

Today's Schedule

Preconvention Workshops 110
9:00 a.m. - 4:00 p.m., Convention Center

General Session 120
5:00-6:30 p.m., Room 6B, Level 6, Convention Center

featuring



Marlee Matlin

CEC Awards Presentation 121
(During the General Session)
Room 6B, Level 6, Convention Center

Wednesday

PRECONVENTION WORKSHOPS

Wednesday, April 1, 2009

9:00 a.m. - 4:00 p.m. (Workshops 1-4, 6-14, 16)

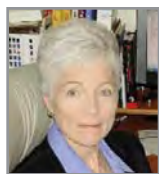
9:00 a.m. - Noon (Workshop 5, 15, 17)

**Register today! Visit CEC's Web site for registration information.
All preconvention workshops are located in the convention center.**

Workshop 1

Room: 607, Level 6

CO-TEACHING: CREATING SUCCESSFUL AND SUSTAINABLE PROGRAMS BY ADDRESSING KEY ISSUES



Marilyn Friend

Co-teaching is emerging as one of the strategies through which professionals hope to achieve the goals of the No Child Left Behind Act and IDEA. However, considerable confusion still exists regarding its structure, administration, and effectiveness. This preconvention workshop offers those developing co-teaching programs and refining the quality of their programs research-based information on how to (a) create effective programs, (b) integrate quality instruction with co-teaching, (c) address sustainability, (d) conduct program evaluation, and (e) discuss other issues common in co-teaching.

This workshop is designed to offer participants the opportunity to interact regarding opportunities and barriers in maturing co-teaching programs. Large group lecture, small-group discussions, and other grouping arrangements are planned to foster meaningful discussions. Print materials will provide examples of available data and key points for developing, sustaining, and evaluating co-teaching programs.

Participants will be able to:

1. Outline the evidence that supports or fails to support critical dimensions of co-teaching.
2. Describe program development, operation, management, and evaluation strategies that contribute to successful co-teaching programs.
3. Discuss the integration of co-teaching with evidence-based instructional strategies that support students with disabilities in general education settings.
4. Identify dilemmas most commonly faced in co-teaching programs and generate strategies for addressing them.

Who Should Attend: Special and general education administrators and professional staff members (e.g., teachers, coaches, coordinators, speech/language therapists, reading specialists), including state agency and regional agency personnel

Leader: *Marilyn Friend*, University of North Carolina, Greensboro

Workshop 2

Room: 606, Level 6

IMPLEMENTATION OF RTI AT THE SCHOOL AND DISTRICT LEVEL: MOVING BEYOND THE BASICS IN GENERAL AND SPECIAL EDUCATION



Cara Shores

Response to Intervention (RTI) is being adopted in school systems across the country as the primary method for identifying students with learning disabilities. This workshop will explore critical aspects of the RTI process, moving past the basic ideas to explore effectiveness of RTI in school reform and sustainability. Topics will include teacher and administrator roles in RTI, scheduling options, and components of appropriate instruction and behavior management at all tiers in the pyramid. The workshop is designed for practitioners who already have a basic understanding of the elements of RTI and are ready to implement the process at the school and/or district level. The presenter will explore the components of quality instruction at each tier of a 3-tier pyramid, including general education classroom services, needs-based instructional services, and intensive individualized support services for both academics and behavior.

Participants will be able to:

1. Identify an integrated model of RTI for overall school improvement.
2. Identify scheduling options for implementation of needs-based instruction.
3. Identify appropriate instruction at each tier of a 3-tiered pyramid.

Who Should Attend: Special and general education teachers, administrators, and supervisors

Leader: *Cara Shores*, Wesley Educational Services, Cartersville, GA

A PRINCIPAL'S GUIDE TO SPECIAL EDUCATION—A LOOK AT THE READINESS OF SCHOOL PRINCIPALS TO PRESIDE OVER EFFECTIVE SPECIAL EDUCATION PROGRAMS



David F. Bateman



C. Fred Bateman

School principals at all levels play an important role in the effectiveness of the planning and implementation of educational programs for children with disabilities. A principal's knowledge of, and involvement in, the process makes all the difference in the world for a program's success. "A Principal's Guide to Special Education" speaks directly to individual principals. The presenters will discuss what principals must know in general about educational programs for children with disabilities and what to do, specifically in the building, to provide the proper leadership.

