The Implementation of AAC and Language: Where do I start? What’s next? How do I support sustainable impact?

Marlene Cummings, MA, CCC-SLP

How many of you wish you had a foundational toolkit that provided an organized system of language and AAC implementation supports to help your teams “get started”? Would you say that would be “PRICELESS”? This presentation will provide a model to establish shared content knowledge and beginning implementation strategies. This model establishes a starting place for teams to address the needs of students with complex communication needs who would benefit from or are currently using AAC systems and supports. Key elements include creating a communication mindset, using core vocabulary, providing vocabulary instruction, using aided language input, all within a robust communicative environment where opportunities abound. Artifacts, videos, self-assessments and resources used by the educational teams applying this system will be shared.

Marlene Cummings, MA, CCC-SLP, is a former school-based SLP/Early Childhood educator who specialized in the design and implementation of classrooms supporting students with complex communication needs. She designed and coordinated an Assistive Technology Center and AT Consultations for a large metropolitan school district. Marlene currently consults at a county level, designing dynamic service delivery models and professional learning opportunities to build capacity with local teams in the implementation of language and AAC. She presents at the local, regional, state and national level with a focus on language, literacy and AAC. Marlene is known as a passionate encourager of those in the field with her posts on PrAACtical AAC and her new sphere of influence teaching graduate students in AAC.
Moving Beyond Reading Accommodation Assumptions: Using data to drive decisions

Dr. Denise DeCoste

Today, a clear rational for the use of accommodations and their effectiveness must be documented. The Protocol for Accommodations in Reading (PAR) provides a process for making data-informed decisions on instructional reading accommodations. This session will present the individually administered version of PAR, as well as the new online version called uPAR that allows group administration and automated scoring. The session will begin by sharing the research on reading accommodations and why accommodation decisions need to be based on performance data. When and how to use PAR vs uPAR will be discussed with an emphasis on the benefits of group administration to better address student equity and to build a school team’s capacity to make accommodation decisions. Examples of the power of group data to effect school change will be described, including how data has challenged common misconceptions about reading. And lastly, examples of student data and unexpected outcomes will be shared. A process to help students reflect on accommodations and plan for their use will be described. This session will be of interest to administrators, reading specialists, educators, IT and AT specialists.

Dr. Denise DeCoste, is an occupational therapist and a special educator with over 30 years of experience in the field of assistive technology (AT). For 22 years, she led AT teams for the Montgomery County Maryland Public Schools. Currently she is an independent consultant providing professional learning and mentoring on assistive technology for reading and writing, and on the evolution and redesign of AT Team services. Recently, she authored a journal article on the changing role of AT teams, a chapter for AOTA on assistive technology in schools, the Protocol for Accommodations in Reading, and the new 2014 version of the Written Productivity profile, now called the DeCoste Writing Protocol.
Thursday, June 9 - Breakout Sessions

**Literacy Instruction for Emergent Communicators**  
*Diane Carroll, PhD & Robin Brewer, EdD*  
Literacy instruction for students with significant support needs is challenging! Using results of a Communication Matrix assessment and applying specific instructional strategies, emergency communicators can demonstrate literacy skills. This session will provide case based examples and allow participants to consider strategies for their own students.

**Simplifying AAC in the Classroom to Develop Early Literacy Skills**  
*Meghan Conover, Assistive Technology Specialist & Gretchen Storm, MS, CC-SLP*  
But my student can’t talk, how do we expect them to read and write?! Can an AAC device really assist in developing literacy? Communication and literacy are directly connected. By increasing the skills for one, we enhance the learning for the other skill. In this presentation, learn about strategies you can use to increase communication, gain new skills to incorporate an AAC device in the classroom and walk away with some tools that will increase your success in the classroom.

**Assistive Technology, Evaluation + Implementation + Instruction + Progress Monitoring**  
*Tara Mason, PhD & Lauren Hodges, SLPA*  
Assistive Technology implementation requires systematic instruction and progress monitoring to be effectively utilized by students. Implementation cycles must include the steps of assessment, implementation planning, instructional cycle and progress monitoring. This presentation will offer practical tips and resources through these steps of effective implementation utilizing case study examples.

**Video Modeling for Communication Skills**  
*Camille Harris, Kaylea Hanson & Maureen Castillo*  
In this course, the presenters will show how they integrated clips of students using AAC and iMovie to create video models in order to target conversational skills. Implementation strategies will be shared, along with the evidence behind them, and data from year one and two.

