

*Restarting the Annual*



*Outside  
the Box<sup>+</sup>  
conference*

*2023*

*Accessibility, Communication, & Partnership*

**October  
13<sup>th</sup>–14<sup>th</sup>**

**Bally's Dover Casino Resort**  
(formerly known as Dover Downs)  
1131 N. DuPont Hwy, Dover, DE 19901

**Presented by**  
**Statewide Programs for the**  
**Deaf/Hard of Hearing/DeafBlind**

# Welcome

We are glad to finally bring the annual Outside the Box conference to you. Before COVID, we had a large number of folks attending annually, and it was wonderful! Thank you to all of you who reached out and had been asking for us to bring it back. We are going to provide you that same great “where the rubber meets the road” content.

## Conference details:

- The conference has eleven different presentations throughout the day for you to choose from.
- There will be a continental breakfast, lunch, beverages, and snacks throughout the day.
- Each session listed is in PDMS. Signing up for a session in PDMS registers you for PDMS, but it does not register you for the session itself. To register for the session please go to <https://members.si2.online/training>. Select the session and register through the conference site.
- At the end of the day you will be emailed a link to fill out your session evaluation and upon completing the evaluation, you will receive a link to download your certificate of attendance.
- Please be sure to sign into each session so we can check off your participation in our system (for certificate of attendance) and for PDMS.
- Please note that room assignments will be based on registration numbers and will not be posted until the day of the event. Times may also change due to room needs. We will avoid changes if possible.

*Thank you* to the planning committee for all of your work in bringing this together.

If you have *any questions* please contact Mark Campano at:  
[mark.campano@christina.k12.de.us](mailto:mark.campano@christina.k12.de.us)

# Conference at a Glance

Friday, October 13th

7:30 AM - 8:30 AM	Check-In and Continental Breakfast (Ballroom)			
8:00 AM - 8:20 AM	Opening Session (Ballroom)			
	Diamond 1	Diamond 2	Diamond 3	Grandstand
<b>SESSION 1</b> 8:25 AM - 9:50 AM	<b>The Ins and Outs of Assistive Technology Assessment (for Educators)</b> Presented by Karen Latimer	<b>Autism Spectrum Disorder from the Perspective of School Based Occupational Therapists</b> Presented by Kristin Chickadel, Tara Kulak, Annette Mestern, Tom Winkler	<b>IEP: Do's and Don'ts</b> Presented by David Bateman	<b>How We All Learn: The Brain, the Body, and Communication</b> Presented by Mark Campano
<b>SESSION 2</b> 10:00 AM - 11:25 AM	<b>Nuances of Spoken Language</b> Presented by Dr. Kathleen Riley		<b>What is an Intervener- and Who Needs One?</b> Presented by Beth Kennedy	<b>The High School to College Transition</b> Presented by Cecile Cunningham
11:35 AM - 12:35 PM	Lunch (Ballroom)			
<b>SESSION 3</b> 12:45 PM - 2:00 PM	<b>Designing a Meaningful Classroom Environment for Unique Learners</b> Presented by Natalie Horrocks	<b>Audiology 101</b> Presented by Tracy Chorprenning	<b>Educate Yourself on Why Physical Education and Movement Matters</b> Presented by Dr. Beth Foster	<b>The Intersectionality of Digital Accessibility and Universal Design for Learning: Featuring a Live Demo of Grackle</b> Presented by Dr. Ann S. Knettlar
<b>SESSION 4</b> 2:10 PM - 3:40 PM	<b>Audio Description: Access for Students Who Are Blind or DeafBlind</b> Presented by Joel Snyder	<b>CMV Awareness (for Professionals)</b> Presented by Dr. Kathleen Riley		