Participants will be able to:

1. Explain the legal basis for educating children with disabilities, by demonstrating knowledge of the key points of IDEA, Section 504, and ADA.
2. Identify and explain the role of the principal in daily special education concerns such as individualized education programs, discipline, and inclusion.
3. Explain the details of a due process hearing as a remedy for parents in special education matters, how a hearing is conducted, how principals can reduce chances of a hearing, and how principals can prepare for a hearing.

Who Should Attend: Administrators, supervisors, special education teachers, and curriculum specialists

Leaders: David F. Bateman, Shippensburg University, PA; C. Fred Bateman, Urban Superintendents Association of America, Chesapeake, VA

DEVELOPING AUTHENTIC TRANSITION AND CAREER DEVELOPMENT SKILLS USING SERVICE LEARNING AND ORAL HISTORY

Educators look for authentic tools to provide secondary students with transition and career development experiences. Separately, service learning and oral history are successfully used to expand students' academic skills into the community. This workshop will demonstrate how to blend service learning and oral history into authentic transition and career development skills. The presenters will review foundational principles of career development and transition, and authentic learning; introduce the basic principles and values of using oral histories in teaching interviewing skills; provide strategies for implementing the components of service-learning into the general curriculum; and introduce a model successfully being used to teach transition and career development, oral history and service learning through authentic learning experiences.

Participants will be able to:

1. Discuss best practices for implementing authentic learning, service-learning and oral history to general (i.e., English, life skills, and social studies) and, transition and career development curricula.
2. Apply knowledge and skills to real life experiences.

Who Should Attend: Special and general secondary teachers, administrators, supervisors, and teacher educators

Leaders: LaVerne Albright Buchanan, TransCen, Inc., Rockville, MD; Cate Hart, Indiana University, Bloomington; Mary Lou Razza, University of Vermont, Burlington

LaVerne Albright
Buchanan

Cate Hart



Mary Lou Razza

PRECONVENTION WORKSHOPS

Workshop 5

Room: 608, Level 6

NEW AND PENDING IDEA/NCLB FEDERAL POLICY: IMPLICATIONS FOR SPECIAL EDUCATORS

(Half-day workshop, 9:00 a.m. – noon)



Deborah Ziegler



Lindsay Jones

Presenters from CEC's Policy and Advocacy headquarters team will examine the impact of the new presidential administration on legislative initiatives to reauthorize the Elementary and Secondary Education Act, known now as No Child Left Behind; recent policies from the U.S. Department of Education on the Individuals With Disabilities Education Act; how new NCLB and IDEA provisions affect each other; and how those initiatives impact special education professionals. In addition, presenters will update participants on the American Recovery and Reinvestment Act that more than doubles the federal investment in IDEA. Participants

will have the opportunity to ask questions and share their experiences based on new and pending federal policies for children.

Participants will be able to:

1. Describe the priorities for special education of the new administration.
2. Describe ESEA and IDEA reauthorization issues, CEC recommendations, and nextsteps.
3. Describe IDEA policy initiatives from the U.S. Department of Education.
4. Describe the provisions of the American Recovery and Reinvestment Act.

Who Should Attend: Special education administrators, special and general education teachers, researchers, principals, higher education professionals, and education consultants

Leaders: *Deborah Ziegler* and *Lindsay Jones*, Policy and Advocacy Services, Council for Exceptional Children, Arlington, VA

Workshop 6

Room 613, Level 6

EVIDENCE-BASED PRACTICES FOR CULTURALLY RESPONSIVE GIFTED EDUCATION

The continued underrepresentation and underservice of children from culturally/linguistically diverse and economically disadvantaged families is a critical issue for the field of gifted education. Presenters will examine culturally responsive evidence-based practices around identification, programming, curriculum, social/emotional needs, families, and policies for gifted education. The day will move from theory into practice as we explore what we know about recognizing and meeting the needs of children who have been historically underserved in gifted education.



