



Bridges to Learning 2010: Live Streaming Sessions

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Pre-Conference

May 13, 2010



Response to Intervention (RTI) Leadership That Works: Relentlessly Doing Whatever It Takes to Improve Achievement *Stevan Kukic*

RTI starts with effective leadership. How administrators reach decisions, solve problems, and think creatively determines to a great degree whether or not they are effective leaders. Learn the underlying principles and components of an RTI model initiated at the school and agency level, and improve your understanding of critical leadership challenges. All it takes is implementing the four roles of leadership and confronting the six secrets of change with unflinching integrity and enthusiasm – that's all!

Dr. Stevan Kukic is a dynamic speaker who has applied his unique mix of both front-line and system-wide educational experience to implementing RTI.

Using RTI to Synergize Technology and Print Interventions: THE Key for Widespread Student Success *Steve Kukic and David Bradburn*

We have the technology and print-based interventions to have success with all students. A major dilemma is to determine how to organize these invaluable resources into a proactive strategy that results in improved outcomes. Join us for a discussion of proven and practical strategies for leveraging all our resources within an RTI strategy so that they benefit all students and those who serve them.

David Bradburn

Originally from the United Kingdom, David Bradburn began working in the field of educational and assistive technology in 1984. While the early focus of the industry was in products for the blind and visually impaired, that all changed in 1991 when Xerox Imaging Systems/Kurzweil introduced Bookwise, a PC-based (MS-DOS no less) software reading solution for individuals with learning disabilities. After a 2-3 year period of time living and working in Mexico (with Pulsedata International of New Zealand, now Humanware), David relocated to the Boston, MA area in 1996 to join Kurzweil Educational Systems, which went on to be acquired by Cambium earning in 2005, and joined less than a year later by IntelliTools. Today, the combined company is known as Cambium Learning Technologies and focuses exclusively on at-risk and special student populations in North America, and around the world. For his part, David speaks regularly at international conferences on topics ranging from reading and writing strategies to Universal Design for Learning (UDL) and Response to Intervention (RTI). David is immediate past-President of the Learning Disabilities Worldwide organization, a role he maintained for 6 years.

Organization/Affiliations

Sopris West Educational Services www.sopriswest.com

Cambium Learning Technology www.cambiumlearningtechnologies.com/



Stevan Kukic

Dr. Kukic is currently Vice President of Strategic Education Initiatives at Sopris West Educational Services and a member of the Board of Directors for the National Centre for Learning Disabilities. As the former director of At Risk and Special Services, Utah State Department of Education, his office supervised all special education services delivered to students with disabilities throughout the state. He is a past president of the National Association of State Directors of Special Education. Dr. Kukic has presented workshops and speeches in the US, Canada, Europe, and the Middle East, and is published widely.

Organization/Affiliations

Sopris West Educational Services

www.sopriswest.com





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Friday Sessions

May 14, 2010

Keynote

**Building the Context of Excellence for All, Some AND Few:
Using Response to Intervention (RTI) as a Catalyst for Improving Outcomes!**

Steve Kukic



An innovation is introduced and large investments made, with initial excitement. Over time, the effectiveness of the innovation fades and the innovation fails. What can we do to stop this cycle and gain the most we can from every education dollar spent? Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behaviour problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.



11:00-12:00 Session

NEW! Powerful, FREE Online Math Tools to Teach Fractions

Lauri Susi

Need a flexible tool to teach fractions concepts on an interactive whiteboard or in a lab? Need built-in accessibility, too? This groundbreaking online tool has the unparalleled ability to link fractions concept models to procedures and back again, helping to build mastery in this "gateway" topic of math. This web-based tool can be used anytime, anywhere to teach kids or provide professional development. Includes the support of an online community of teachers and math experts. Brought to you by former leaders of IntelliTools®.

