



Schedule with Session Descriptions



Monday, November 13

7:30am to 4:30pm	9:00am to 4:30pm	9:00am to 12:15pm	12:15pm to 1:15pm	1:15pm to 4:30pm
Registration	Full Day Concurrent Sessions	AM Concurrent Sessions	Lunch	PM Concurrent Sessions

Full Day Concurrent Sessions (9:00am to 4:30pm)

***It is Possible:
Comprehensive Approaches
to Literacy for Students with
Intellectual Disabilities***

Karen Erickson, Ph.D.

Act 48, ASHA, Psych

This presentation will offer both an instructional framework and practical approaches to address the literacy learning needs of students with low incidence disabilities, including complex communication needs. The focus will be on comprehensive approaches to emergent and conventional literacy with an emphasis on application and use rather than skill mastery. The presentation will include videos and work samples that help demonstrate that it is possible for students with complex needs to become more effective readers, writers, and communicators.

Audience: *Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers/other professionals who work with students with traumatic brain injury, Speech Therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Parents, and Paraprofessionals*

The Effective Instructional Continuum

Karen Blankenship, Ph.D.

Act 48, ACVREP, Psych

Audience: *Special Education Teachers, Teachers who work with students who are blind or visually impaired, and Supervisors/Administrators*

The session will provide participants with the learning theory and law behind the effective instructional continuum for students who are blind or visually impaired. In addition, participants will be provided with examples and resources to complete the continuum.

AM Concurrent Sessions (9:00 am to 12:15 pm)

Daring to Dream: Exploration of Discovery for Transition Planning and St. Vincent's Bearcat B.E.S.T

**Nicole Turman, Anthony Chan,
Rita Cheskiewicz, and Philip M.
Kanfush, Ed.D.**

Act 48, Psych

This session will provide attendees with multiple perspective on post-secondary options for students with a range of sensory and developmental disabilities. First, Nicole Turman and colleagues will provide an overview of Discovery: a non-comparative assessment designed to identify an individual's strengths, interests, and conditions for success. Information is gathered through a 'discovery process' from activities an individual engages in during everyday life at home, in school, and in activities with family, friends, and others. This information is translated into a full, narrative profile, which provides a roadmap for transition planning. Individuals will learn the essential elements which should be included in any Discovery process and how to apply them to planning for community participation, living, and employment. Second, an overview of St. Vincent's Bearcat B.E.S.T. program will be provided. With the goals of developing skills in students in the areas of academics, vocational training, activities of daily living, and social skills, Bearcat B.E.S.T. serves as a model of how evidence-based practices can support students with intellectual and developmental disabilities to achieve a greater level of independence.

Audience: *Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers/other professionals who work with students with traumatic brain injury, General Education Teachers, Supervisors/Administrators, Occupational Therapists, Physical Therapists, School Counselors, School Psychologists, Parents, and Paraprofessionals*

Have Car, Can Teach: An Effective Itinerant Model

Lynne H. Price

Act 48, Psych

Being an itinerant teacher is like being a race car driver. Factors such as use of time, speed of progress, amount and type of collaboration, and number of participants in the race all affect the teacher's ability to be successful. This session will help itinerant teachers fine tune their skills and get better gas mileage. Attendees will follow a sequential plan based on the school calendar. Ideas presented will be applicable to all school ages, intensity of service, and types of students. Let's get on track with the best car ever.

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, School Counselors, School Psychologists, and Audiologists

Hearing Technology: Current and Future Options

Carmen Hayman, AuD, CCC-A, CISC

Act 48, ASHA, Psych

A variety of technology options exist to assist children with hearing loss. This course will focus on options available that are based on degree and type of hearing loss for hearing aids, FM systems, and cochlear implants. Current hot topics in pediatric audiology will also be discussed and include management of minimal and unilateral hearing loss, middle ear implants, single-sided deafness, expanding cochlear implant candidacy, auditory brainstem implants, and wireless connectivity.

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Parents, Guardians, and Parents

Lunch (12:15 pm to 1:15 pm)

PM Concurrent Sessions (1:15 pm to 4:30 pm)

Hearing Technology: Current and Future Options (repeat session)

Carmen Hayman, AuD, CCC-A, CISC

Act 48, ASHA, Psych

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Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, and Parents

***Parent Professional
Networking Session***

**Statewide Parent Network
Members**

No credit

Audience: Parents

Join us to gain insight into the statewide parent network. Meet with parents and professionals from the Commonwealth and discuss current strategies for improving access to the general education curriculum for all students.