Mary Ruth Coleman

Participants will be able to:

1. Describe the evidence-base for one area of culturally-responsive practice within gifted education.
2. Give examples of culturally responsive evidence-base practices to recognize and meet the needs of underrepresented children.
3. Identify key components of U-STARS~PLUS and share how these exemplify culturally responsive evidence-based-practice.

Who Should Attend: Special and gifted education teachers and administrators

Leader: *Mary Ruth Coleman*, University of North Carolina, Chapel Hill

Presenters: *Susan Johnsen*, Baylor University, Waco, TX; *Diane Montgomery*, Oklahoma State University, Stillwater; *Cheryll Adams*, Ball State University, Muncie, IN; *Tracy Cross*, Ball State University, Muncie, IN; *Gloria Taradash*, Initiatives for Education, Albuquerque, NM; *Sneha Shah-Coltrane*, North Carolina Department of Public Instruction, Raleigh, NC

PRECONVENTION WORKSHOPS *Seattle*

Workshop 7

Room: 308, Level 3

DEVELOPING CEC PROGRAM REPORTS ON THE PREPARATION OF SPECIAL EDUCATION PROFESSIONALS



Joni Baldwin

In this workshop, participants will learn strategies for developing a CEC Special Education Preparation Program Recognition Report as a part of the NCATE accreditation process. Principles for and examples of performance-based program assessment systems will be presented. Strategies for assuring that program assessments align with the CEC Content Standards will be discussed. Examples and strategies for successfully completing the sections of the CEC Program Recognition Report will also be presented.



Christy Hooser

Reviewing CEC Program Reports on the Preparation of Special Education

Professionals will also be offered on Wednesday. If you are interested in attending this portion of the training, please complete the CEC Reviewer Application and either send it to ProfDev@cec.sped.org or bring it with you to the workshop.

Participants will be able to:

1. Explain the steps in developing a performance-based teacher preparation program.
2. Use the CEC standards to prepare appropriate documentation.
3. Discuss the essential elements of a performance-based review.
4. Identify how to document and present performance assessments and candidate data.
5. Review components of the NCATE/CEC program report.

Who Should Attend: College and university personnel who are preparing program reports to respond to the NCATE/CEC national recognition process.

Leaders: *Joni Baldwin*, University of Dayton, OH; *Christy Hooser*, Eastern Illinois University, Charleston

Workshop 8

Room: 614, Level 6

DIVERSITY AND DIFFERENTIATED INSTRUCTION: LINKING ASSESSMENT AND RESEARCH-BASED INTERVENTIONS

In the height of standards-based reform and evidence-based instruction linked to assessment, special education teachers must emphasize linkage to general education curriculum outcomes for students with disabilities. However, there must also be a consideration of culture and language when planning specialized research-based instructional activities for students from diverse backgrounds. Teachers are often unaware of the appropriate differentiated strategies to use with bilingual or multilingual students in special education. A framework for integrating these strategies into instruction will be provided, along with illustrative examples and practical ideas for co-teaching in diverse classrooms. The use of differentiated instruction across all content area curricula expands the traditional models of instruction to address the unique learning styles of culturally and linguistically diverse learners in special education classes.



Gloria Campbell-Whatley



Marva Gavins

Participants will be able to:

1. Identify recommendations for culturally sensitive instructional practices.
2. Identify efficient and effective ways to identify student-learning styles.
3. Incorporate differentiated instruction within culturally responsive instruction.