# Conference at a Glance

Saturday, October 14th

7:30 AM - 8:30 AM	Check-In and Continental Breakfast (Ballroom)			
8:00 AM - 8:20 AM	Opening Session (Ballroom)			
	Diamond 1	Diamond 2	Diamond 3	Grandstand
SESSION 1 8:25 AM - 9:50 AM	Creating Routines, Schedules, and Tools for Communication Presented by Jen Willis	SibShop: Youth Workshop for Siblings of Children with Special Health Care Needs	What is an Intervener- and Who Needs One? Presented by Beth Kennedy	Seven Simple Strategies for Sibling Support Presented by Emily Holl
SESSION 2 10:00 AM - 11:25 AM	CMV Awareness (for Families) Presented by Dr. Kathleen Riley			
11:35 AM - 12:35 PM	Lunch/Working Session (Ballroom)			
SESSION 3 12:45 PM - 2:00 PM	Educate Yourself on Why Physical Education and Movement Matters	Audiology 101 Presented by Tracy Chorpenning	The Ins and Outs of Assistive Technology Assessment (for Families) Presented by Karen Latimer	Importance of the Medical Home Model and Care Notebook Presented by Jalisa Anderson
SESSION 4 2:10 PM - 3:40 PM	Presented by Dr. Beth Foster	Nuances of Spoken Language Presented by Dr. Kathleen Riley	SIG	Student/Family Advocacy Presented by TBD
5:00 PM - 9:00 PM	Dinner/Family Networking Session			

# Session Information

## Session: **Educate Yourself on Why Physical Education and Movement Matters**

**Presenter:** Dr. Beth Foster

**PDMS Section # 73887** Friday's session

**PDMS Section # 73883** Saturday's session

Join in on this presentation to learn more on how to increase movement opportunities and accessible physical education and activity, including recreation for students with sensory loss. This presentation will cover importance of functional movement and provide ideas for incorporating safe and successful movement activities while examining best practicing when introducing and asking for movement to occur. Attendees will leave with a better understand of collaboration for physical education and adapted physical education services and adaptations to increase accessibility to movement opportunities for students with sensory loss.

### **Learning Objectives:**

- Attendees will understand the importance of movement based on research surrounding students with sensory loss.
- Attendees will be able to apply best practices to increase positive movement opportunities for students with sensory loss.
- Attendees will be provided with adaptations and equipment ideas to be able to provide better access and increase success of physical education and physical activity/recreational opportunities.
- Attendees will be able to better advocate for successful movement opportunities within the k-12 school system through adapted physical education and transition services.

## Session: **Audio Description: Access for Students Who Are Blind**

**Presenter:** Joel Snyder

**PDMS Section # 73878**

Audio Description Project of the American Council of the Blind Audio Description (AD) is a translation of images to words — the visual is made verbal and aural and oral. Using words that are succinct, vivid, and imaginative, audio describers convey the visual images from media, the arts, and lectures that are not fully accessible to a significant segment of the population. This presentation will outline the "Fundamentals of Audio Description" and will illustrate the benefits of AD for people with learning disabilities, people on the autism spectrum, students in classroom settings, learners of new languages and others— anyone who wishes to develop a more sophisticated sense of literacy.

### **Learning Objectives:**

- Define the key components of audio description.
- Explain how exposure to audio description can build literacy and an understanding of the visual world for students who are blind or have low vision and/or have cognitive or learning impairments.
- List how audio description techniques can be used by college professors/lecturers to make their presentations more accessible/inclusive.



## Session: **Seven Simple Strategies for Sibling Support**

**Presenter: Emily Holl**

**PDMS Section # 73880**



Throughout their lives, siblings share many of the same concerns as parents of children with disabilities, as well as issues that are uniquely theirs. Siblings often share the longest lasting relationships with the person with a disability, and many will support their siblings later in life. Learning about and supporting siblings can contribute to lasting positive outcomes for individuals with disabilities and their entire families. Join us for this interactive session to learn about sibling experiences and take home seven simple, effective, everyday strategies to support brothers and sisters of people with disabilities.

