

## Thursday August 27<sup>th</sup> - Session A

■ **Planning Strategies for Busy Teachers: Using Technology to Differentiate the Challenge Level of Learning Activities**

**(Dr. Dave Edyburn) Thursday August 27th**

**Abstract:** As teachers plan for diverse students they often discover inadequate resources, strategies, and tools to support differentiation. The purpose of this session is to introduce technology tools and strategies that can be used in the classroom to engage students in learning at a level that offers optimal challenge.

■ **Clicker5 – Creating an Inclusive Environment through Differential Instruction/Learning**

**(Ray Mirshahi)**

**Abstract:** Clicker 5 is a powerful, versatile and user-friendly talking word processor with advanced graphic support and an amazing multimedia authoring tool. Both the English and French versions are licensed by OSAPAC for all public schools in Ontario. It can be integrated into any area of curriculum and used to facilitate student learning. Students in ESL, Special Ed., gifted and regular programs can all use Clicker 5 and therein lies the power of this amazing software – its inclusiveness.

*Maximum number of participants: Interactive*

■ **Bang, Pow, Kaboom: Comic Life (Lori Edwards, Barbara Williams, David Dowhaniuk)**

**Abstract:** Comic Life can be used to engage learners by creating their own graphic novel, visual social stories, and much more. Discover ways to differentiate written tasks, anchor charts, social stories, and procedural writing. Using a story book/graphic novel format this session will demonstrate specific accommodations to meet the needs of reluctant writers, as well as, students with Learning Disabilities and/or ASD. Comic Life is a Ministry Licensed software for both Mac and Windows platforms.

*Maximum number of participants: Open*

■ **What's Up – Resource Services Library has created an on-line catalogue & repository (Bob Minnery)**

**Abstract:** The Resource Services Library, under the direction of Ontario's Provincial Schools Branch, has created an online catalogue and repository that enables advisors to download alternate format text directly to their computers. The presentation will demonstrate how easy the system is to use and outline the project's history, rationale and future directions.

*Maximum number of participants: Open*

■ **Then What? Moving Beyond Training in the Implementation of AT (Kendra Grant)**

**Abstract:** Have you been "trained" on AT only to find you don't know where to start once you are back in the classroom? You're not alone! When the focus is on "training" rather than learning; the use of technology to support student learning flounders. What to do? Start by asking the question..."Then What?" "Then What?" suggests there is a next step (or many next steps). It says: "Technology" isn't enough. "Training" isn't enough. After we've been introduced to the technology, completed the training (or our students have been "trained"), received the manual...then what? This presentation will give you some suggestions to help you answer that very question.

*Maximum number of participants: Open*

■ **AT Across the Curriculum (Don Reist)**

This workshop, intended for educators, will demonstrate and explain how AT can be applied effectively across the curriculum for all students. The focus will be on: reading/comprehension, writing/organization of thoughts, study skills, summarizing material & writing summaries, proofreading, spelling, increasing students' vocabularies, projects and presentations, structure of reports and supports for French.

Applications examined: Kurzweil 3000, WordQ, Smart Ideas/Inspiration and Powerpoint.

*Maximum number of participants: 40 – 50*

■ **SMART Inclusion – Engineering the Classroom to Promote Success for All Students**

**(Alison Inglis & Alexandra Dunn)**

**Abstract:** UCDSB is piloting SMART Technology in conjunction with what is generally thought of as "special needs" software/hardware, as a catalyst for inclusive classroom practices – "necessary for some - good for all". Technology is situated within the context of Universal Design, Differentiated Instruction and Participation Model. Combining technology with good instruction enhances educational and social participation for all students including those with disabilities. This pilot is data-driven – student participation and achievement are being tracked.