Who Should Attend: Special and general educators

Leaders: *Gloria D. Campbell-Whatley*, University of North Carolina, Charlotte; *Marva Gavins*, Pfeiffer University, Charlotte, NC

Wednesday

PRECONVENTION WORKSHOPS

Workshop 9

Room 612, Level 6

TEACHING LIFE SKILLS THAT WORK: LIFE CENTERED CAREER EDUCATION (LCCE)



Pat Burch

Master the LCCE curriculum and use a proven transition curriculum based on classroom, home, and community environments. The curriculum is useful for middle school through high school populations. Participants will receive a copy of the LCCE Teacher's Guide.

Participants will be able to:

1. Discuss primary components of the LCCE curriculum.
2. Utilize LCCE assessments (Knowledge and Performance Batteries.)
3. Explain LCCE lesson plan development and instruction.
4. Describe requirements for school- and districtwide implementation of LCCE

Who Should Attend: Special and general secondary special education teachers, administrators, supervisors, paraeducators, related service professionals, teacher educators and graduate students, transition and vocational coordinators, and parents

Leader: Pat Burch, Farmington, MO

Workshop 10

Room 616, Level 6

PUTTING IT TOGETHER: PROGRESS MONITORING, RESEARCH-BASED MATH INTERVENTIONS, AND RTI

This workshop provides an overview of Response to Intervention (RTI) and information on mathematics progress monitoring tools for Grades 1 through 3. Presenters will discuss results from validated interventions to demonstrate how schools can effectively identify students who are at-risk for developing math disability and intervene with these students in a timely and efficient manner within a responsiveness-to-intervention (RTI) framework. The morning session provides an explanation and models of various research-validated mathematics interventions to use at Tier 1. The afternoon session continues with examples of increasingly intensive, research-validated Tier 2 mathematics interventions. Time will be allotted for demonstration, answering questions, and practical application. (The Vanderbilt University Mathematics RTI Research Team is directed by Lynn S. Fuchs, Vanderbilt University, Nashville, TN.)

Participants will be able to:

1. Describe the RTI process
2. Explain how math progress monitoring tools are used within RTI.
3. Understand various research-based mathematics interventions to use at Tier 1 and Tier 2.

Who Should Attend: Special and general education elementary level teachers, administrators and supervisors

Leaders: Pamela M. Seethaler and Sarah R. Powell, Vanderbilt University, Nashville, TN



Pamela M. Seethaler



Sarah R. Powell

PRECONVENTION WORKSHOPS *Seattle*

Workshop 11

Room: 401, Level 4

REACHING AND TEACHING ALL STUDENTS: UNIVERSAL DESIGN FOR LEARNING IN ACTION FROM PRE-KINDERGARTEN THROUGH HIGHER EDUCATION



Skip Stahl

Universal Design for Learning (UDL) supports curricula (goals, methods, assessments, materials) that increase the knowledge, skills, and enthusiasm for learning of all students. This workshop will explore UDL in instruction and the impact of the National Instructional Materials Accessibility Standard (NIMAS), with an awareness that barriers to achievement reside in the instructional environment, not students.

Participants will be able to:

1. Gain a better understanding of how UDL supports and sustains efforts to personalize instruction for all students -- learners with and without disabilities.
2. Understand the research foundation of UDL.
3. Leave with practical strategies and tools for classroom implementation.

Who Should Attend: Special and general education teachers, special and general education administrators, technology specialists, and coordinators

Leader: *Skip Stahl*, NIMAS Development Center, Center for Applied Special Technology (CAST), Wakefield, MA

Presenters: *Tracey Hall, Joy Zabala, and Jenna Wasson*, Center for Applied Special Technology (CAST), Wakefield, MA

Workshop 12

Room: 603, Level 6

STAYING THE COURSE — MAKING A DIFFERENCE

Since 2000, North Carolina has championed a focused, strategically planned statewide literacy initiative to address research-based reading instruction for students with disabilities. This workshop will provide key start-up and maintenance strategies that ensure successful implementation of research-based reading instruction. Participants will discuss data related to student academic growth, personnel development, fidelity of implementation, and sustainability. Examples of strategies used to sustain quality reading instruction for students with disabilities will be shared. Successes, challenges, and lessons learned will be shared through stories, visuals, and even music—a truly multisensory experience!