**Make ‘n’ Take: Video Models for Communication**  
*Kaylea Hanson, Camille Harris & Maureen Castillo*  
Having attended “Video Modeling for Communication Skills,” Participants will utilize the implementation techniques to create their own basic video models using free software on their own iPad, Mac, or PC. Participants will leave with cheat sheets for the process!

**But he throws the device...Part 1 & Part 2**  
*Dr. Kim Boyd, School Psychologist, BCBA-D & Cyndi Little, SWAAAC Coordinator*  
When children are unable to communicate their wants and needs, they often display negative behaviors to get those needs met. Part 1 will discuss functions of behavior and reinforcement techniques to increase communication and the use of different communication modalities. Part 2 of this training will provide participants with strategies to reinforce the use of a variety of communication modalities which will increase the child’s motivation to use the device. When the child is better able to communicate his wants and needs, negative behaviors will decrease.

**Core Vocabulary: Laying a Foundation for Language Learning & Communication**  
*Marlene Cummings, MA, CCC-SLP*  
Do you have students with complex communication needs who are currently using or would benefit from an AAC system and supports? Imagine if they had a set of powerful words they could use to learn language, chat with friends and demonstrate the functions of communication across multiple communicative environments. You will see a variety of ways teams have embraced and implemented a universal core vocabulary set in their classrooms across a diverse population of students. Success stories, videos, artifacts, and classroom supports will be shared.
Thursday, June 9 - Breakout Sessions

Access to Mobile Devices through the Power Wheelchair Drive Control System  
-Becky Breaux, MS, OTR/L, ATP
Smartphones and tablets have transformed our world and brought new technologies to our fingertips that offer tremendous potential to improve the safety, independence, and communication options for people with disabilities. But for people with significant physical disabilities, use of these technologies can be a challenge due to the nature of these touch-based devices. Fortunately, products are available to allow integrated control through the power wheelchair drive control system. This session will describe the methods of access available to both Apple and Android products, and compare the features and capabilities of different mouse emulators and interface devices on the market.

Combined Efforts: A writing protocol for school teams to assess and support the needs of struggling writers  
-Dr. Denise DeCoste
Today, writing is no longer taking a back seat to reading. Nationally, high standards for writing have been set as part of college and career readiness. Today, children write earlier and more often than in previous decades. Technology developments afford new pathways for written expression. The advent of computer-based, high-stakes testing and the need to substantiate accommodations make it even more important to document the best method of transcription. Writing is considered the most complex literacy skill and writing difficulties remain the number one reason for AT referrals. So why are there no writing specialist positions? Because it requires the combined efforts of multiple disciplines (OT, SLP, educators) to assess writing needs, and it requires the collaborative efforts of multiple disciplines to provide effective interventions. The DeCoste Writing Program (DWP) has been in use for over a decade to help school teams collect data on handwriting, keyboarding, spelling and composing. The DWP was designed to develop a profile of a student’s writing skills in order to inform decisions regarding assistive technology. Additionally, the newly revised DWP provides new research and new perspectives on PreK-12 writing interventions. A key theme for this session will be the need for occupational therapists, speech therapists and educators to work across disciplines to assess the needs of struggling learners and provide integrated services to improve writing outcomes. This presentation will be of interest to AT specialists, occupational therapists, speech-language pathologists, general educators, special educators and diagnosticians.

Friday, June 10 - Breakout Sessions

Shared Reading and Core Vocabulary Instruction: A powerful duo supporting Language Learning, Literacy and AAC  
-Marlene Cummings, MA, CCC-SLP
If you find yourself not having enough instructional minutes in a day to teach everything you would like then this is for you. What if you had an instruction activity that combined emergent literacy instruction, vocabulary instruction and language learning? Shared reading is a powerful approach to reading instruction for emergent readers. Core vocabulary instruction is an effective strategy to increase core word knowledge and use. Combine these important instructional strategies with aided language input and a wall sized “core board” and voila, a miracle occurs. Implementation videos of classroom instruction will be shared.

The Impact of Data-Drive Reading Accommodation Decisions  
-Dr. Denise DeCoste
Current policies require school teams to demonstrate and document the effectiveness of instructional accommodations using data-driven methods prior to making decisions about accessible instructional materials and assessments. A systematic process for gauging the need for reading accommodations that is suited to school-based settings is necessary. The Protocol for Accommodations in Reading (PAR) was developed in response to this need. PAR, a free downloadable tool, as well as a new online version called uPAR, will be described so that participants can see how any educational team can proactively make more informed decisions. This session will share data and comments from districts across the United States on how uPAR is increasing access to technology and empowering teachers and their students.
Friday, June 10 - Breakout Sessions

How Audiobooks Positively Impact Learning for Students with Disabilities
-Natasha Fortis, MEd, Learning Ally
There are 3 types of readers: eye readers, ear readers and finger readers. Learning Ally identifies all types as legitimate reading, since all address the 5 modes of literacy instruction. Learning Ally serves ear readers through the use of human-read audiobooks, as well as teacher, parent, and student resources.