*Maximum number of participants: Open*

**Exploratory Investigations on the impact of assistive technology: Its potential impact on the self-concept, self-efficacy and academic achievement of students with learning disabilities.**

**(Gabrielle Young, John Barry & Jacqueline Specht)**

**Abstract:** AT can benefit all students, including those with learning disabilities. This presentation will review the literature on AT. We will share what students' say about AT as well as quantitative data demonstrating its impact. We will also discuss the potential link between AT and improvements in academic self-concept and how long this takes to occur. Recent data collected at a demonstration school will be presented as well as plans for future research endeavours.

*Maximum number of participants: Open*

**It's a Breeze – (Heather DeBoer, Mary Lelievre, Sue Blackford)**

**Abstract:** Come discover a new world of GPS Technology with Humanware's New Trekker Breeze. See how this orientation aid can assist blind and low vision travellers. Learn about the features and functions of this small, handheld GPS unit and then try an interactive hands-on session in small groups. Please be prepared to travel a short route outdoors.

*Maximum number of participants: 10 - 20*

**Bridging the Gap for all Learners: Best practice for using adaptive technology in high school (Leanne Husk & Paula Stilwell-Gallant)**

**Abstract:** This presentation will provide a comprehensive demonstration of Dragon NaturallySpeaking, Kurzweil 3000 and Smart Ideas. We will examine both the individual and combined uses of these programs as they relate to the secondary user and the extensive curriculums they face. Focus discussions and demonstrations will include promotion of the technology, fostering student acceptance and usage, managing tests and assignments, and OSSLT preparation and implementation.

*Maximum number of participants: Open*

**The Changing Face of Literacy - Helping students find tools that work! (Brenda Sherry, Peter Skillen)**

**Abstract:** This session shows parents and educators the new kinds of literacies with which our students need to develop fluency in order to develop 21st century skills. Web 2.0 tools like Google for Educators, blogs, wikis, rss, social networking, global projects, diigo and other online tools for literacy will enhance the education of our students with special needs, while allowing them to access collaborative tools that will be so important as they continue their education and move on to the workforce. This session will provide a practical look at some of the best ways teachers can motivate students and enhance their use of technology to improve their literacy.

*Maximum number of participants: Open*

## Thursday August 27<sup>th</sup> - Session B

**Accessing, Understanding, and Using the Special Education Technology Research Knowledge Base (Dr. Dave Edyburn)**

**Abstract:** Questions about the research-base for special education technology practices are increasingly asked. Participants in this session will receive resource materials on how to access the latest research on special education technology. Particular emphasis will be placed on discussing participants' questions about the value and use of assistive and instructional technology by students with disabilities and how the existing and emerging research knowledge base can be used to answer these important questions.

**How to use Dragon Naturally Speaking 10 to support all learners (Mario Addesa)**

**Abstract:** This presentation will introduce participants to an innovative way of using Dragon Naturally Speaking 10. The use of this program is a perfect example of the 21st century classroom. The ability to differentiate instruction with this program will prove to be beneficial for all students and learners. This tool will transform a teacher's oral notes into an electronic format. In this format, students are able to use a variety of assistive tools to support their individual learning styles.

*Maximum number of participants: Open*

**La techno au CSPGNO! (Benoit Douillette)**

**Abstract:** Je présenterais le modèle de prestation du CSPGNO en ce qui porte à la technologie d'aide. Il sera question de : Notre modèle de service avec les partenariats dans la communauté, L'appui offert aux élèves, les formations offerte aux personnels, l'appui aux évaluations (OQRE, tâches diagnostique, tâches sommative...), des statistiques des élèves TA, l'intégration de la technologie d'aide avec les TBI (tableau blanc interactif) et des trucs pratique !!

*Maximum number of participants: Interactive*

### **| SPEAK Up About AT (Marianne Salvo, Justyna Bak, Isabel Cordeiro, Susan Palijan)**

**Abstract:** This presentation will focus on the Speak Up initiative, in which students from one high school will be able to discuss issues that are important to them and their concerns about the future. By embedding video conferencing and podcasting into the GLE curriculum, students will discuss what tech tools (both AT and ICT) they need to access to improve their high school experience and beyond. Both quantitative and qualitative student data will be shared.