***Steps to Success: A Scope
and Sequence for Self-
Advocacy Development***

Lynne H. Price

Act 48, Psych

A 2009 survey stated that only 24% of deaf, deaf-blind, and hard of hearing adults advocate for needs related to hearing. In addition to language, literacy, and vocabulary, children need to learn advocacy skills to fully access information and communicate in a global setting. Steps to Success presents a scope and sequence of skills, instructional strategies, activities, and assessments to enable a student to be an effective listener, a successful communicator, a proficient reader, and a knowledgeable consumer of goods and services related to hearing needs.

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, School Counselors, School Psychologists, and Audiologists

Tuesday, November 14

7:30am to 5:00pm	8:00am to 9:00am	9:00am to 4:30pm	9:45am to 5:00pm	9:45am to 12:45pm	12:45pm to 1:45pm	1:45pm to 5:00pm	
Registration	Keynote	HELIX Connect Open and Break (9:00am to 9:45am)	Full Day Concurrent Sessions	AM Concurrent Sessions	Lunch	PM Concurrent Sessions	
		9:15am to 9:45am					
		HELIX Connect Orientation for Parents and Families					

Keynote (8:00am to 9:00 am)

Engaging Neurodiverse Individuals: The Power of Acceptance and Positivity

Chris Ulmer

Audience: All HELIX Attendees

Chris Ulmer has made it his life's mission to normalize the diversity of the human condition by showcasing how understanding, positivity, and acceptance can make a better world for all. Participants will explore these concepts and more, through his experiences with the worldwide acceptance movement, Special Books by Special Kids (SBSK). ([Facebook.com/specialbooksbyspecialkids](https://www.facebook.com/specialbooksbyspecialkids))

HELIX Connect Welcome and Break (9:00 am to 9:45 am)

Special Session (9:15 am to 9:45 am)

Check This Out: Orientation to HELIX Connect for Parents and Families

Scott Dougherty

No credit

Audience: Parents

This brief session will provide parents and families with tips and guiding questions to help them get the most out of the HELIX Connect exhibit hall experience. The session will include an overview of types of resources and products that will be present, as well as opportunity for Questions and Answers. **(Please note that this session is not offered for CEU credits.)**

Full Day Concurrent Sessions (9:45 am to 5:00 pm)

AAC Assessment: Mapping a Route to Communicative Competence

Vicki Clarke, CCC/SLP

Act 48, ASHA, Psych

Jackson is an engaging 9-year-old who is not yet speaking. He points and vocalizes but has no true words. We know he needs some form of augmentative communication. His classmate Damian is also nonverbal, uses a wheelchair for mobility, struggles to use his hands to point, and seems to not pay attention to the symbols we show him. We know he needs some form of augmentative communication too. Sari jumps and twirls into the classroom and repeats lines from *Good Morning America* but can't tell us her favorite snack. She also needs AAC. How do we decide who gets what? This session digs into how to assess individual AAC needs by what tools we use, the features we assess, the people we invite to help us, and, most importantly, the questions we ask. We will use videos, case studies, specially designed protocols, and guided Vendor Hall missions to learn the features and considerations of a comprehensive AAC assessment. Come join us to learn how to systematically assess your potential AAC users and start them on their journey to communicative competence.

Audience: Special Education Teachers, Speech Therapists, and Assistive Technology Specialists

***Evaluating Your Toolbox:
AT and Curriculum Supports
for Comprehensive Literacy
Instruction***

Erin Sheldon

Act 48, ASHA, Psych

Educators are often limited in their access to different assistive technologies and commercially produced curriculum. We can advocate for new technologies and curriculum, but we also need to maximize the value of what is already available or even mandated in our classrooms. This session will help educators evaluate the features of the products that are currently in your teaching toolbox to ensure we have the tools we need to provide comprehensive literacy instruction to students with complex needs and intellectual disabilities. Just as important, we will evaluate the weaknesses of the supports we already have access to, so we can strategically plan how to augment our toolbox to provide comprehensive literacy instruction.