Lauri Susi has over 25 years of experience working in the area of assistive and instructional technology. She has taught in pre-K-12 classrooms as well as at the university level. She was co-founder of Spotlight on Learning, a consulting company that provided staff development and leadership workshops for schools on effective implementation of assistive and instructional technology. She has presented numerous sessions at regional and national conferences on evidence-based assistive technology implementation methods as well as specific curricular areas. Lauri has spent the past 5 years researching the use of technology to support instruction in K-6 mathematics as well developing interactions, using a variety of software programs, to support struggling students. This has led her to become a partner and co-director of implementation at Conceptua Math, a new company devoted to developing software to support students in learning fractions.

Organization/Affiliations

ConceptuaMath

<http://www.conceptuamath.com/>





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Friday Sessions

May 14, 2010



1:00–2:00 Session

Assistive Technology: Its Impact on Self-Concept and Motivation Across School Transitions

Gabrielle Young and Jacqui Specht

This presentation will review the literature on assistive technology and present findings from three research studies. We will share what students' say about the use of assistive technology, as well as quantitative data demonstrating its impact. We will discuss the potential link between assistive technology and improvements in academic self-concept, and how long this takes to occur. We will also present some of our most recent findings which demonstrate the potential impact of assistive technology on school motivation.

Gabrielle Young is a doctoral candidate who is focusing her studies in educational psychology and special education at The University of Western Ontario. Her research interests surround school inclusion, the use of assistive technology for students with special learning needs and the self-esteem of individuals with learning disabilities.

Dr. Jacqueline Specht is a tenured associate professor at the Faculty of Education at The University of Western Ontario. She is the director of the Centre for Inclusive Education and she teaches both at the graduate and undergraduate level. Her research interests encompass pedagogical issues surrounding the participation of children in the school system.

Organization/Affiliations

University of Western Ontario

2:30–4:30 Session

The Power of Connectivity for Fun and Learning with Easy-Tech with Assistive Technology

Adam Wing

Access tools such as switches, easy-tech communication aids, and simple environmental control units provide powerful support and control for learners with disabilities in the classroom, at home, and around the community. By connecting these tools together, however, along with fun, educational and collaborative content and curriculum, you and your students can do and learn so much more! In this interactive session, we will explore how the power of connectivity for common AT tools increases success in the classroom. By linking together some of the most popular AT tools along with many powerful new products (including more wireless access, easier to program environmental control, and even more affordable communication) we will participate in engaging, effective, fun activities that you can do at home and school as soon as you return. We will also utilize FREE online tools for finding ideas and generating communication overlays fast, and without any cost.

Over the last 13 years, **Adam Wing** has earned a reputation in the field of assistive technology for providing energetic, innovative and practical guidance in the development and implementation of tools for people with disabilities. In his current role as Vice President of International Business for AbleNet Inc. (www.ablenetinc.com), Adam is responsible for supporting and growing a network of resellers, raising the profile of assistive technology solutions, and seeking strong global business and governmental partnerships. He is well known as an international presenter for assistive technology, a successful educator trainer, published writer, and recognized thought leader in the field.

Organization/Affiliation

Ablenet <http://www.ablenetinc.com/>





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Saturday Sessions

May 15, 2010



8:30–9:30 Session

Utilizing iPod Touch Technology to Support Students with Disabilities: Four Case Studies

Barbara Welsford and Anita Kingdon

iPod Touch technology provides students with disabilities with engaging and portable opportunities of inclusion. 4 Case Studies will present a number of students with varying disabilities and how they utilize the iPod Touch to communicate (with Proloquo2Go APP); write (iLecture); organize (Round Toit) and so on. The process of integrating the technology into home and school will be discussed.

Barbara Welsford is the AT Specialist for the South Shore Regional School Board, Nova Scotia. She has been in the Assistive Technology field for over 20 years. Barbara has a Masters of Education, is a certified Assistive Technology Practitioner from RESNA, has an Assistive Technology Specialist graduate certificate from California State University. She teaches Assistive Technology graduate courses for Acadia University and online AT courses for the Nova Scotia Community College.

