Spring Conference 2024

April 18th and 19th, 2024

Fallsview Casino Resort

6380 Fallsview Blvd
Niagara Falls, ON
L2G 7X5

aset ontario

association for special education technology
association pour la technologie d'aide en EED

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KEYNOTE: Michael McCreary

Twenty-seven-year-old Michael McCreary is an autistic comedian, actor, author and TEDX speaker who's been performing stand-up comedy since age 13. In the past 10 years, he has performed stand-up shows and keynote addresses in every province in Canada – plus the Yukon - and across the United States. He has done shows for tech giants IBM and SAP International; for universities such as McMaster, Queen's, McGill and the University of Texas; and for many agencies and autism organizations: Autism Ontario, Autism Canada, Autism Nova Scotia, Autism Asperger's Friendship Society (Calgary), Firefly Autism (Denver), Autism Yukon, Geneva Centre for Autism, Autism Society Newfoundland & Labrador, Pacific Autism Family Network; and for schools and school boards across the continent.

Michael has also written the book "Funny, You Don't Look Autistic" (Annick Press); hosted the Autism Ontario video "Autism: See the Potential" https://vimeo.com/144769608; has consulted on the TV show "Ransom" to ensure the authenticity of a character with autism and has been featured on The National and on CBC Radio's "Laugh Out Loud!"

He was the featured comic in Commander Chris Hadfield's Generator show at Massey Hall in Toronto in 2016: https://www.youtube.com/watch?v=7f2W30iYP30.

He played the role of a neurodivergent character "Eggs" in the TV series Astrid & Lilly Save the World (SYFY Network) and he can also be seen in Season 2 of Ginny & Georgia (Netflix). Last May he was part of the closing Gala at the Winnipeg Comedy Festival for CBC.

He is also the headliner of an all autistic comedy troupe, Comics: Not Otherwise Specified. He is currently working on a play, a new book, a documentary and getting his driver's licence.

CONFERENCE AGENDA

Thursday April 18th, 2024

6:30 pm to 8:30 pm	Registration opens
7:00 pm to 10:00 pm	Vendor Showcase, refreshments/light snacks
8:00 pm to 10:00 pm	Hors D'oeuvres - hot and cold selection of food, drinks and music until 10:00

Friday April 19th, 2024

7:30 am to 8:45 am	Registration and Breakfast
8:45 am to 9:05 am	Welcome and O'Canada Opening Remarks
9:05 am to 10:20 am	Keynote Speaker: Michael McCreary
10:20 am to 10:35 am	BREAK
10:35 am to 11:45 am	Session A Workshops
11:45 am to 12:45 pm	LUNCH
12:45 pm to 1:55 pm	Session B Workshops
2:05 pm to 3:15 pm	Session C Workshops
3:25 pm to 3:45 pm	Prize Draw

WORKSHOP DESCRIPTORS

SESSION A (10:35 am – 11:45 am)

A1. Artificial Intelligence and Assistive Technology: One Year Later – A Journey of Discovery and Innovation

Dr. Todd Cunningham

Over the past year, the use of AI as an Assistive Technology has significantly advanced, especially for students with learning challenges. This talk extends last year's discussion, focusing on how the Academic Intervention Lab utilizes AI to aid students with executive function difficulties, such as attention issues. I'll cover how AI tools are transforming educational support by helping establish routines, improve homework habits, and assist with writing tasks. The session will compare AI chatbots and applications, emphasizing their roles in education. Attendees should bring their computers for interactive segments, including real-time AI tool demonstrations. This interactive session aims to showcase the real benefits of AI in addressing learning obstacles and boosting educational outcomes for students struggling with executive functions.

Dr. Cunningham is a clinical and school psychologist, Associate Professor (teaching stream), at the University of Toronto and provides psychological services through private practice Bright Lights Psychology. His research investigates the support of students with learning difficulties from assessment to intervention. Projects involve looking at new techniques in psychological assessments, evaluation of assistive technology, professional development in literacy and numeracy, and telepsychology.

A2. Game On: Leveraging E-Sports and Competitive Gaming to Increase Student Achievement

Olivia Pellegrino

This workshop is for users of all levels and abilities. Olivia will discuss how to use technology to effectively implement e-sports programming in the K-12 classroom and in schools in order to increase student achievement and engagement. With a research-based approach and supported by student voice, the impact of gaming on learning will be underscored. A variety of games and platforms will be explored, including Minecraft EDU, Nintendo, and Rocket League, as well as how gaming and e-sports can create multiple entry points to learning for all students. The workshop will instruct participants in how to meaningfully deliver and transform curriculum using gamification to meet the needs of diverse groups of students, with a particular emphasis on its benefits for the mental health and wellbeing of students and the development of social-emotional learning skills.

Olivia is a Special Education teacher and educational researcher with an interdisciplinary background in English Literature and Health Studies. She has worked in both K-12 and post-secondary education and is currently teaching in a Grade 7/8 Gifted Classroom. Olivia is the Director of Equity at the Ontario Scholastic E-Sports Association where she is driven to create equitable opportunities for students to engage meaningfully with e-sports in Ontario. As a teacher, coach, and mentor, Olivia's passions include curriculum development, coaching volleyball, cross-curricular literacy, and developing STEAM capacities in educators and students.

A3. Inattentive-Type ADHD: Accommodations for Success

Terri Jackson

As lagging executive functioning skills are one of the challenges experienced by individuals with inattentive-type ADHD, this session will discuss the environmental and instructional accommodations that can support individuals with this diagnosis. Assistive Technology tools that support task analysis, planning, organization, and working memory will be shared. Specifically we will investigate the use of Goblin Tools, Google Docs "Tasks", and Trello.