Audience: Special Educators, Supervisors/Administrators, and Assistive Technology Specialists

AM Concurrent Sessions (9:45 am to 12:45 pm)

***BrainSTEPS Fall 2017 Brain
Injury School Consulting
Team Leader Workshop***

**Brenda Eagan Brown, CBIS,
Kristin James, CBIS, and Bethany
Wilson, CCC/SLP**

Act 48, ASHA, Psych

This session is for BrainSTEPS Team Leaders to update their capacity to effectively motivate and facilitate their BrainSTEPS team to provide educational consultation and training to schools in Pennsylvania following a student's Acquired Brain injury (TBI or non-TBI). This session will provide participants with an overview of the process of selecting Assistive Technology devices for students that are experiencing barriers following a TBI. They will also be given information about specific tools that are available to eliminate the barriers that the students are facing in the areas of Environmental Control, Vision, Computer Access, Reading, Writing, Learning, Studying, and Communication. Participants will learn about sources for procuring devices for trial. The BrainSTEPS team leaders will also participate in sharing, brainstorming, and learning about proper teaming techniques that will help facilitate their respective BrainSTEPS Teams. Team leaders will engage with assistive technology to help students in the classroom setting following a brain injury and work on a case study involving assistive technology. The remaining portion of this workshop will focus on BrainSTEPS updates, program Best Practice Reviews, and case studies.

Audience: Please Note: This is a closed session, intended only for BrainSTEPS Team Leaders.

Low Vision AT Top Drawer Syndrome: Evaluation, Treatment, and Prevention

This session addresses low vision assistive technology, including high tech, low tech, and no tech. A framework for assessing low vision needs and selecting LV AT options for students with low vision will be presented.

Kerry S. Lueders, TVI, COMS, CLVT

Act 48, ACVREP, Psych

Audience: *Teachers who work with students who are blind or visually impaired, and Assistive Technology Specialists*

Vocabulary: The Key to Literacy

The purpose of vocabulary is to create a picture in the brain. This picture establishes word meaning based on association with other concepts and prior knowledge. Deep vocabulary understanding is a key component of literacy acquisition. This session will provide ways to create accurate and complex pictures, increase word retrieval speed, and broaden word knowledge through expanded word association.

Lynne H. Price

Act 48, ASHA, Psych

Audience: *Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, General Education Teachers, Supervisors/Administrators, School Counselors, School Psychologists, and Audiologists*

Lunch (12:45 pm to 1:45 pm)

PM Concurrent Sessions (1:45 pm to 5:00 pm)

If the Only Tool We Have Is a Hammer: In Pursuit of Best Practice for Youth With TBI

The session provides updates on national trends for individuals who work with persons with TBI, best practices for providing information to families and professionals, current thinking about TBI as a chronic condition, concussion, cognitive, and social communication aspects, and suggestions for providing support in the classroom and community will be discussed. This session will be discussion based with audience participation expected. Participants are encouraged to share information about clients on their caseload, to actively question, and provide input throughout the session.

Roberta DePompei, Ph.D.

Act 48, ASHA, Psych

Audience: *Special Education Teachers, Teachers/other professionals who work with students with traumatic brain injury, General Education Teachers, School Counselors, School Psychologists, and Parents*

Providing Access: Speech-to-Text and More

Robert Palmquist, and Debora Cunningham

Act 48, ASHA, Psych

For students that are hard of hearing or deaf, a real-time transcription system can be a crucial part of their access to instruction. Presenters will cover several real-time transcription approaches and describe the benefits and limitations of each method. As a result of attending this session, you will learn about the various real-time transcription approaches that are available today and those that are coming in the near future; which systems to consider for use in differing situations; the cost of implementing and using these various approaches; and recommended best practices for deployment in your setting. You will also receive information on how you can sign up for a trial of some of the various systems to determine suitability for your specific situation. Please bring a smartphone or laptop to the session to view a real-time transcription of the presentation directly on your own device.

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, and Supervisors/Administrators

Using Eye-Gaze Technology to Maximize Functional Vision: Assessing, Playing, Communicating

Kelly Lauer, Melissa Brown, and Laura Stephan

Act 48, ASHA, ACVREP, Psych

In this session, we'll be discussing the use of eye-gaze with students who have visual impairment, as well as other challenges. Additionally, this presentation will focus on techniques to enhance communication skills, leisure skills, assessments, and social interaction skills in Early Childhood and Elementary settings for students with diverse needs, including students who are blind/visually impaired and students who are living with multiple challenges. More specific topics featured in the presentation include proper seating and positioning, as a means to allow for consistent working distance and ease of access for students using adaptive and assistive devices; best practices for the use of portable devices, including laptops and tablets, to allow for portable customization of the learning environment; the role portability plays in creating an environment of sharing between students by using multi-profile configurations and mounting solutions; and communication devices available. Finally, the technology-based teaching methods to be covered in the presentation will focus on communication, leisure and play skills, as well as involving students with multiple challenges in more advanced communication opportunities, such as turn-taking and cause-effect activities.