Vickie Norris

Participants will be able to:

1. Participants will learn how students with disabilities are achieving accelerated growth in reading through the NC State Improvement Project initiatives.
2. Participants will learn how NC is building capacity for effective reading instruction through professional development opportunities.
3. Participants will learn how NC school systems are achieving sustainability through inclusive training activities and leadership development.

Who Should Attend: Administrators, curriculum coordinators, reading specialist, and special and general educators

Leaders: *Angie Cloninger (not pictured) and Vickie Norris*, North Carolina Department of Public Instruction, Raleigh

Wednesday

PRECONVENTION WORKSHOPS

Workshop 13

Room: 609, Level 6

ADDRESSING THE SELF-REGULATION, BEHAVIOR, AND SOCIAL NEEDS OF INDIVIDUALS WITH AUTISM SPECTRUM DISORDER



*Brenda Smith
Myles*

This workshop will provide participants with information regarding self-regulation, behavior, and social skill interventions for individuals with autism spectrum disorder (ASD). The vast majority of children and youth with ASD experience marked challenges in these areas; however, to date, most interventions have focused solely on instruction rather than on generalization and main-

tenance. Participants will receive a framework that identifies individual needs in these areas and teaches them how to understand, analyze, act, and evaluate. Preliminary data on this model will be discussed as well as how implement this framework with fidelity across special and general education settings.

Participants will be able to:

1. Identify methods of teaching self-regulation and self-control skills.
2. Describe how to integrate self-regulation and self-control instruction and practice throughout the day in general and special education settings.

Who Should Attend: Special education teachers and administrators

Leaders: *Brenda Smith Myles, Sherry Moyer (not pictured), Ruth Aspy (not pictured), and Barry Grossman (not pictured), Ziggurat Group, Dallas, Texas*

Workshop 14

Room: 619/620, Level 6

POSITIVE INTERVENTIONS AND EFFECTIVE STRATEGIES FOR DEFYING GRAVITY IN THE CLASSROOM



Laura A. Riffel

Behavioral issues can weigh heavily on the climate of the classroom. Using humor and real life stories, the presenter will focus on the motivation behind the behavior and give educators real tools they can use the very next day. Participants will learn to recognize the function behind the behavior and build a behavioral intervention plan based on the reason behind the behavior, rather than their reaction to the behavior. Workshop participants will learn about research-based interventions and hear real examples from preschool through high school. Presenter will focus specifically on ADD/ADHD, oppositional or noncompliant behavior, autism spectrum disorder, and learning disabilities.

Participants will be able to:

1. Identify the motivation behind behaviors.
2. Develop a plan based on that motivation.
3. Use a competing pathway chart to develop antecedent and consequence modifications.

Who Should Attend: Special and general education teachers and administrators, related service professionals, and parents

Leader: *Laura A. Riffel, University of Kansas, Lawrence*

PRECONVENTION WORKSHOPS *Seattle*

Workshop 15

Room: 617, Level 6

RECOGNITION AND RESPONSE: RTI GOES TO PRE-K

(Half-day workshop, 9:00 a.m. – noon)



Virginia Buysse



Ellen Peisner-Feinberg

Recognition and Response (R&R) is a translation of Response to Intervention (RTI) designed to improve teaching and learning for all, but specifically targeting 3-to-5-year-olds who need additional supports to learn. Based on the results of a recently completed pilot study, this workshop provides hands-on activities and resources to help practitioners and administrators get started in implementing the three components of R&R—universal screening and progress monitoring, tiered interventions, and collaborative problem solving—in various types of early childhood programs.

Participants will be able to:

1. Identify desired characteristics of assessment tools used for universal screening and progress monitoring.
2. Describe how explicit interventions, embedded learning activities, and scaffolding are used as part of a tiered approach.
3. List the steps within the collaborative problem-solving process, and identify potential members of a core problem-solving team.