### **Learning Objectives:**

- Describe at least five unique concerns that siblings of people with disabilities may experience throughout their lives.
- Describe at least five unique opportunities that siblings of people with disabilities may experience throughout their lives.
- Describe and be prepared to implement seven simple, everyday strategies that parents and service providers may utilize to minimize siblings' concerns and maximize their opportunities.

## Session: **Audiology 101**

**Presenter: Tracy Chorpensing, AuD, CCC-A**

**PDMS Section # 73881 Friday's Session**

**PDMS Section # 73886 Saturday's Session**



This session will cover basic audiologic concepts including a review of hearing mechanisms, how to read an audiogram, hearing difference simulations, and how to translate results from the sound booth to the classroom to support your student's hearing needs.

### **Learning Objectives:**

- Participants will be able to identify the types of hearing loss
- Participants will be able to identify three different types of hearing assistive technology (HAT)
- Participants will be able to identify educational impacts of hearing loss and appropriate accommodations

## Session: **Creating Routines, Schedules, and Tools for Communication**

**Presenter: Jen Willis**

**PDMS Section # 73888**



This session will discuss the benefits of using routines and schedule systems within the home to reduce anxiety and support communication skills that can carry over into the school setting.

### **Learning Objectives:**

- Participants will be able to identify at least 3 benefits of creating a schedule system for their child with deafblindness.
- Participants will be able to describe the difference between concrete and abstract tangible symbols.
- Participants will be able to identify how tangible symbols can be utilized to build expressive communication opportunities for their child.



# Session Information

## Session: **Designing a Meaningful Classroom Environment for Unique Learners**

Presenter: Natalie Horrocks

PDMS Section # 73889

This session is for special educators who wish to learn more about designing their classroom environment, lessons, student schedules, data collection sheets, and more to be most meaningful for their students. Let's collaborate together to make our students' school experience the best it can be!

### Learning Objectives:

- Adapt curriculum and activity materials to make them meaningful and accessible
- Design a classroom that meets the needs of students
- Effectively and efficiently collect IEP goal data throughout the school day
- Write realistic academic IEP goals for students
- Build a cohesive classroom team

## Session: **Nuances of Spoken Language**

Presenter: Dr. Kathleen Riley

PDMS Section # 73890 Friday's Session

PDMS Section # 73891 Saturday's Session

This session will explain the missed and misunderstood features of speech that convey intent. Missing or misunderstanding message intent can lead to conversational errors and social conflicts. DHH children often struggle with rhetoric, sarcasm, teasing, requests, demands and social etiquette.

### Learning Objectives:

- Participants will recognize the reasons for delayed acquisition of pragmatic language skills.
- Participants will learn strategies to teach and support this skill development in DHH children.



### Session: **CMV Awareness**

**Presenter: Dr. Kathleen Riley**

**PDMS Section # 73893 Friday's Session**

**PDMS Section # 73894 Saturday's Session**

Cytomegalovirus is a common virus found in the human population. Fetal exposure to CMV is a common cause of disabilities in children, including hearing loss. This session will discuss transmission, impacts and risk reduction strategies in preventing fetal exposure during pregnancy. National and state legislation efforts to address CMV will also be discussed.

#### **Learning Objectives:**

- Participants will understand the impacts of congenital CMV in children.
- Participants will learn risk reduction strategies that minimize the risk for infection to pregnant mothers.
- Participants will be able to spread awareness of CMV to others.

### Session: **Autism Spectrum Disorder from the Perspective of School Based Occupational Therapists**

**Presenters: Kristin Chickadel, Tara Kulak, Annette Mestern and Tom Winkler**

**PDMS Section # 73892**

Do you have a child with Autism Spectrum Disorder (ASD) or Students in your classroom with Autism Spectrum Disorder (ASD) and are you looking for the best ways to support them? If so, this is the course for you. This course will provide you with knowledge about ASD and the evidence-based interventions used to help students access their education through the eyes of a school based occupational therapist.

