



# Bridges to Learning Conference Program

Click here to see Presenters Bios: <http://bridges-canada.com/ProfessionalDev/ConferenceBios.pdf>

## Pre-Conference – May 7, 2009

Location	9:00am - 4:00pm Pre-Conference		
Sara Kajder CCT 2130	Bringing the Outside In: Reading and Writing with Emerging Technologies	From wikis to digital storytelling, and from the Flip to the Kindle, this workshop will explore emerging tools and pedagogies that can help “move” the literacy skills of all students. We'll begin with looking at our students and valuing the literacies they bring to our classrooms.	
Karen Erickson CCT 2150	Reading Profiles for AT Decision-Making	Learn about an approach to reading assessment that profiles relative strengths and weaknesses to guide instructional and assistive technology decisions. Karen will focus on specific instructional approaches for struggling readers.	
David Koppenhaver CCT 3150	Writing Right: Strategies and Technologies for Students with Disabilities	Plan and deliver targeted writing instructions to students with disabilities including autism, learning and intellectual disabilities. David will present a comprehensive cognitive model of the writing process and the strategies and tools for instruction assessment.	

## Conference – May 8, 2009

Session # /Location	Time	Presenter(s)	Topic	Description	Topic Grade Level
9:00 - 10:30 • Keynote					
KANEFF 137	9:00 - 10:30	Sara Kajder	Promise into Practice: Using New Tools to Engage All Learners	The shifts in how we define literacy and the toolset we use in our work as readers and writers make this an incredibly exciting (and sometimes daunting) time to teach. What does it mean to teach and learn in a classroom that values new literacies? What can we do with technology to engage, empower and evoke our students' thinking, insights and knowledge—and how does that differ from what we have done before? Are our students REALLY digital natives? As much as our talk will pose critical questions, the bigger goal is to explore practice. We'll examine methods for co-constructing literacy practices alongside our students, and think deeply about what learning 2.0 entails. In doing so, students can read and write with multimodal tools for authentic audiences, engage in tasks and literacy practices that have relevance outside the classroom and receive opportunities for their knowledge to do real work.	

<b>10:30 - 11:00 • Break, CCT Atrium</b>					
<b>1</b>  CCT Room 2140	11:00 - 12:00	Arjan Khalsa  Focus: Math and Technology	Number Concepts and Automaticity—The Research Results are In!	Number Concepts and Automaticity is a large-scale, random control trial to research the effectiveness of Classroom Suite version 4 to raise student achievement in mathematics. Work will be complete as of February 2009, with data analysis taking place right up to the Bridges conference. The project proposes to isolate predictable factors in mathematical failure and provide the right guidance and practice to overcome the deficiencies. The software builds mathematical models for children, brings those models into working memory, and enhances automaticity with math problems. Find out how ELLs and struggling students performed with this innovative approach.	Primary/Elementary
<b>3</b>  CCT Room 1140	11:00 - 12:00	Kevin Johnston  Focus: Assistive Technology and Literacy and Technology	Exploring Co:Writer on computer and off	Co:Writer® removes barriers that keep your students from expressing themselves through writing. The session will show you how to get going in 60 seconds! You'll know how to enrich student's writing experiences with theme-based assignments using Topic Dictionaries. We will also explore the use of Co:Writer with online word processors and student-centric blogs allowing your students to extend creative writing experiences. Portability can really help you get your students on track to writing success. You'll learn how empowering students to be successful whenever and wherever they need to write is possible using Co:Writer for NEO—now with speech support.	Elementary-Adult Literacy
<b>4</b>  CCT Room 2150	11:00 - 12:00	Marian Thorpe and Anne Hill  Focus: Assistive Technology	Initial Research: Does comprehensive professional development for Kurzweil help?	Do people who have disabilities actually use assistive technology in order to learn and function in the real world? This presentation will introduce a Halton/Bridges research study that begins to study this important area. The research goals are to measure change/improvement over time as measures of the effectiveness of a comprehensive professional development plan to help all educators and families to effectively use assistive software (Kurzweil) to support learning. Measures will be taken of change in two areas: 1. Student literacy skills. 2. Self reported measures of comfort with and implementation of assistive technology to support student reading comprehension.	All grades
<b>6</b>  CCT Room 2130	11:00 - 12:00	Lucas Kent  Focus: Technology for Instruction	6 Steps to Success in Teaching with Technology	Lucas Kent, the Educational Computing Organization of Ontario's 2007 teacher of the year, is the author of <i>6 Steps to Success in Teaching with Technology</i> , a user-friendly guide that lays down a path for teachers to follow as they enter the teaching with technology world. He has also created <a href="http://www.MrKent.net">www.MrKent.net</a> - Teaching with Technology Made Simple, to assist teachers in keeping up to date with the world of educational technology. This Bridges to Learning session, outlines Step #5: Implementing Technology Effectively. Participants that work for school boards in Ontario will also receive a complimentary copy of <i>6 Steps to Success in Teaching with Technology</i> .	Elementary
<b>Noon - 1:00 • Lunch, South Building, Spiegel Dining Hall</b>					
<b>7</b>  CCT Room 2140	1:00 - 2:00	Arjan Khalsa  Focus: Math and Technology/ Professional Development	The SOS Method for Implementing Software in the Classroom	Structure the environment. Optimize time. Support student learning. S-O-S. Software can help teachers and school boards reach their educational objectives. Yet, this requires focused, systematic planning and determined follow-through to get measurable results. What if the computers aren't working well? What if a teacher finds the lab to be a distraction? Learn this carefully-crafted approach developed by Spotlight on Learning and see the evidence of its effectiveness in the Number Concepts and Automaticity and Fractions research projects. Handouts include instructions for the technology facilitator, the classroom teacher and the evaluating administrator.	Primary/Elementary/Middle