Anita Kingdon is the AT Facilitator for the SSRSB. She also has been in the field for over 20 years. Anita's speciality is AT for Learning Disabilities and she specializes as well in Apple products for learning.

Organization/Affiliation

*South Shore Regional School Board, Nova Scotia
Acadia University
Nova Scotia Community College*

10:00–11:00 Session

Getting, Reading, and Learning through Accessible Reading Materials and Tests Using the New Read:Outloud 6, Co:Writer 6, Intel Reader and Google Forms

Kevin Johnston

Getting text, reading text, and learning from text has always been a difficult process given the inaccessibility of many materials used in schools. You'll see in this session that you can make your inaccessible materials accessible with a snap of a picture and the help of the new Intel Reader. Put that material on a computer and use Read:OutLoud's reading strategies to learn from that material. Finally, learn how to create tests and track data using the power of Google Forms, while at the same time making those tests accessible through the power of Read:OutLoud, and/or Co:Writer 6's new Speech Feature.

Kevin Johnston is Don Johnston's business development Director and has expertise in creating industry collaborations with a variety of leading educational vendors. Kevin works with educators to increase their knowledge of critical literacy technology. His goal is to help school systems choose, integrate and use reading and writing technology to improve student performance.

Organization/Affiliation

*Don Johnston Incorporated
www.donjohnston.com*





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Sonia Mangieri has taught middle school for ten years and has been an Alberta Initiative for School Improvement Consultant for three years. Her background in Balanced Literacy strategies is empowering secondary teachers to differentiate for the various needs and skills of today's 21st century student.

Denis Potvin has taught middle and high school for more than 20 years and has been a French Immersion Consultant for three years, as well as a seasoned lecturer at the University of Alberta (Campus St. Jean/Education) for many years. His background in key literacy strategies is bringing a common language to all teachers for direct links and support with an emphasis on language acquisition. Denis has studied at the Centre International d'Etudes Pédagogiques (CIEP) in Sevres, France; where he received official habilitator status, to train, manage and administer the International French Proficiency Exams (DELF/DALF).

Organization/Affiliation

*University of Alberta
Alberta Initiative for School Improvement Consultant*

11:00–12:00 Poster and Exhibit Time

1:00–3:00 Session

**Literacy Strategies for the 21st Century:
To Web 2.0 or Not to Web 2.0**

Sonia Mangieri and Denis Potvin

This session will highlight the effectiveness of the various Web 2.0 tools available for classroom use and how they can impact student learning. The key is for teachers to evaluate and analyze the purpose of embedding technologies in today's classroom. The facilitators of this session will lead discussions to critically assess which tools affect student comprehension and can be easily integrated in all classes. Participants will walk away with a renewed understanding of technology that has the potential to increase student engagement and enhance collaborative practice in their classrooms.

Closing Session

Thoughtful Technology Use to Support Singular Success in Narrow, Old Literacy (and Why it Matters to Individuals with Disabilities)

Karen Erickson

This presentation will argue that new and wider definitions of literacy have obscured our visions of a narrower literacy (i.e. reading and writing orthographic texts for meaning and appreciation) and impaired progress toward universal literacy, particularly for individuals with disabilities. At the core of academic success, graduation, and successful employment is competency in "old literacy." Using a variety of individual, classroom, and school-based examples, we will demonstrate the importance of a narrow definition of literacy and the technologies enabling its practical and ultimate achievement

Dr. Karen Erickson is the Director of the Center for Literacy and Disability Studies at the University of North Carolina at Chapel Hill. She holds a Ph.D. in Special Education and Literacy Studies from UNC-CH. Karen is a former teacher of students with significant disabilities, including many who used augmentative and alternative communication. Knowledgeable in literacy, assistive and instructional technologies, augmentative communication, and the learning characteristics of students with significant disabilities, Karen presents nationally and internationally and is in great demand as a consultant, researcher, and program developer. Dr. Erickson's work has been published in numerous journal articles and book chapters.

Organization/Affiliation

*University of North Carolina Chapel Hill
Centre for Literacy and Disability Studies*