#### **Learning Objectives:**

- Participants will have an understanding of Autism Spectrum Disorder.
- Participants will understand the difference between the medical diagnosis and educational classification of Autism Spectrum Disorder.
- Participants will improve their knowledge of Autism Spectrum Disorder and Sensory Processing/Self-Regulation skills.
- Participants will learn ways to support their students with Autism Spectrum Disorder in the learning environment.

### Session: **How We All Learn: The Brain, the Body, and Communication**

**Presenters: Mark Campano**

**PDMS Section # 74274**

How We All Learn, The Brain the Body, and Communication, looks at typically aspects of learning, sensory systems impact on access to communication and concept development, some basic sociological and psychological developmental aspects of self, and then how those systems and experiences apply to learning for learners with low incidence and high needs. Communication is the basis of all interactions, especially those focused on learning. How We All Learn looks at understanding how the student accesses their world so that you can identify and modify best practices in a way that's meaningful and functional to the student. Content will be presented through interactive formats of questions and answers, simulations, video examples and practice.



# Session Information

## Learning Objectives:

- Identify the type of data/information needed to create a meaningful and functional educational experience from the student's sensory and conceptual way of understanding the world.
- Identify user friendly inventories and tools to collect appropriate data for students with multiple disabilities, deafblindness and low incidence high needs.
- Create a responsive environment to engage the student and develop their communicative competence.

## Session: **What is an Intervener- and Who Needs One?**

**Presenter: Beth Kennedy**

**PDMS Section # 73961 Friday's Session**

**PDMS Section # 73962 Saturday's Session**

This session will explain the role of an intervener in supporting a student who is deafblind, the concept of intervention as a process, the importance of training for interveners, and provide strategies for determining which students will benefit from the support of an intervener. Information about differentiated pay scales and successful strategies for growing the intervener model in Michigan will be provided to inform thinking as the model emerges in Delaware.

## Learning Objectives:

- Increase knowledge of the role of the intervener and the process of intervention
- Improve understanding of the need for competency-based intervener training that includes coaching and a complete portfolio
- Raise awareness of the tools for determining which students need to have the support of an intervener

## Session: **IEP: Do's and Don'ts**

**Presenter: David Bateman**

**PDMS Section # 73963**

In *Endrew F. v. Douglas County School District* (2017), the U.S. Supreme Court held that a "school must offer an IEP reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances" and that "the essential function of an IEP is to set out a plan for pursuing academic and functional advancement." To meet this criterion, IEP teams must craft IEPs that are educationally meaningful and legally sound. This means that students' IEPs must include present levels of academic achievement and functional performance (PLAAFP) statements that address all a student's needs, craft measurable annual goals by which they can monitor a student's progress, and then measure and report on a student's progress. School divisions may not meet the standards required by the *Endrew F.* decision and the IDEA if IEP teams fail in any of these areas.

### Learning Objectives:

- Method by which special education administrators and teachers can ensure that the PLAAFP statements are thorough and meet all of a student's needs,
- Four step method for writing goals that will ensure they are measurable, and
- Simplified data collection form that can be used to monitor and report on a student's progress.

### Session: **Importance of the Medical Home Model and Care Notebook**

**Presenter: Jalisa Anderson**

**PDMS Section # 74022**

This educational event will share useful information on the medical home and care notebook creation and utilization. Understanding a Medical Home as an important component. A medical home builds partnerships with clinical specialists, families, and community resources. The medical home recognizes the family as a constant in a child's life and emphasizes partnership between health care professionals and families. A care notebook will help you keep everything important organized and easy to find, especially in an instance where your medical home information is not stored on an app or virtual space. The care notebook will give caregivers the information needed to best take care of your child in various settings and life experiences, including times of transition and even emergencies. Attend this event to grow your understanding of the medical home and care notebook!