<b>8</b>  CCT Room 2150	1:00 - 2:00	Barbara Welsford and Anita Kingdon  Focus: Assistive Technology	Meet Tyler: A Case Study The Adventure of AT Integration from Early Intervention to Grade 5	Tyler is a brilliant grade 5 student attending Dr. JC Wickwire in Nova Scotia. Tyler has spastic quadriplegic cerebral palsy with athetoid components to his movements. His verbal skills are improving but to an unfamiliar listener his words are often hard to decipher. The Assistive Technology Centre in Lunenburg, NS (part of the South Shore Regional School Board) have been involved with Tyler's program since preschool. Over the years Tyler has developed excellent single switch access skills using a head switch. He accesses curricular content through various software including Clicker and Crick USB interface, Penfriend, Kurzweil, and Discover Switch. Each new school year presents interesting challenges to Tyler and the AT team; curriculum changes along with teachers, programs support teachers and assistants. Each member of the staff brings varying levels of technology savvy to Tyler's program. Learn about Tyler's AT experiences and how staff of the Assistive Technology Centre address the ever changing needs Tyler's program demands.	All grades
<b>9</b>  CCT Room 3150	1:00 - 2:00	Kevin Johnston  Focus: Assistive Technology/Literacy and Technology	Supporting Reading through alternate text and Text Readers	The digital text revolution has arrived. How is your organization delivering accessible texts and instructional materials? Learn how the new Read:OutLoud Universal Access product can break down barriers and give reading strategy support to students struggling with authentic text. Also learn how the powers of a text reader can be paired with alternate materials such as the Start-to-Finish Book series as well as free online materials to support students with their curricular goals. This session will help you make sound decisions for providing the best reading experiences using digital text for your diverse learners.	Elementary/Middle/High School/Adult Literacy
<b>10</b>  CCT Room 2130	1:00 - 2:00	Neil Andrew  Focus: Literacy and Technology	Writing Success Anytime, Anywhere with WriteOnline	Discover Crick Software's innovative online word processor specifically designed for schools and colleges. Its powerful built-in tools, such as integrated speech, word prediction, and word banks, provide writing support for all your students including learners using switch-access. Students can save their work online or submit their documents directly to teachers for commenting, and teachers can use WriteOnline's analytic tools to track spelling corrections, pasted text, and the time spent on a document. It is incredibly easy to personalize WriteOnline, ensuring that all learners can have just the right support they need anywhere, anytime.	All grade levels and adult Literacy
<b>11</b>  CCT Room 1140	1:00 - 2:00	Arnold Sooknanan  Focus: Math and Technology/Literacy and Technology/Technology for Instruction	Do Something Extraordinary With Nothing Out of the Ordinary	Tired of "Thinking Outside the Box"? Think "Inside the Classroom" instead. Start with your two greatest resources—your students and your creativity. Using only ordinary classroom technologies found from within your school, find a way to make the extraordinary happen in your classroom. This presentation showcases how a variety of technologies (MS Office, SMART Board, classroom computer peripherals) are integrated into a junior classroom to enhance learning and capture the interests of students. Sharing lessons learned and highlighting successes from classroom projects and initiatives, experience what started with the ordinary everyday classroom life and led to extraordinary classroom experiences.	Elementary
<b>2:00 - 2:30 • Break, CCT Atrium</b>					
<b>12</b>  CCT Room 2160	2:30 - 4:30	Peter Dawson, Bruce White, Bill Schreiter  Focus: Technology for Instruction	Jumping Into the World of Interactive Whiteboards <b>Windows Lab</b>	The SMARTBoard interactive whiteboard is a technology tool that can be used by classroom teachers to enhance student engagement and differentiate instruction. This workshop will provide participants with hands-on opportunities to learn the basics of the Notebook software interface. The presenters will demonstrate effective uses of the SMARTBoard and provide a list of suggested resources.	All grades