*Maximum number of participants: 10 - 20*

### **| Power Point Books: Reaching the hard to reach reader & writer (Connie Gray)**

**Abstract:** This workshop will illustrate a wide sampling of the Power Point Books available online, demonstrate how to create a book with text, illustrations and narration, and provide a rationale for the profiling of students with special needs who would significantly benefit. PowerPoint Books reach all students ranging from the reluctant preschooler to the Intermediate student with beginning literacy levels.

*Maximum number of participants: 20 - 40*

### **| Game ON – Engaging Reluctant Learners Through Interactive Lessons (Terry Poirier & Marianne Salvo)**

**Abstract:** This Assistive Technology presentation is about really seeing how students learn and providing ways of using out-of-school literacies to move the more reluctant high school students to be more successful and engaged readers and writers. The basis for this presentation is founded on research in the areas of multimodal instruction and gaming literacy.

*Maximum number of participants: 40 – 50*

### **| Implementation of Assistive Technology (Karen Morrison):**

**Abstract:** Many researchers conclude that assistive computer technology (ACT) has the potential for improving educational outcomes and improving the quality of life for those with disabilities. While it is recognized that ACT can have a positive impact on learning for students with learning problems, the process for the integration of assistive technology into the curriculum is more complex. A well documented gap exists between the potential of ACT and the realities of the classroom. Educators need easy access to professionals with expertise in technology and pedagogy. Technology strategic planning is essential. This presentation reviews the factors associated with effective implementation, barriers and suggests a model to address the ACT implementation process.

*Maximum number of participants: Open*

### **| Making an Accessible “Wiki School” one page at a time! (Ray Mirshahi)**

**Abstract:** A wiki is a web 2.0 tool with many applications in education. Wiki pages enable visitors or members to contribute or modify content, facilitating the creation of a powerful, highly collaborative online community. Wikis can become a repository of resources for everyone, including those with special needs. Multimedia based, interactive resources (lessons, games, tests and video tutorials) can be posted on a wiki to support all learners and educators in any area of the curriculum.

*Maximum number of participants: Open*

### **| Interactive Whiteboards: Supporting the Participation of all students in classrooms (Susie Blackstien-Adler & Janet Ragen)**

**Abstract:** Students in Ontario receive assistive technology designed to support their participation in academic activities, but these tools are often underutilized. Interactive whiteboards hold the promise to change this reality, allowing students with diverse learning challenges to participate more fully in small group and large group instruction. This presentation will discuss how the introduction of interactive whiteboards with a variety of applications can support universal design for learning principles and best practices in teaching, ultimately increasing the active engagement of all students, including those who use AAC or require alternate access.

*Maximum number of participants: Open*

### **| Ready, Set, Action. Using Video strategies to support learning & Transition (Joy Pekar)**

**Abstract:** Videos are powerful teaching tools that can support learning and ease transitions for all students, especially those with Autism Spectrum Disorders and other exceptionalities. Learn how to easily and effectively prepare videos. Build an understanding of how videos may benefit students from the day they prepare to enter kindergarten to the day they prepare to leave school to post secondary education, work or community placements.

*Maximum number of participants: Open*

## Essential Skills for Contemporary Students – Technology & More! (Pekka Baier-Reinio)

**Abstract:** Students love to use technology! Discover how you can incorporate essential, readily available technological tools to support your students through Digital Storytelling, Communicating, Collaborating, Computing and the use of Assistive Technology. Using lessons learned from Sci-Fi classics, we will explore the essential skills and tools for the 21st century student and the role of technology in schools today.

*Maximum number of participants: 40 – 50*

## Friday August 28<sup>th</sup> - Session A

**RSS: Connecting Ideas and Knowledge**

**(Will Richardson) Friday August 28<sup>th</sup> – 1:15 to 2:15 p.m.**

**Abstract:** RSS is a powerful yet fairly untapped tool that educators can use to easily track many sources of information and knowledge. But it's also evolving into an effective way to connect people and ideas in ways that we've been unable to before. Using RSS, we can not only read what others write, we can read what they read, and even read what they create in easy, time-saving ways. This session will take a look at the tools and strategies that can make RSS an integral part of every educator's professional development and practice.