### Learning Objectives:

- Define a medical home and learn important components of a medical home
- Understand how to create/build a medical home for your family member or loved one
- Learn to utilize a care notebook in various settings and stages of life



# Session Information

## Session: **The Ins and Outs of Assistive Technology Assessment (for Educators)**

Presenter: Karen Latimer

PDMS Section # 74023 Friday's Session

So you've arrived at your student's IEP meeting, and the conversation about potential assistive technology needs comes up. Do the hairs on your arms stand up? Are you confused about your school's process for consideration of AT and evaluation of student needs? Does your school team feel prepared to move through the process?

You may be happy to know that there IS a process for identifying potential assistive technology solutions that involves everyone who supports the student throughout the school day. This session will share the process from beginning to end, including where to get devices for exploration and support!

### Learning Objectives:

- Identify at least one framework for assistive technology assessment and implementation
- Name at least one source of assistive technology equipment available to Delaware residents, families, and educators
- Feel comfortable talking about assistive technology consideration and access processes
- Recognize who should be involved in an AT evaluation
- Discuss at least two best practices for AT evaluation

## Session: **The Ins and Outs of Assistive Technology Assessment (for Families)**

Presenter: Karen Latimer

PDMS Section # 74024 Saturday's Session

If your child has an IEP, Assistive Technology tools and services **MUST** be "considered" at least yearly when your team meets. So how do we (families) start the conversation about potential AT Tools? Who is responsible for finding them? Where do you start?

This workshop will help you to understand the best practices for AT evaluation and what role you, as a family, play within it. We will also discuss where and how you can find equipment for your team to trial and support throughout the process.

### Learning Objectives:

- Discuss at least two best practices and two common pitfalls in AT evaluation
- Name at least one source of assistive technology equipment available to Delaware residents, families and educators
- Feel comfortable talking about assistive technology consideration and access processes
- Recognize who should be involved in an AT evaluation
- Discuss at least two best practices for AT evaluation

## Session: The High School to College Transition

Presenter: Cecile Cunningham

PDMS Section #74094

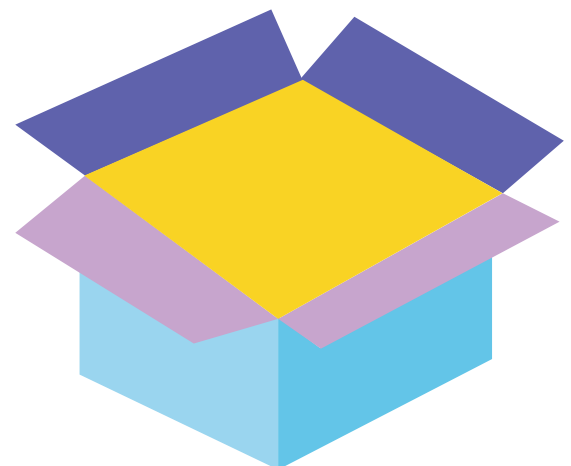
Students with and without disabilities, their families, and their guidance and other support professionals spend the last year (plus) of high school preparing for the transition to college. The difference, however, is that while students with disabilities must go through the same processes as their non-disabled peers they also often encounter additional barriers that can cause confusion, delays in services, and could result in a poor transition experience. This session will focus on how to prepare for a successful transition from high school to college for students with disabilities. Topics such as the difference in laws from high school to college, the college search process, creating a higher education support system, navigating accommodations in college, and preparing students for their new role as an adult in charge of being their main advocate for access will be discussed. Attendees will leave with key take-aways to help ensure students with disabilities are prepared for success in college.

### Learning Objectives:

- Understand the difference in laws protecting students with disabilities in K-12 vs. College.
- Identify the student's role in the college accommodation request process.
- List at least 4 key areas in the high school to college transition process for students with disabilities.
- Develop a successful high school to college transition plan.

## Session: Sibshop - Youth Workshop for Siblings of Children with Special Health Care Needs

Saturday's Sibshop is a recreational workshops designed to provide peer support to the brothers and sisters of youth with special needs. By integrating core concepts of social-emotional learning into fun activities, we provide opportunities for siblings to engage in conversation, network with other siblings, explore ways to address concerns, play, and build social emotional learning skills.



