LID Bootcamp Program 2013

**Title:** Adapting the Curriculum for Low Incidence Students  
**Presenter(s):** Mark Ammons & Darren Avey  
**Abstract:** This presentation will demonstrate ways to adapt curriculum using technology for students in alternative settings. The use of interactive whiteboards, iPads and software that allows for data tracking and IEP implementation throughout the school day. Unique Learning System, Boardmaker Studio and Vizzle will be among the products demonstrated.

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**Title:** Creating Interactive and Print Activities with Boardmaker Studio  
**Presenter(s):** Mark Ammons & Darren Avey  
**Abstract:** This workshop will teach participants to use and various features and templates of Boardmaker Studio to create interactive content and printables for educational settings.

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**Title:** iPads for Augmentative Communication. A Comparison of Various Aug Comm Apps  
**Presenter(s):** Mark Ammons & Darren Avey  
**Abstract:** This session will compare iPad augmentative communication apps. New apps such as Gotalk Now, Proloquo2go, Autismate will be demonstrated. Funding Options will also be discussed.

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**Title:** Teaching Desired Behaviors to Students Through Video Modeling  
**Presenter(s):** Mark Ammons & Darren Avey  
**Abstract:** This workshop will provide strategies and ideas for using video models for students with autism to improve social and classroom skills.

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Title: What's in Your Bag of Tricks? Hands-on Strategies for Designing a Visually-Based Life Skills Classroom

Presenter(s): Stacey Callaway, M.Ed., ABD, KISD Autism Program Specialist
Jennifer Guess, KISD LIFE Skills Program Specialist
Sarah Germany, KISD Autism Program Specialist

Abstract: Visual supports are used for young learners with special needs to support communication, provide visual prompts for transitions, support students in social situations and facilitate understanding of the environment and changes in routine. This presentation will provide you with a “Bag of Tricks” that can be used in your Life Skill classroom.

Title: Supporting Transition and Community Involvement with "We Know Beans"

Presenter(s): Linda Donie

Abstract: Build student confidence and self-esteem to assist with a successful transition to post high school. Engage and motivate your students while providing them with academic and job skills by developing a business environment in your classroom.

Title: Standards-Based IEPs: Aiming for the Target!

Presenter(s): Gay Lee Schumann

Abstract: The participants will be provided with a brief overview of the seven steps to creating a Standards-Based IEP. Specifically, assessment data (both formal and informal), PLAAFP statements, and writing measurable goals and objectives will be addressed. Participants will leave the training with an increased understanding of the Standards-Based IEP cycle.

Title: The development of fine motor and handwriting skills

Presenter(s): Jacintha Griffith, Lois Goodin

Abstract: The most important mechanical tools that students bring to the classroom are their hands. Hand skills are critical for early childhood learning. However, more and more we are seeing typically developing children with delayed fine motor skills, decreased hand strength and poor handwriting skills. The objectives of this session will include; increasing teachers knowledge of hand skills development, sharpening their observation skills in recognizing problems in hand skills development, and planning remediation activities to improve hand skills.
Title: Incorporating motor activities in the classroom so kids are ready to learn
Presenter(s): Jacintha Griffith, Lois Goodin
Abstract: Our bodies and minds are constantly bombarded with various types of information – what we see, hear, smell, and feel. Not all of it is important. How do we know what to pay attention to and what to ignore? Many students have difficulty controlling their bodies long enough to focus on the classroom skills. Does our motor development effect how we learn? This session will briefly explore sensory processing concepts and simple classroom/motor lab activities to improve both motor development and sensory processing skills to control the body and prepare students to learn.

Title: The Role of the OT and PT: How to work as a team
Presenter(s): Jacintha Griffith, Lois Goodin
Abstract: Under the Individuals with Disabilities Act (IDEA), occupational therapy (OT) and physical therapy (PT) are considered “related services”. What does that mean and what should teachers and parents expect when a student is evaluated for OT and PT services? This two and half hour session will explore the role of OT and PT in the school setting, when these services are appropriate for students and how services may be implemented.

Title: Routines & Calendars: Simple Systems for Student Success
Presenter(s): Christy Householter, CTVI/COMS; Susan Lawrence, CTVI/COMS
Abstract: The use of routines and calendars to address IEP goals are the basis for improved success for students with multiple impairments. Teaching skills through consistency, repetition, and anticipation creates a learning environment that promotes increased acquisition and retention of skills. This overview will provide information on appropriate calendar systems based on student level, examples of routines to address IEP goals, and resources for materials and activities.

Title: AM I DOING THIS RIGHT?
Presenter(s): Teri Jones
Abstract: STAAR ALT activities demonstrate how everyday life skills and academics work together in the classroom and generalize outside the classroom. Many times we are already doing these things in the classroom and need help in creating simple activities to demonstrate STAAR ALT. This workshop would benefit Life skill teachers and paraprofessionals.
**Title:** Be a Part of the Team!
**Presenter(s):** Teri Jones
**Abstract:** Communicating with parents can be easy, effective, and ongoing. Come learn a constructive way to create effective communication between school and home. Learn how to tap into the home’s valuable resources and bring them aboard to “be a part of the team”! This workshop will benefit Life skill teachers, paraprofessionals, and specialists who need valuable feedback from home and school.