<b>13</b>  CCT Room 3140	2:30 - 4:30	Judith Melville Bennoch  Focus: Technology for Instruction	AutismPro: Anywhere, Anytime, Online Program Planning for Students with Autism  <b>Windows Lab</b>	New Brunswick based Virtual Expert Clinics, has developed online tools to address the challenges faced by educators in accessing training and resources to develop and implement appropriate educational programs for students with moderate to severe autism and other developmental disabilities. The content of AutismPro Workshops and AutismPro Resources, written, edited and reviewed by an Advisory Board of respected international experts in the field of autism, including Virtual Expert Clinics' staff, incorporates a compilation of the best practices of the 12 evidence-based methodologies in practice today.	Primary/Elementary
<b>14</b>  CCT Room 2130	2:30 - 4:30	Monique Campeau- LeBlanc, Richard Bolduc Focus: Technol- ogy for Instruc- tion/Literacy and Technol- ogy/Assistive Technology/ Math and Tech- nology/System and Implemen- tation	Applicability of Psycho-Educational Recommendations Using High Tech, Low Tech or No Tech Solutions	Understanding the content of reports, as well as the practical implications and applications that ensue, supports differentiated instruction, thus giving teachers permission to allow for alternate delivery, format and product. Cognitive processes will be linked to appropriate strategies and technologies. Student and teacher video testimonials from elementary and secondary panels will highlight the positive impact this collaborative approach is having on our students. Case studies will be used to consolidate this information. Participants will leave with an understanding of how to decipher a psycho-educational report in order to meet the needs of their child, student or client.	All grades
<b>16</b>  CCT Room 1140	2:30 - 4:30	Mallory Burton and Paul Hamilton Focus: Technol- ogy for Instruc- tion	BC UDL Project: Reaching Every Student in the Digital Age	Special Education Technology of British Columbia (SET-BC) recently conducted a two-year pilot project to implement Universal Design for Learning (UDL) in the province. In this presentation, Mallory Burton will review the main principles of UDL and describe the project. Paul Hamilton will explore three key UDL principles, multiple means of representation, expression, and engagement, showing examples from key technologies that are used in assistive technology and on the web.	All grades
<b>Conference – May 9, 2009</b>					
<b>17</b>  CCT Room 1160	8:30 - 10:30	Carol Fortnum Focus: Technol- ogy for Instruc- tion	Integrating Technology in your Classroom  <b>Windows Lab</b>	Technology has great potential for providing integration activities for students with multiple exceptionalities. Learn how to use SEA technology effectively to provide access to students with multiple exceptionalities to classroom activities such as circle and calendar time. Work with Boardmaker Plus, Classroom Suite 4, and Smart Boards and discover how all students can meet the curriculum expectations as well as their individual educational goals.	Primary/Elementary
<b>18</b>  CCT Room 2160	8:30 - 10:30	Cheris Frailey Focus: Literacy and Technol- ogy	Write All About It: Creating Writing Activities with Boardmaker Plus  <b>Windows Lab</b>	This hands-on lab will provide participants an opportunity to learn how to create a variety of on-screen writing activities using Boardmaker Plus. Learn how to design activities that address a variety of written expression goals, differentiate the activities, and integrate creative features including verbal prompts, reinforcement, and pop-up boards. Innovative writing activities will be shared so participants leave with an understanding of how on-screen writing can and should be incorporated into their instructional program. Participants will leave this lab with tutorials along with access to all writing activities shared and created in the lab. Ideal for individuals who have experience creating printed activities using Boardmaker Software Family.	Primary/Elementary