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Assistive Technology Specialists, Occupational Therapists, and Physical Therapists

Wednesday, November 15, 2017

7:30am to 10:30am	8:30am to 4:00pm	8:30am to 11:45am	11:45am to 12:45pm	12:45pm to 4:00pm
Registration	Full Day Session	AM Concurrent Sessions	Lunch	PM Concurrent Sessions

Full Day Session (8:30 am to 4:00 pm)

Assessment for Students with Hearing Loss: How to Interpret Data to Make Informed Decisions

Bryan Miller, Ph.D.

Act 48, ASHA, Psych

Audience: Special Education Teachers, Teachers who work with students with hearing loss, Speech Therapists, Supervisors/Administrators, Occupational Therapists, Physical Therapists, School Counselors, and Psychologists

The purpose of the training is to present information on how to effectively use assessments for deaf and hard of hearing learners across the cognitive, academic, and social-emotional-behavioral domains. Core topics will include information on how to use assessment results to determine needs, create goals, monitor progress, and guide instructional decisions. Samples for reporting and interpreting data will be provided for participants, with opportunities for practice.

AM Concurrent Sessions (8:30 am to 11:45 am)

AAC and AT for Students with Deaf-Blindness and Multiple Disabilities

Christopher Russell

Act 48, ASHA, ACVREP, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers/other professionals who work with students with traumatic brain injury, Speech Therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists, Physical Therapists, Orientation and Mobility Specialists, School Counselors, School Psychologists, Parents, and Paraprofessionals

This session will focus on an overview of multi-modal Alternative and Augmentative Communication (AAC), including no-tech, light-tech, and high-tech communication systems. The emphasis will be on considerations for selecting, designing, and implementing student-centered communication systems for learners with dual sensory loss and a range of multiple disabilities.

***More than a Score:
Language and
Communication Assessment
of Your Most Challenging
Communicators***

Vicki Clarke, CCC/SLP

Act 48, ASHA, Psych

Standardized language tests for our minimally verbal students often result in dismal scores that don't accurately reflect our students' skills and knowledge. A standard score of "Less than 55" does little to help us understand a child's language skills. We still must be able to clearly describe a child's current level of communication and language functioning so that we can target appropriate goals and show progress. How do we accurately assess language and communication skills when we can't sit down at a table, present picture cards, and expect a succinct spoken response to our questions? Come join the discussion as we troubleshoot the communication and language assessment process for our early communicators and AAC users. We will explore tools that allow us to measure even the earliest communication skills through formal testing, watching, and listening. With video examples, discussion, and exploration of tools, we will develop a plan of action for assessing your most communicatively challenged students' communication and language skills.

Audience: Special Education Teachers, Speech Therapists, and Assistive Technology Specialists

***Ruby Bridges Was Alone:
Language Development
Across the School Day***

Erin Sheldon

Act 48, ASHA, Psych

Our students with complex disability often have significant needs in the areas of receptive and expressive communication. These complex communication needs directly affect their concept development and cognitive growth. This session will describe a framework and strategies to embed language development in every area of the school day, across subjects, activities, and classroom placements. This session will be particularly helpful to educators seeking help to incorporate AAC into instruction, develop meaningful goals for students in inclusive contexts, foster stronger access to the regular curriculum while meeting a student's language needs, and better assess growth in language and learning.

Audience: Special Education Teachers, Speech Therapists, General Education Teachers, Assistive Technology Specialists, Paraprofessionals, and Parents

***Strategies for Life:
Promoting Higher-Order
Cognitive Skills for Students
with TBI Across Contexts***

Lori G. Cook, Ph.D., CCC/SLP

Act 48, ASHA, Psych

Youth with brain injury often have a variety of cognitive deficits and dynamic needs across the continuum of recovery due to ongoing development and increasing cognitive demands that make generalization of skills from one context to another challenging. The goal of this session is to describe some of the newly emerging evidence-based approaches for assessment and remediation of later-emerging cognitive deficits after pediatric brain injury. The presentation will focus on such novel approaches as strategy-based reasoning training and integration of new technologies, including online, mobile, and virtual reality platforms that offer promise in the characterization and remediation of real-life challenges for youth with brain injury in the longer term. An emphasis will be placed on forward-thinking applications to maximize learning potential and higher-order cognitive skills (e.g. executive functioning, social cognition, etc.), including practical tips as well as case study examples and opportunities for questions and group discussion.

Audience: Special Education Teachers, Teachers/other professionals who work with students with traumatic brain injury, Speech Therapists, Occupational Therapists, Physical Therapists, School Counselors, and School Psychologists

***Teaching JAWS with an
Instructional Progression:
Moving Students from
Novice to Advanced Users***

**Doug Williams, Jennifer Edgar,
and Lynn Fox, Ed.D.**

Act 48, ACVREP, Psych

This session will provide an overview of the screen reading software, JAWS, with a focus on all the basic features and compatibility options to connect with MAGic, OCR, braille input and output, as well as keyboard shortcuts. Participants will have a hands-on experience to learn the settings and features of JAWS for document development, internet searches, and advanced PDF forms.