**Title:** Get It Together in a UNIQUE Way!
**Presenter(s):** Teri Jones
**Abstract:** Want to know how to effectively use UNIQUE in the classroom? Come and join us in an in depth hands on workshop where we go onto the website and see what it has to offer and how to effectively use it in the classroom. Life skills teachers, paraprofessionals, occupational therapists and assistive technology specialists are welcome to come and learn what is available for easy access for teaching, planning, and assessment.

**Title:** To Infinity and Beyond!
**Presenter(s):** Teri Jones
**Abstract:** Participants will see how to effectively set up and plan for the coming year in a hands on and interactive manner. This workshop will allow you create a classroom to meet the needs of multiple learners. Participants are encouraged to bring a list of known eligibilities of students they will be working with and a snapshot of their classroom. This workshop would benefit teachers, paraprofessionals, and specialists new to life skills.

**Title:** Active Learning in the classroom: Using Technology
**Presenter(s):** Donita Potts
**Abstract:** Active learning helps the student to develop in areas that were lost early on and helps the student to engage in the activity. Active learning can be used with instruction, recreation and leisure and with STAAR ALT testing. Emerging technology has made a moderate to severe disability classroom interactive with the use of a variety of switches and mobile technology such as the I-Pad. Technology is a good way to engage students with a variety of switches for making choices, communication, playing games and technology is a great resource for testing students.
**Title:** Structure and Schedules  
**Presenter(s):** Anuoluwapo Olayinka  
**Abstract:** A well-structured classroom is consistent and can be depended upon. Consequently, learning is able to take place. All the people involved know what is expected and when it is expected to be done. A schedule is a fundamental tool in a self-contained classroom. Being able to tell what is coming up next helps a great deal in the effective management of a self-contained classroom. This training will focus on creating schedules and its effective day to day usage.

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**Title:** Inclusive Opportunities with Technology  
**Presenter(s):** Nancy Perkins  
**Abstract:** Any one attending this session will receive “out of the box” ideas involving inclusive opportunities for learners of all grade levels and abilities. These techniques have been tested, yielding high student interest and accountability, to create a quality product. Peer tutoring was a key component in the success of this learning opportunity. The TEKS, STAAR and Technology are richly embedded in this project, disguised as FUN!!!

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**Title:** Themed Units; Instruction/Activities for Students with Significant Disabilities: includes the Main 4 Academic Domains.  
**Presenter(s):** Nancy Perkins  
**Abstract:** It is often difficult to have enough time to plan and prepare curriculum aligned with the TEKS for the students with significant disabilities. In this session, ideas that have been used and proven to work (including an entire year of science instruction) will be shared. Lesson plans for a cross discipline curriculum, incorporating the TEKS, using high interest books (i.e. Cloudy With a Chance of Meatballs, The Watsons Go To Birmingham and The Polar Express).

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**Title:** Read It, Write, Love It  
**Presenter(s):** Nancy Perkins  
**Abstract:** This workshop will give you tools to develop literacy programs for students with
significant cognitive disabilities. The materials were researched through “Literacy Workshops” at Region XIII and implemented in the classrooms of participants attending that series of workshops. Tools will be given for Building Literacy Folders, Informal Assessment, Assistive Technology and software/Internet, Making Connections to Literature and a Gallery Walk will be provided.

Title: Science Instructional/Activities for Students with Significant Disabilities in the Functional Life-Skills Classroom and Modified/Inclusion Gen. Ed. Settings
Presenter(s): Nancy Perkins
Abstract: It is often difficult to have enough time to plan and prepare curriculum for the students with significant disabilities. In this session, ideas that have been used and proven to work for an entire year of science instruction will be shared. These activities have also been used in the Gen. Ed. Classroom by Inclusion Teachers, as modified activities for students with significant disabilities in that setting.

Title: Successful Integration of Assistive Technology into Literacy Instruction
Presenter(s): Mary Sagstetter
Abstract: In today’s educational landscape, the assumption is that all students, regardless of their level of disability are ready to experience literacy-based instruction. Until recently, literacy materials have not been readily accessible to students with significant disabilities. This presentation will focus on how assistive technology can be incorporated in to literacy instruction and ideas will be presented to address of; phonemic awareness, phonics, vocabulary, fluency and comprehension to ensure students with significant disabilities have the greatest degree of success.

Title: Switch Access to the iPad for Communication and MORE!
Presenter(s): Mary Sagstetter
Abstract: Although many individuals with disabilities can use this consumer electronic for communication, access can often be an issue for those who cannot use it in a typical way. Attend this session to learn how the iDevices can be accessed with a BLUE2 wireless switch to support communication and classroom instruction. Switch accessible apps will be demonstrated.

Title: Functions of Behavior: What are They and What do I do with Them?
Presenter(s): Stacey Callaway, M.Ed., ABD, KISD Autism Program Specialist
Sarah Germany, KISD Autism Program Specialist

**Abstract:** There’s more to behavior than just behavior. This presentation will address the four functions of behavior and strategies associated with those functions. Participants will leave the presentation with an understanding of these functions and how to address behaviors based on their function.