**Legislation, Standards & the Future of AT (Laurie McArthur, Charles Silverman)**

**Abstract:** What does the future hold? Can we expect fully accessible classrooms? Universal Design for Learning (UDL), accessibility legislation such as the AODA, and the continuing evolution of technology hold a world of promise. We will examine the impact of the pending legislation (AODA) and other international standards pertaining to accessibility on UDL practices and AT utilization in schools.

*Maximum number of participants: Open*

**DT Trainer & AT Trainer – Educational software for language learning for children with Autism or L.D. (Bonnie Plouffe)**

**Abstract:** DT Trainer is educational software for language learning for children with Autism or learning disabilities. The software was created based on methods developed to educate young children with Autism. DT Trainer's configurability also makes it beneficial for children with other learning disabilities, and even with typically developing young children. The Activity Trainer is a powerful software program that makes the research-based, effective Video Modeling teaching method practical for the classroom and home. The Activity Trainer is a versatile teaching tool that enables teachers to use videos to teach almost any targeted activity or skill – from simple to complex – and includes a library of activities with options to customize, modify and create new activities.

*Maximum number of participants: Open*

**Achieving Success Through Assistive Technology (Marianne Salvo, Kim Slomka & Susan Palijan)**

**Abstract:** The presentation will focus on how to support learners in selecting the appropriate tools for a successful high school experience. By embedding AT into the GLE10 curriculum and having a student led AT Conference, students are better prepared to be 21<sup>st</sup> century learners. Collaboration among teachers through the web, as well as an understanding of students' attitudes towards AT, informs professional practice on how AT can be an effective tool to help all students succeed.

*Maximum number of participants: 10 - 20*

**Les blogs et les wikis pour accroître la motivation des jeunes (Yolanda Stevenson)**

**Abstract:** Motiver les jeunes en salle de classe semble un défi de plus en plus sérieux pour les enseignants. L'atelier aspire à démontrer qu'en utilisant en salle de classe, pour différents projets, les outils Web que les jeunes utilisent déjà entre eux, tels les blogs et les wikis, l'enseignant peut augmenter l'intérêt et la participation de tous les élèves de sa classe à de différents projets, tout en dirigeant son groupe vers une classe et, peut-être, vers une école sans papier. Cet atelier a aussi comme but d'introduire les enseignants à l'exploration et, éventuellement, à l'utilisation des ressources Web qui peuvent les aider à créer des espaces et des ressources significatives afin de promouvoir l'engagement actif du jeune et le développement des habiletés supérieures de la pensée.

*Maximum number of participants: 20 - 40*

**Universal Design for Learning (UDL) in practice (Diane LaFortune & Leanne Butcher)**

**Abstract:** Implementing UDL in the classroom presents opportunities and challenges for teaching and learning. Integrating the principles of UDL with differentiation and technology makes curriculum more accessible to all students. All students are provided with opportunities to access curriculum through different modalities. Changing the learning environment to meet the needs of all learners recognizes each child as a learner in the classroom. *Maximum number of participants: 20 - 40*

### Getting the most out of Text-To-Speech Software (Todd Cunningham)

**Abstract:** Text-to-speech (TTS) programs transform the text on a computer screen into speech which has been found to increase a student with a reading disability's reading speed and length of sustained reading. The workshop will present the findings of a recent study that investigated how comprehension is affected by the use of TTS programs and how to integrate these programs into differentiated instruction.

The presentation/workshop is designed to increase users knowledge around text-to-speech software and how to implement it on a day-to-day basis. Audience members who work with students who have reading disabilities would benefit the most from participating in this workshop.