<b>19</b>  CCT Room 2130	8:30 - 10:30	David Bradburn  Focus: Literacy and Technology	Enhancing Reading Instruction with Kurzweil 3000	Kurzweil 3000 software addresses the needs of students who struggle to read and write at grade level. This presentation will review the six steps of literacy and demonstrate how each step can be enhanced with Kurzweil 3000 software. By integrating AT into existing curriculums, Kurzweil 3000 is helping struggling students by harnessing the unique attributes of technology to address the specific instructional challenges they face each and every day.	All grades
<b>20</b>  CCT Room 2140	8:30 - 10:30	Rob Horgan  Focus: Technology for Instruction/Assistive Technology/Literacy and Technology	Teaching Technology Outside the Computer Lab	Does your pedometer tack on three miles during a 40-minute computer lab? This hands-on presentation will teach you seven strategies of teaching technology outside of the computer lab. By focusing on teaching vocabulary, literacy, logic and reasoning, your students will be busy working independently and helping each other in a learning community.	Primary/Elementary/Middle
<b>21</b>  CCT Room 2150	8:30 - 10:30	Deb Thomas and Karen Baron  Focus: Assistive Technology	Emergent Communicators: Is Cause And Effect All We Can Do?	Ontario Ministry of Education's "Education for All" asserts that all students can succeed in literacy and numeracy. But educators struggle to educate students functioning within the emergent communicator/cause-effect stage of development. They find it difficult to identify student needs, set goals, and provide programs to appropriately target their learning objectives.  This workshop will provide participants with tools to identify the sensory motor and access needs of emerging communicators and aid with goal setting and programming. Approaches to facilitate communication and suggestions about choosing activities and tools to accommodate the client's needs and support student performance will be provided.	All grades
<b>10:30 - 11:00 • Break, CCT Atrium</b>					
<b>11:00 - 12:00 • Unopposed Exhibit Time, CCT Atrium</b>					
<b>Noon - 1:00 • Lunch, South Building, Spiegel Dining Hall</b>					
<b>22</b>  CCT Room 2130	1:00 - 2:00	Linda Schreiber  Focus: Math and Technology	Teaching to Standards: Math – A math curriculum for students 12-21 with significant disabilities	Teaching to Standards: Math (TSM) is a research-based math curriculum for middle and high school students with moderate-to-severe developmental disabilities, including autism. Two years of ongoing research at the University of North Carolina have shown the program to be highly effective in teaching math skills aligned to NCTM standards. The curriculum covers Geometry, Algebra, Data Analysis and Measurement. Students read a real-life based story, identify the problem statement, determine the facts needed to solve the problem, organize facts into an equation and solve. This presentation will examine how TSM provides students with significant disabilities access to a standards-based math program.	Middle / High School
<b>23</b>  CCT Room 1140	1:00 - 2:00	Cheris Frailey  Focus: Technology for Instruction	From astronomy to zoology: Symbol supports across the curriculum	Participants will be introduced to a range of instructional strategies and educational materials designed to meet the language and learning needs of students with a range of ability levels. Through examples and success stories participants will identify supports designed to promote student expression, comprehension, and independence. Curriculum Companions, a new set of tools that are topic-specific curriculum supplements, will be demonstrated. The Curriculum Companions are appropriate for students of all ages and abilities with academic goals in the K-2 grade level. Every activity can be adapted with different levels of support for reading, writing and application of new information.	Primary/Elementary