Who Should Attend: Who Should Attend: General and special education early childhood teachers, families, related service professionals, administrators

Leaders: *Virginia Buysse* and *Ellen Peisner-Feinberg*, University of North Carolina, Chapel Hill

Workshop 16

Room: 618, Level 6

BUILDING BETTER BRAINS: ENRICHING THE BRAINS OF LEARNERS



John Almarode

Take an action-packed look at the effects an enriched environment has on the brain. Participants will experience the absolute “must-haves” in creating a class. Examples of some of these components include movement, integration of the arts, and the brain’s capacity for taking in information. Participants will experience an enriched environment through the modeling of each component. Teachers, administrators, and parents will walk away with instant strategies and ideas that will build better brains in every young learner. This highly active, empowering, and motivating day reveals the secrets of creating maximum change in young brains, regardless of their starting point.

Participants will be able to:

1. Describe the main components in an enriched environment.
2. Describe how the brain changes in an enriched environment.
3. Develop and implement strategies that promote positive changes in the brain.
4. Support specific strategies with evidence on how the brain learns.

Who Should Attend: Special and general education teachers and administrators, parents and students

Leader: *John Almarode*, University of Virginia, Charlottesville

Wednesday

PRECONVENTION WORKSHOPS

Workshop 17

Room: 602, Level 6

ACCOMMODATIONS FOR ALL TESTING: CURRICULUM-BASED, BENCHMARK, FORMATIVE, DISTRICT, AND STATE

(Half-day workshop, 9:00 a.m. – noon)



Martha Thurlow

Learn how to make decisions about accommodations, regardless of the type of testing under consideration. Presenters will start from the foundations of good instructional accommodations, then address various types of testing (e.g., curriculum-based, benchmark, formative, district, state), and how to make decisions about accommodations for each type. In addition, participants will learn how to advocate for accommodations that they believe are needed for district and state assessments.



Sheryl Lazarus

The information in this workshop is based on the long history of research, training, and advocacy for appropriate accommodations

at the National Center on Educational Outcomes at the University of Minnesota. Leaders will highlight step by step procedures and processes that can be used to help in accommodation decision making, and will give participants opportunities to try these out for hypothetical and actual students with disabilities.

Participants will be able to:

1. Identify the critical features of various assessment approaches that should be factored into decisions about testing accommodations.
2. Demonstrate decision making processes that lead to appropriate accommodations decisions for instruction and testing.
3. Show appropriate ways to advocate for changes to assessment accommodations policies set at the district or state level.

Who Should Attend: Special and general education teachers and administrators

Leaders: *Martha Thurlow* and *Sheryl Lazarus*, National Center on Educational Outcomes, University of Minnesota, Minneapolis

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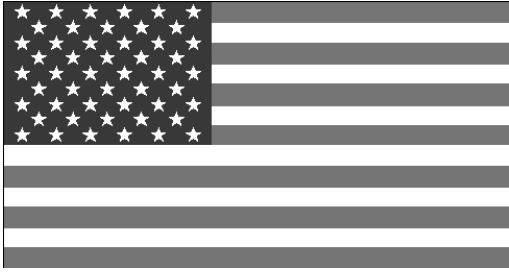
Wednesday

Wednesday, April 1

General Session

5:00-6:30 p.m., Room 6B, Level 6, Convention Center

National Anthems



The Star Spangled Banner

O say can you see by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars, thro' the perilous fight,
O're the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there,
O'say, does that Star-Spangled Banner yet wave,
O're the land of the free and the home of the brave?



O Canada

O Canada! Our home and native land!
True patriot love in all thy sons command.
With glowing hearts we see thee rise,
The True North strong and free!
From far and wide, O Canada,
We stand on guard for thee,
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee.