# Session Information

## **Session: The Intersectionality of Digital Accessibility and Universal Design for Learning: Featuring a Live Demo of Grackle**

**Presenter: Dr. Ann S. Knettlar**

**PDMS Section # 74217 Saturday's Session**

If your child has an IEP, Assistive Technology tools and services **MUST** be "considered" at least yearly when your team meets. So how do we (families) start the conversation about potential AT Tools? Who is responsible for finding them? Where do you start?

This workshop will help you to understand the best practices for AT evaluation and what role you, as a family, play within it. We will also discuss where and how you can find equipment for your team to trial and support throughout the process.

### **Learning Objectives:**

- Gain an understanding of the relationship between universal design and digital accessibility.
- Identify at least 4 ways to increase UDL through digital accessibility practices.
- Understand the current legal landscape around digital accessibility.
- Explore the applications for the Grackle digital accessibility editing software.



# Presenter Bios



**Dr. Elizabeth (Beth) Foster, Ph.D.** is an associate professor at West Chester University, PA in adapted physical activity/education (APA/E). She is the APA/E program coordinator and graduate coordinator of the APE graduate certificate program. She is currently the assistant director for Camp Abilities in Pennsylvania. Dr. Foster has presented internationally and nationally at conferences on research and various application-based topics on vision loss/deafblindness, adaptations, and assessment within the field of APA/E and adapted sports. She completed intervener training at the Minnesota Deafblind Project. Dr. Foster was named the 2012 Pennsylvania State Association for Health, Physical Education, Recreation, and Dance APE teacher of the year. In addition, Dr. Foster has been involved with various adapted sport organizations and disability organizations promoting physical activities, fitness, adapted sports, and aquatics for all individuals with disabilities. She is the special advisory for the Pennsylvania Partnership for the Deafblind and an elected member of the Pennsylvania Deafblind Advisory Committee.



**Dr. Joel Snyder** is known internationally as one of the world's first "audio describers," a pioneer in the field of Audio Description. Since 1981, he has introduced audio description techniques in over 40 states and 64 countries and has made thousands of live events, media projects and museums accessible. Most recently, Dr. Snyder was named a Fulbright Scholar to train audio describers in Greece over a four-week period and was a presenter at the Inclusive Africa conference in Nairobi.

In 2014, the American Council of the Blind published Dr. Snyder's book, *The Visual Made Verbal – A Comprehensive Training Manual and Guide to the History and Applications of Audio Description*, now available as an audio book and in Braille from the Library of Congress, in screen reader accessible formats, and in English, Polish, Russian, Portuguese, Spanish, and Chinese print editions; a version in Italian is planned for 2023. His PhD is from the Universitat Autònoma de Barcelona with a focus on audiovisual translation/ audio description. Dr. Snyder is the President of Audio Description Associates, LLC ([www.audiodescribe.com](http://www.audiodescribe.com)) and he serves as the Founder/ Senior Consultant of the Audio Description Project of the American Council of the Blind ([www.acb.org/adp](http://www.acb.org/adp)).





**Dr. Kathleen J. Riley** (aka Kathi Riley) is an educational audiologist with nearly 40 years of experience working with Deaf, deaf, hard of hearing, deafblind and deaf disabled children. Kathi retired from Delaware School for the Deaf/ Statewide Services for Deaf, Hard of Hearing and Deafblind students in 2017. Currently, she teaches graduate and undergraduate coursework at University of Delaware and Salus University. Kathi Riley is the VP of Advocacy for the Educational Audiology Association and serves on the Board of Directors. Within that role, Kathi is serving on several committees and projects including the federal revision of 504 accommodations, classroom acoustics standards, educational audiology certification and the Aligned Sense of Purpose Coalition involving 5 audiology associations. She also remains active in the DE EHDI committee for which she was a founding member in 1999.