<b>24</b>  CCT Room 2150	1:00 - 2:00	Sarah Potter and Jonathan Lee Focus: Technology for Instruction/Assistive Technology/Literacy and Technology	Digital Literacy Using iPods Shuffles	We will highlight the integration of iPod Shuffles into Junior and Secondary classes. Our focus was to tie Kurzweil and the iPod Shuffle technologies into literacy instruction. Our hope was to motivate students with technologies that they are familiar and comfortable with. We trialed this initiative for students with various exceptionalities including autism, learning disabilities, and behaviour. Students were encouraged to use their iPod Shuffles for educational purposes while keeping in mind their specific learning needs.	Elementary/Middle/High School
<b>25</b>  CCT Room 3150	1:00 - 2:00	Arjan Khalsa Focus: Math and Technology	Teaching Fractions with Technology—Wipe Away the Tears	It's not unusual for students to cry over their math assignments. Often, the tears begin with fractions. Computer software can play a "healing" role by presenting conceptual models and tying those models to computation. Fractions, along with other "rational numbers," represent a challenging leap for both students and teachers. Discover how to break down the aspects of fractions into successful chunks and avoid the tearful pitfalls. Come see the results of a small-scale research study and learn about a large pending study. Technology will include Classroom Suite 4 and other software programs.	Elementary/Middle
<b>26</b>  CCT Room 2140	1:00 - 2:00	Joan Cunningham and Rich Herald Focus: Assistive Technology	TBI – Getting Back in Control with AT	Technology that utilizes some basic design principles—clean, straightforward user interfaces, consistency in presentation and use, auditory and visual input and output—has tremendous ramifications for people with brain injuries by combining the usual strategies on a single device. AbleLink Technologies takes a very ubiquitous technology—a handheld PDA—and makes it accessible and user-friendly by minimizing the clutter and providing access to a planner for event reminders and task/activity initiation, the ability to quickly and easily add events on the go, breaking activities down for help with sequential follow-through, and support for activity branching.	High School/College/University/Adult Literacy
<b>27</b>  CCT Room 2160	1:00 - 2:00	Terry Poirier Focus: Technology for Instruction/Assistive Technology/Literacy and Technology	La technologie d'aides et les Enfants en Difficultés – Les Nouveautés	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.	Middle/High School
<b>2:00 - 3:00 • Break, CCT Atrium</b>					
<b>28</b>  CCT Room 1160	2:30 - 4:30	Marianne Salva and Terry Poirier Focus: Technology for Instruction/Literacy and Technology	Game On - Engaging Learners through Interactive Lessons  <b>Windows Lab</b>	This Assistive Technology presentation is about really seeing how students learn, and providing ways of using out-of-school literacies to move our 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.	Middle/High School



<b>29</b>  CCT Room 3140	2:30 - 4:30	David Bradburn	Classroom Suite 4 Literacy Tools <b>Windows Lab</b>	Classroom Suite 4 is the newest reading, writing and math tool from IntelliTools. This software provides discrete instruction, constructive practice with immediate feedback and embedded assessment. It's research-based templates allow educators to quickly create activities that follow the scope and sequence of classroom instruction. This workshop will provide a hands-on experience with the Classroom Suite 4 reading and writing tools.	
<b>30</b>  CCT Room 1140	2:30 - 4:30	David Balfour and Alex Dunn  Focus: Technology for Instruction/Assistive Technology	SMART Inclusion – Engineering the Classroom to Promote Success for All Students	Ten classrooms across the Upper Canada District School Board (UCDSB) have been identified as SMART Inclusion pilot classrooms. These classrooms range from Kindergarten to High School and have at least one student in each class identified as having a severe communication disability, for whom a SEA grant was pursued to purchase equipment for use in the classroom. This equipment includes a SMART Board along with a variety of application software and other AAC tools, and is considered essential to augment and assist not only communication but meaningful educational and social participation in the classroom setting for the student with severe disabilities. There has been a significant impact not only on the target student but all students in the classroom—necessary for some, good for all.	All grades
<b>31</b>  CCT Room 2130	2:30 - 4:30	Linda Schreiber  Focus: Literacy and Technology	Evidence-Based Emergent Literacy Model for Students with Significant Disabilities Using AT Adaptations	Early Literacy Skills Builder is a research-based program designed for students with significant disabilities including autism, who are non-readers. ELSB develops the skills and behaviours needed for students to succeed in a standard reading program. This presentation will describe the research upon which the program was designed, the curriculum components, and the scope and sequence of the program. Specific adaptations will be demonstrated and ways in which educators can collaborate to provide for the language and literacy needs of this population will be discussed.	Primary/ Elementary
<b>32</b>  CCT Room 2160	2:30 - 4:30	Kim Antonius and Claire Zjeidel  Focus: Literacy and Technology	A Web of Solutions: Maximizing Learning on the Web 2009  <b>Windows Lab</b>	The internet has become a standard tool for research in schools. The range and quality of internet resources has grown substantially over the past few years. Students have access to web pages, search engines, databases, web quests, blogs and even online textbooks. There is also a growing set of tools that are built into web browsers and web pages that make them more accessible and efficient to use. With the movement towards Universal Design for Learning in education, we need to be aware of how to make research on the internet more accessible to all students. There is also a growing trend towards Assistive Technology products that provide web-browsing capabilities from within their software. We might call this "embedded" web-browsing. This has the advantage of providing seamless access to the internet for reading and research while still having access to the tools that they require for learning. These tools might include reading tools such as text readers, text highlighting while reading and symbol-support; reference tools such as dictionaries; and learning tools such as highlighter pens and notes, all along with direct access to the web.	All grades