*Maximum number of participants: 20 - 40*

### A Web of Solutions: Maximizing Learning on the Web (Claire Zeijdel)

**Abstract:** The internet has become a standard tool for research and students have access to web pages, search engines, databases, web quests, blogs, and even online textbooks! With the movement towards Universal Design for Learning, we need to be aware of how to make research on the internet more accessible to all students. This presentation will provide an overview of considerations for selecting websites including organization, reading level and graphic support. Tools and utilities that make websites more accessible and that facilitate organization of research material on-line will be demonstrated.

Participants will also learn about "embedded" web-browsing in assistive technology products. Extensive resources will be available to participants through a presentation WIKI.

*Maximum number of participants: Open*

### Learn to Use WordQ to Support Written Communication (Kendra Grant)

**Abstract:** In this session, participants will learn how to use WordQ in a hands-on lab setting. By the end of the session, participants will experience WordQ's in context word prediction, content reading support and auditory feedback for proofreading/editing within a variety of computer settings (Word, email, internet, Inspiration). In addition, they will have an opportunity to see how SpeakQ (voice recognition technology with "speech-enabled word prediction") works as an alternative to other voice recognition software.

*Maximum number of participants: 10 - 20*

### Podcasting to Support Differentiated Instruction (Zoe Branigan-Pipe)

**Abstract:** Learn to combine two of the latest technologies to enhance student learning. Podcasting is a great way for educators to deliver content to their students. They can distribute homework assignments, record book narration for beginning readers to read along with, or create foreign language lessons that students can review at their own pace. When combined with a classroom amplification system, like the system created by FrontRow, teachers can engage all learners while creating a differentiated learning program. The FrontRow classroom amplification (soundfield) systems are research and school proven to aid classroom management, student test scores and listening. *Maximum number of participants: Open*

### The Future of Reading – Paper or Digital? (Michael Kerr)

**Abstract:** In the last decade music underwent a transformation – remember vinyl, 8-tracks, cassettes, CDs. Movies are currently making the same transformation. The future of books is about to change and some say 2009 will be the year of the digital book.

In this workshop we will show some of the digital resources that are currently available and the devices that can access them. Copyright free etexts and audiobooks and digital resources for purchase will be explored. We will also demonstrate some of the ereaders currently available. Finally, the workshop will present ideas on how teachers, parents and students can use these resources. How do digital resources change teaching and learning? Each participant will receive a DVD with resources shared at the workshop.

## Saturday August 29<sup>th</sup> - Session A

### Find your literacy tools when & where you find your literacy challenges (Dr. Steven Timmer)

**Abstract:** As the information highway picks up speed, the need to sort and read and digest that information is also accelerating.

Premier Literacy tools have evolved to keep pace with the ever increasing pace of technology. Powerful and easy-to-use literacy tools can now be found in the same place you seek information – the Internet. The Premier Literacy Toolbar integrates directly into Microsoft Internet Explorer and Firefox making internet information more accessible.

In this session attendees will receive free full working copies of all the technology and will be shown how all students can access information on the internet more efficiently and effectively.

## Objectives

- How to use technology that will enable all students to access information equally on the internet
- Effective online reading strategies
- Working with ESL/ELL students in an English only world wide web

## Technology covered:

- Talking pointer,
- Pod Casting web pages, how to quickly download a web page to an MP3 player in just seconds,
- Summarizing web pages on the fly,
- Capture web pages - tools to quickly capture and save a web page into a single PDF File.

*Maximum number of participants: 20 – 40*

## ■ Tutoring and Assistive Technology (Don Reist)

**Abstract:** This interactive workshop, intended for parents, will describe and explain the important role that Assistive Technology plays in effective tutoring of all students across the curriculum. In order to help parents understand the many benefits of implementing AT in tutoring, brief demonstrations of Kurzweil 3000, WordQ, Smart Ideas and Dragon NaturallySpeaking will be included. Upon the completion of the demonstrations, parents will be encouraged to actively play the role of students being tutored.