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers/other professionals who work with students with traumatic brain injury, Supervisors/Administrators, Assistive Technology Specialists, and Parents

Lunch (11:45 am to 12:45 pm)

PM Concurrent Sessions (12:45 pm to 4:00 pm)

A Collaborative Model for Assessing the School-Based Needs of Students with Moderate and Severe TBI

Paul B. Jantz, Ph.D.

Act 48, ASHA, Psych

The rate of recovery and the range of neurological, behavioral, social, and academic consequences following a moderate or severe traumatic brain injury (TBI) varies significantly from child to child. As a result, assessing the educational needs of children who return to the educational setting with a moderate or severe traumatic brain injury (TBI) can be challenging. Understanding the dynamics of recovery and applying a systematic approach to assessing the educational needs of children returning to school following a moderate or severe TBI helps multidisciplinary teams develop effective school-based interventions. The TBI-SNNAP is a systematic, solution-oriented, problem-solving approach to the assessment of children who have sustained a moderate or severe TBI. This session will present information on recovery following moderate to severe TBI, common functional impairments that can adversely affect educational performance, domains for evaluation, and the TBI-SNNAP model.

Audience: Special Education Teachers, Teachers/other professionals who work with students with traumatic brain injury, School Counselors, and School Psychologists

Alternate Eligible Content: High Expectations, Effective Instruction, and Lifelong Learning

**Lynda Lupp, Sharon Leonard,
and Audrey Kappel, Ph.D.**

Act 48, ASHA, Psych

PA's Alternate Eligible Content is the cornerstone of standards-aligned content, instruction, and assessment for students with significant cognitive disabilities. This session will provide participants an opportunity to examine content and practices that lead to meaningful, challenging, yet attainable targets for lifelong learning and success for students eligible for the PASA. Participants will explore and develop content targets aligned to alternate eligible content, review essentialized examples, and learn how to apply them to meaningful instruction. Changes with the 2018 PASA will be shared and discussed.

Audience: Special Education Teachers, Teachers/other professional who work with students with traumatic brain injury, Supervisors/Administrators, and Parents

Developing Functional Routines for Students with Deaf-Blindness and Multiple Disabilities

Christopher Russell

Act 48, ASHA, ACVREP, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Teachers who work with students with hearing loss, Teachers/other professionals who work with students with traumatic brain injury, Speech Therapists, General Education Teachers, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists, Physical Therapists, Orientation and Mobility Specialists, School Counselors, School Psychologists, Parents, and Paraprofessionals

This session will provide an overview of functional skills and considerations for identifying meaningful child-centered activities for children with multiple disabilities. Participants will gain practical information on instructional models, appropriate curricular models and goals, adapting the general education curriculum, and specific practices in planning routines, activities, and goals (task analysis, activity skills matrix, and prompt hierarchy).

Let's Get Talking: An AAC Toolkit of Engaging Implementation Ideas and Strategies

Lauren S. Enders, CCC-SLP

Act 48, ASHA, Psych

Audience: Special Education Teachers, Speech Therapists, Supervisors/Administrators, Assistive Technology Specialists, Occupational Therapists, Physical Therapists, Parents, and Paraprofessionals

This half-day session will provide practical strategies and resources to support effective AAC implementation. Participants will learn through a mix of direct instruction and hands-on activities and will leave with a "toolbox" of resources that can be used to support day-to-day AAC instruction. Topics will include vocabulary selection with a focus on core vocabulary, principles and use of Aided Language Stimulation, and engaging activities for teaching language to AAC learners. Participants will learn a variety of fun, low-cost, and re-usable strategies for engaging AAC users in learning by using age-appropriate manipulatives, games, texts, and apps.

Rotating Apps: Explore a Few Key iOS Apps to Support Students with BVI

**Jennifer Edgar, Doug Williams,
and Lynn Fox, Ed.D.**

Act 48, ACVREP, Psych

Audience: Special Education Teachers, Teachers who work with students who are blind or visually impaired, Assistive Technology Specialists, Orientation and Mobility Specialists, and Parents

This session will provide an in-depth review of several key Apps to support students who are blind and visually impaired. Participants will be guided through key features of each app to then apply that knowledge for instructional planning with students. A functional hands-on approach will be facilitated.