**Jennifer Willis** is the Project Coordinator for Connections Beyond Sight and Sound (the MD/DC Deafblind Project). She has worked with children who are deafblind since 2003, both as an intervener, and as a Teacher of the Deaf with a focus on early childhood education. Jen also has many years of training and experience working with children with Cortical Visual Impairment (CVI). She loves working with families and frequently presents on a wide range of topics around deafblindness, with a particular focus on communication and concept development for children with complex needs.

**Emily Holl** is the Director of The Sibling Support Project, the first national program dedicated to the life-long and ever-changing concerns of millions of siblings of people with developmental and health concerns. The Sibling Support Project is a proud program of Kindering, Washington State's largest neurodevelopmental center and early support provider. Emily is a social worker, author, and trainer who has provided workshops and groups for siblings and families, presented extensively on sibling issues, and has conducted and published sibling research. A sibling, and board member of the national Sibling Leadership Network, Emily has written about her experiences in blogs, magazines and books such as "Thicker than Water." She was a co-editor of "The Sibling Survival Guide: Indispensable Information for Adult Brothers and Sisters of People with Disabilities," published by Woodbine House in 2014. Emily earned a Bachelor of Arts from the University of Massachusetts, a Master of Fine Arts from Columbia University, and a Master of Social Work from Hunter College at the City University of New York. Learn more at [www.siblingsupport.org](http://www.siblingsupport.org).

# Presenter Bios



**Dr. Tracy Chorpenning, AuD, CCC-A**, is an Educational and Pediatric Audiologist. She has supported children and families in many settings including hospitals, private practices, schools, childcares, and family homes. Her passions include early intervention, advocacy, and improving educational access for D/deaf, hard of hearing, and Deaf-Blind students. She received her Bachelor of Science in Communication Sciences and Disorders from Penn State (WE ARE!) and she received her Doctor of Audiology from The Ohio State University. She is an active member of the Educational Audiology Association (EAA) and serves on the Committee of Ambassadors for The American-Speech-Language-Hearing Association (ASHA). She was previously the Educational Audiologist for Delaware Statewide Programs for the Deaf, Hard of Hearing, and Deaf-Blind, but is now providing educational and pediatric audiology services in Northeast PA where she was born and raised.



**Natalie Horrocks** is currently a special education teacher at John G. Leach School in New Castle, Delaware for preschool to kindergarten age students who have multiple disabilities and significant medical needs. Prior to working at Leach School, Natalie was a special education teacher at Julius Corsini Elementary School in Palm Springs, California for kindergarten-3rd grade students who have moderate/severe multiple disabilities. Her education includes a Bachelor of Science in Early Childhood Education and Special Education from Lebanon Valley College and a Master of Special Education Instruction from Wilmington University. Teaching special education is Natalie's passion, and she is so excited to be a part of the Outside the Box Conference this year!



**Kristin Chickadel, Tara Kulak, Annette Mestern, and Tom Winkler** are school based occupational therapists with a total of 100 years of combined occupational therapy experience. They have worked with students ages three to 22 in various schools across the Colonial School District. They would like to share the intricacies of Autism Spectrum Disorder from their school based perspective, including but not limited to sensory processing, self-regulation, strategies, supports and accommodations.



**Beth Kennedy, Ph.D.**, currently works as the Director of DeafBlind Central: Michigan's Training & Resource Project and the Director and instructor for the online Deafblind Intervener Training Program through Central Michigan University. She has worked in the field of deafblindness since 1991, having held positions at Perkins School for the Blind in the Deafblind Department, and the Florida DeafBlind project prior to returning to Michigan, her home state. She earned her Bachelor's Degree in Psychology from the University of Massachusetts at Boston and her Master's Degree in Special Education, with a specialization in deafblindness, from Boston College. Beth led teams to develop four of the Open Hands Open Access (OHOA) training modules available on the National Center on Deaf-Blindness (NCDB). She recently completed the Educational Leadership PhD Program at Central Michigan University. Her research is focused on how interveners learning the knowledge and skills that they need to support people who are DeafBlind.