*Maximum number of participants: 40 – 50*

## ■ Free AT Software – Band-Aid or Scaffold? Who cares as long as it works! (Laurie McArthur)

**Abstract:** Free AT software is not new, is often overlooked while waiting for formal assessment and intervention. Browser and word processor add-ons offer powerful tools to assist with specific reading and writing challenges. Operating system enhancements may assist students with physical and sensor access issues. This workshop will provide a demonstration and discussion of key free software products that are useful scaffolds for all students, but key tools for success for some. Resources will be made available in print and on the SNOW website (<http://snow.utoronto.ca>).

*Maximum number of participants: Open*

## ■ The Canadian Hearing Society (CHS) - Communication Devices which enhance the lives of people who are Deaf, deafened and hard of hearing (Jo-Ann Bentley)

The workshop will focus on Communication Devices which enhance the lives of people who are Deaf, deafened and hard of hearing and will include a demonstration of technology such as:

- Fire Safety – Smoke alarms
- Television Devices
- Video Technology
- Alerting/Signalling Systems

A portion of this workshop will also include a discussion on which public places are accessible to our community and how we can work together to increase accessibility within our communities.

## Saturday August 29<sup>th</sup> - Session B

### ■ La Technologie D'aides les nouveautés (Terry Poirier)

**Abstract:** Trouver des outils d'aide technologique en français a toujours été un défi.

Toutefois l'on retrouve maintenant un nombre grandissant de ces outils. Cette présentation sera un aperçu général de différents outils technologiques disponible pour les enfants ayant des difficultés d'apprentissage. Le support en écriture, support en images, les feuilles de travail, la prédiction des mots, la lecture de textes électronique sur écran ainsi que sur l'Internet seront démontré. Cette présentation fera part d'options d'assistance technologique aussi bien pour des étudiants ayant des difficultés cognitives et ou physique ainsi que pour ceux ayant des difficultés d'apprentissage. L'application de ces instruments sera explorée a l'aide d'exemple que le présentateur a rencontré lors de ses diverses expériences avec les équipes francophone.

*Maximum number of participants: 20 - 40*

### **Homework Struggles: Using Assistive Technology to Support Learning at home (Kendra Grant)**

**Abstract:** In this session, parents will learn simple but effective ways to use assistive technology with their child. Participants will discover the AT cycle - Inspiration, WordQ/SpeakQ, Kurzweil - and how the software works in conjunction to support reading and writing. Participants will view examples of Inspiration templates that support the organization of projects, research and writing assignments in ways that are engaging and creative. They will learn how WordQ/SpeakQ supports writing in any text-based program including Inspiration, Word and email. Finally, participants will discover how Kurzweil 3000 provides the ultimate level of reading support with its scan/read technology.

*Maximum number of participants: Open*

### **Public School & Academic Libraries Assisting Learners on the Road to Success (Alison McCullough, Liz Kerr)**

**Abstract:** Public, school and academic libraries provide programs and services to support their communities of learners. Increasingly, libraries are implementing strategies and technologies to support equitable access to barrier-free services, information and communication. This session will outline what support is available now, what is being driven by Ontario Legislation, and what the vision includes for the future.

*Maximum number of participants: Open*

### **The Ministry of Health's Assistive Devices Program funded Sight Substitution Centre at the W. Ross Macdonald (Robert Stam)**

This presentation provides information about the Sight Substitution Centre at the W. Ross Macdonald School in Brantford which is funded by the Ministry of Health's Assistive Devices Program.

The Sight Substitution Centre provides assessments for the Assistive Devices Program funding for high technology visual aids. This includes technologies for accessing print and electronic information and producing materials in alternate formats. The session will address the types of high technology visual aids provided through the Assistive Devices Program, which best meet the needs of children and adults who are blind, who have no functional vision for reading and writing, or whose primary means of reading and writing is auditory or Braille.

The session will also discuss eligibility for funding and other services provided by the Sight Substitution Centre.