Assistive Technology Tools in Literacy Instruction and Support

January 17, 2019, 3:00 pm – 4:30 pm

Skill Level: Introductory

As concern for literacy learning heightens in educators of all students, we look to practices that promote a variety of strategies to meet the curriculum requirements of students with special needs. Technology used for literacy support is growing in practice. Teachers need ways to make informed choices amid all of the products that are being promoted for literacy in education. This session will connect the technology tools with functional skills in supporting reading and writing development. Examples of apps, software and curriculum for vocabulary expansion, text comprehension, and writing supports will be shared.

100% FREE
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Certificates of Attendance are available

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Learning Outcomes:

As a result of knowledge gained at this session, participants will be able to:

1. Evaluate the components of electronic books and other multimedia tools used in literacy support and instruction,
2. List ways of using technologies to support reading comprehension, and
3. List ways of using technologies to support the writing process and mechanics.

Connecting AAC & Literacy

January 24, 2019, 3:00 pm – 4:30 pm

Skill Level: Introductory/Intermediate

The presenter will share ideas for creating practical integration plans and strategies that you and your staff can use to promote literacy learning with your children and students who use augmentative and/or alternative communication systems. This webinar integrates the model of participation process with the practices of balanced literacy instruction. Examples will be given of students who use their AAC systems in the learning and demonstration of literacy skills. Through these illustrations and further explanations of ways to boost communication and literacy, participants will construct a plan to address the impacts of AAC and literacy on their own students. Whether you have students using lo-tech or hi-tech systems, participation in literacy learning activities can be motivating, educational, and purposeful. No one type of AAC system will be addressed. A variety of low tech, apps, and devices will be used in the examples.

Learning Outcomes:

The participant will be able to…

1. Target literacy activities by the type of communication interaction that they promote, and
2. Create a participation plan for the integration of AAC and literacy activities into the school day of a student.

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Presenter: Kelly Fonner, MS

Educational and Assistive Technology Consultant

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Kelly is a self-employed consultant and trainer in assistive and educational technology. Since 1986, she has presented to schools, universities & families in 48 US states & internationally in Australia, Canada, and South Africa. She presents on a wide range of topics including technology integration, augmentative communication, computer access, literacy, electronic writing, organizers, assistive technology assessment, and implementation strategies. Kelly has a B.S. in special education from Millersville University, an M.S. in educational technology with a minor in special education/rehabilitation technology from The Johns Hopkins University, and holds an Assistive Technology Applications Certificate of Learning from CA State University-Northridge. She has pursued additional study in adult and urban education at the University of Wisconsin-Milwaukee.

Kelly has been working with individuals with disabilities since the mid 70s and with assistive technologies since 1983. Her teaching experiences have been as a teacher assistant, teacher, instructional media specialist, and assistive technology consultant in early childhood, preschool and school age programs. She worked 8 years as a consultant with PennTech, the statewide technology project supported by the Pennsylvania Department of Education. Since 1999, Kelly has maintained an independent business with contract work in educational and assistive technology consultation and training with schools, families, agencies, and companies.

Kelly has been a consultamt to university and adult programs concerning access to technology by college students and employees with disabilities. She has taught courses at the University of Wisconsin-Milwaukee in both the Occupational Therapy and Exceptional Education departments and at the Johns Hopkins University in Baltimore. She was a part of the development and training team for the Assistive Technology Applications Certificate Program at CSUN, and California State University-Northridge's Center on Disabilities. Kelly is on the training support team for several manufacturers in the assistive technology industry and has done consulting on several development projects. In addition to her professional affiliation with people with complex communication needs, Kelly has people in her personal life that use and have used assistive technologies, including augmentative communication, and this has molded and shaped her career and presentations over time. She firmly believes that information about this field is at its greatest value when represented from all perspectives.

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