Enhancing Student Learning with Interactive Vocabulary Supplements
-Lauren Hodges, SLPA & Karen Montes, SLP
In this course, participants will learn the value of interactive vocabulary supplements for texts being used at the elementary level. This course will address the importance of the supplement being interactive and the effects of a higher vocabulary knowledge for students. Participants will gain knowledge of how to utilize these supplements for AAC users within the general education classroom. Research has shown that interactive supplements are beneficial for students, and following this course participants will be able to create their own interactive supplements.

Strengthen Your Core: Using Core Across the Day
-Julie Ford, AT/SLP, Hayley Carter, AT/SLP & Kay Ashida, OT
Julie Ford and Hayley Carter are SLPs working as AT Specialists and Kay Ashida is an OT in Academy School District 20. Kay has taken the concept of Core Words and created a number of writing activities for the district. Julie and Hayley have presented to their district on use of Core Words across the curriculum and in every day communication. This presentation will work for a variety of communication devices including high and low tech, as well as provide ideas for SLPs and teachers on how to incorporate Core Words into their lessons.

Twin Powers Unite! Teaching AAC AND Dolch Sight Words
-Maureen Castillo, MA, SLP-CCC & Lindsay Romero, MS, CF-SLP
Results of a research project in Adams 12 which involved students using AAC devices paired with typical peers to increase the knowledge of both core words and sight words. Concepts of partner augmented modeling and peer engagement using sight words books was investigated. By uniting our efforts, SLPs and teachers can work toward a common goal!

More Breakout Sessions To Be Announced!
Registration:
To register, complete the online registration form. Contact Assistive Technology Partners at 303.315.1280 for questions and concerns regarding registration and fees or visit our website at www.swaaac.com to view and download the symposium brochure and access the online registration form.

Fees:

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<th>Regular Rate</th>
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<tr>
<td></td>
<td>(ends April 22, 2016)</td>
<td>(registration closes May 20, 2016)</td>
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<tr>
<td>SWAAAC Member</td>
<td>$70/day</td>
<td>$105/day</td>
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<tr>
<td>General Attendee</td>
<td>$100/day</td>
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<tr>
<td>Student</td>
<td>$60/day</td>
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Thursday Celebration Lunch and Award Ceremony:
Thursday’s celebration lunch and award ceremony will highlight Colorado’s Assistive Technology achievements of the 2015-2016 school year and recognize the accomplishments of our school-based AT service providers.

Continuing Education Contact Hours:
A Certificate of Attendance will be provided to all registered participants detailing direct contact hours. This certificate fulfills documentation requirements for the recertification needs of individuals in the public schools. There is no fee for the Certificate of Attendance.

Items to bring with you:
Handouts will be provided to attendees for each session. Please note, you may want to bring a tablet, laptop, notepad, pen and/or USB flash drive with you to better participate in sessions.

Cancellation & Refund Policy:
All cancellations and refund requests must be made by May 20, 2016. Refunds will be subject to a $30 administrative fee. No refunds will be given after May 20. If you cannot attend, we strongly encourage you to send someone in your place.

Accommodations:
We are committed to accommodating the needs of participants with disabilities. Accommodations provided upon request, but must be submitted in writing by May 13, 2016. Send all requests to Elizabeth Woodruff by fax at 303.837.1208 or to elizabeth.woodruff@ucdenver.edu.

Nearby Hotel Options: All attendees are responsible for their own hotel and transportation.

- **SpringHill Suites Denver Downtown**
  www.marriott.com or 303.705.7300
  1190 Auraria Parkway, Denver, CO 80204
  *Access promotional pricing using link above or reference University of Colorado Denver rate when you call*

- **The Curtis Denver**
  www.thecurtis.com or 303.571.0300
  1405 Curtis Street, Denver, CO 80202

- **Holiday Inn Express Downtown Denver**
  www.hixdenver.com or 800.237.7431
  401 17th Street, Denver, CO 80202

- **Ramada Denver Downtown**
  www.ramada.com or 303.831.7700
  1150 East Colfax Ave, Denver, CO 80218