Wednesday



Keynote Speaker — Marlee Matlin

Actress Marlee Matlin is the keynote speaker for CEC's 2009 Convention & Expo. Ms. Matlin, who has starred in numerous feature films and television shows, won the 1986 Academy Award for Best Actress for her role in *Children of a Lesser God*. Passionate about children, she has appeared in numerous educational children's programs and authored three children's novels about coping with deafness. Ms. Matlin was instrumental in persuading Congress to pass federal legislation requiring that all televisions manufactured in the United States be equipped with closed captioning technology. Ms. Matlin is also involved with such charitable organizations as the American Red Cross, Easter Seals, and the Children Affected by AIDS Foundation. Marlee Matlin is an advocate for all children, especially those with disabilities. CEC is pleased to have Ms. Matlin keynote this year's Convention & Expo.

General Session

Seattle

CEC President Kathleen Puckett, Presiding

Opening Ceremonies

National Anthem of the United States	Ami Moore Auburn High School
National Anthem of Canada	Ami Moore Auburn High School
Invocation	Samuel Green State Poet-laureate
Introductions	Kathleen Puckett
Greetings	Doug Gill Director of Special Education Office of Superintendent of Public Instruction

PRESIDENT’S REMARKS **Kathleen Puckett**

AWARDS PRESENTATION **Kathleen Puckett**

FEATURED ADDRESS

Introduction	Gerry Reynaud Convention Program Chairperson
Keynote Address	Marlee Matlin

APPRECIATION AND CLOSING **Kathleen Puckett**

During the General Session, please remain seated until the session adjourns.
Early departures interrupt remarks and announcements considered important by other attendees.

Wednesday

2009 CEC AWARDS RECIPIENTS

J.E. Wallace Wallin Lifetime Achievement Award	Dr. James Ysseldyke , Professor of Educational Psychology, University of Minnesota
Clarissa Hug Teacher of the Year	Gayle Solis Zavala , Special Education Teacher, Gove Elementary School, Belle Glade, FL
Outstanding Research Award	Dr. Joseph Jenkins , Professor of Special Education, University of Washington
Outstanding Student Member Award, Undergraduate	Amanda Tester , East Tennessee State University
Outstanding Student Member Award, Graduate	Sara Aronin , University of Central Florida
Susan Phillips Gorin Award	Wendy Ehrensberger , Dowling College

**CEC 2009 Teacher to Teacher
Technology Showcase Presentations
Thursday April, 3
Room 306, Level 3**

Date/ Presentation	Title	Name/School	Description
Thursday, April, 11:00 am – 12 noon	DigitAbility: Making Everyday Tasks Possible for Students with Significant Disabilities	<i>Barbara Lark</i> , SLP & Assistive Technology Specialist; <i>April Weitkamp</i> , Teacher; and <i>Brenda Kelly</i> , Teacher, View Ridge Elementary, Everett Public Schools	Presenters will share the use of technology tools that support students who have significant learning challenges. They will show interactive story books they have created or modified utilizing <i>Boardmaker</i> symbols, writing activities created in <i>Clicker 5 + Paint</i> , science activities using communication devices, and much more. Age Groups: Primary and intermediate age students in classrooms with a Life Skills focus.
Thursday, April, 2 1:15 -2:15 pm	Digital Media as a Teaching Tool for the Special Needs Child	<i>Christine Dunbar</i> , SLP, Parkwood Elementary School (Shoreline)	Customized digital media lessons allow students with autism and other disabilities to access learning. Students learn verbal scripts without the challenge of interpersonal interaction. Where standard teaching materials fail to motivate, digital media are highly engaging and successful. Skills taught include social stories, vocabulary, language structures, peer interactions, school routines, and positive behavior patterns. Ages: preschool through high school Disabilities: a broad range, especially Autism Spectrum disorders, communication disorders, and mild to moderate developmental delays

ASSISTIVE TECHNOLOGY LAB
Visit Booth 730

The Assistive Technology (AT) Lab will showcase selected devices, equipment, products, and systems—
commercially available or custom designed, or modified—to provide access for all
individuals with disabilities.

Please visit the staff from the Central Washington University, Special Education Technology Center and the
University of Washington, Washington Assistive Technology Access Program.
Experience live demonstrations!

The Assistive Technology Lab will be open during regular Expo hours!