# Presenter Bios



**Karen Latimer, ATP**, an Assistive Technology Specialist for the Delaware Assistive Technology Initiative, Center for Disabilities Studies at the University of Delaware and has been involved in the fields of assistive technology and disability services for over 30 years. Before her service to DATI, Ms. Latimer was an AT Specialist at the Pennsylvania Initiative on Assistive Technology (PIAT) and worked as a Student Services Coordinator for AT at Disability Student Services at Temple University.

Prior to her service at Temple, she was the CEO at TECH4U Adaptive Solutions, LLC in Phoenix, Arizona where she trained and assisted vocational rehabilitation counselors and veterans services counselors to provide assistive technology solutions for clients and veterans. Through TECH4U, she assisted individuals and families in obtaining assistive technology solutions to enable them to work, live independently, or attend school. In addition to providing individual assessments, Ms. Latimer worked with employers to develop reasonable accommodations for employees with disabilities.

Ms. Latimer is a RESNA-certified Assistive Technology Practitioner, indicating her high level of commitment to assistive technology solutions. Her degree is in Deaf Education, and she has an extensive background in working with technology solutions for Deaf and Hard of Hearing populations. She is also fluent in American Sign Language.



**Cecile K. Cunningham** is a leadership consultant who has worked in nonprofit management, municipal government, and public relations for over twenty years. She is a doctoral candidate student at Delaware State University, where she is researching “The Effects of Early Intervention on College Readiness and Transition Plan for Visually Disabled Students Transitioning from High School to Postsecondary Education.” She holds a Bachelor of Arts in Journalism from California State University, Chico, as well as a Master of Science in Nonprofit and Association Management and a leadership certification from the University of Maryland Global Campus.





**Ann Knettler** currently serves as the Vice President of Educational Leadership for AbleDocs, the world leader in digital accessibility. An accessibility strategist with over 16 years of experience as an ADA and 504 Compliance Officer and Director of Disability Resources offices at both HBCUs and PWIs, Ann is a sought-after speaker, educator, and consultant.

As a member of the Association on Higher Education and Disability (AHEAD), Ann currently represents the Association as a member of the Council of Representatives for the Council for the Advancement of Standards in Higher Education (CAS) where she has co-authored and updated policy and standards for the entire field of higher education and currently sits on their Diversity, Equity, and Inclusion Committee. A published researcher, Ann regularly presents and consults globally on topics such as the depth and breadth of digital accessibility, disability rights, assessment and the use of data as an advocacy tool, disability policy and policy reform, strategic planning for organization-wide access, creating and using policy and accessibility standards, program review, ableism, and the social justice model of disability.

Ann is an active faculty member in the Doctor of Education in Educational Leadership and Master of Public Administration Programs at Delaware State University. She received a Masters of Arts in Counseling in Higher Education with an emphasis in Mental Health from the University of Delaware and a Doctor of Education in Educational Leadership from Delaware State University. Her dissertation focuses on the lived experiences of ableism and able-body privilege by students with disabilities in higher education and the impact that experience has on their receipt of an accessible and equitable education.

**Mark Campano** is currently the Statewide Coordinator of the Delaware Program for Children with Deaf-Blindness. Since 1996 he has served children with Deaf-Blindness in five different states in a variety of roles such as Technical Assistance Specialist, Project Director, and now as the State Coordinator. Prior to working in the field of Deaf-Blindness, Mr. Campano worked with Deaf Adolescents who were Emotionally Challenged in a 24/7 therapeutic milieu as classroom support, teacher, residential advisor, and supervisor. His education includes a B.A. in Psychology/Sociology and a M.Ed. in Severe Intensive Special needs k-12 certified in Deaf-Blindness.