As a neurodiverse educator with over 20 years in the profession, Terri has had sufficient opportunity to consider, reconsider, and reflect on her practices. For instance, while working as an assistive technology trainer for her district school board, Terri engaged in action research focussed on how assistive technology abandonment could be reduced through teacher capacity building. Terri is currently an Assistant Professor in the Trent University School of Education.

A4. Uncovering Hidden Potential - An Accessible Literacy Assessment Tool

Julie Van Huyse, Lindsey McKenna and Allison Kennedy

The Right to Read report highlights that learning to read is a human right. And yet, current assessment tools which provide educators with critical information to support at-risk students lack accessibility for many. Bloorview School has adapted the key components of a comprehensive phonological awareness, phonics and decoding screener using the interactive components of Boardmaker (a Tobii Dynavox application). This adapted student version (and its corresponding teacher tracking materials) was developed with a Universal Design for Learning lens and enables students with physical and/or communication disabilities the opportunity to demonstrate their understanding in the key areas of reading skill development. This presentation is for K-2 educators who want to use data to inform reading instruction for their students.

Julie Van Huyse is an educator with a passion for the transformative potential of technology in learning. Some of her experiences in education include being a classroom teacher, Teacher-Librarian and Digital Lead Learner, all of which led her to her current position at Bloorview School as a Technology Enabled Learning and Teaching (TELT) teacher. At Bloorview, Julie collaborates with educators and therapists to support students with physical, communication, and medical challenges. She actively facilitates the integration of diverse technologies in classrooms to enhance access to learning for students with special needs.

Lindsey McKenna is a TDSB educator who has a passion for early years and special education. She has worked as a classroom teacher, in the Kindergarten Early Language Intervention (KELI) Program and currently as an FDK/Grade 1 Integrated Education and Therapy teacher at Bloorview School. Bloorview School supports students with special needs. Lindsey is interested in how student's learning can be supported through the use of technology, particularly with students who use communication devices.

Allison Kennedy is an educator with extensive training and experience in literacy learning. She has received Orton-Gillingham and EMPOWER training and has held numerous classroom and specialized roles. Allison led a year-long literacy learning opportunity through a Government of Ontario grant. She was profiled in Using Linguistically Appropriate Practice: A Guide for Teaching in Multilingual Classrooms (2019). Recently, she helped develop the 2023 Ontario Language Curriculum as a content contributor.

A5. Organized Crime - Organizational tips that are so good they must be illegal!

Tom Bennett

Are you feeling like there must be a better way to "get the job done"? There likely is. Are you a "sticky note person" but can't find all your stickies? Or are you doing way too many clicks to find that document you started the other day or that page on your board website? Or maybe you are organizing an event with a colleague, and there are many tasks to complete together to make it successful. There are tools to help. Participants will look at how the effective use of Google Calendar, Google Keep, Google Drive and using Bookmarks can save time, have fewer headaches and make us feel more on top of it! Approximately 15 minutes will be spent digging into each tool, along with other tips and shortcuts that can help along the way!

Tom has been teaching for 16 years. He started in the Toronto District School Board and now works in the Ottawa-Carleton District School Board. Tom is currently an Itinerant Teacher of Assistive Technology (6th year), working with some of our most vulnerable students. Many of his organizational class sessions receive positive feedback from teachers, who often say they learned so much too. He believes the more organizational PD he can offer teachers, the more time they will save, making space for other tasks and opportunities. Fun fact: He also plays a little guitar and loves jamming with other people! .

A6. Empowering Elementary Students with Learning Needs: Leveraging Read&Write and Clicker Writer Programs

Sheri Sparling and Jennifer Gagner

Read&Write and Clicker Writer programs are powerful tools in catering to the diverse learning needs of students. The session will empower educators with practical knowledge and skills to implement assistive technology effectively. Participants will uncover key features of Read&Write, understanding pathways for various student types and discover when Clicker complements or enhances the learning journey alongside Read&Write. Engage in interactive sessions to explore tools and gain insights into seamless integration with lesson plans. Walk away with a fuller understanding of how these programs cater to elementary students' learning needs. Join the session for an exciting journey into enhancing educational practices through cutting-edge assistive technology.

Sheri is a teacher of 20+ years who has taught in many different grades. She has specialists in computers, math, special education and Montessori training. Sheri has worked at six different schools and is thrilled to be part of an AT resource teacher role now having come from a resource role previously. . With a computer specialist and spec ed training this role is a great fit. In her personal life she is a wife and a mother to two amazing girls and enjoys travelling, creating things for teachers to make use of and moments with friends and family.

Jennifer has over 20 years of dedication to elementary education, our experienced professional has taught grades K-8, been part of a virtual school, and spent two years as an AT resource teacher. Passionate about enhancing student success and a tech enthusiast, she aims to inspire educators, students, and parents to embrace innovative technology for inclusive and enriching learning environments. Beyond her professional life, she is a wife of over 30 years, a devoted mother of three wonderful 20-year-old women, and finds joy in reading, nature walks with her two dogs, and quality time with family.

SESSION B (12:45 pm – 1:55 pm)

B1. Creating Engaging Books with and for Students Using Book Creator's Accessibility Tools

Lisa Mast, Mira Campbell, Ashleigh Ramson and Diana Cho

Join us to explore new and innovative ways to use Book Creator to create engaging multimedia books with and for all learners through the lens of Universal Design for Learning. We will be using Book Creator: 1) to engage students at school 2) as a form of school-home communication 3) to create social-emotional and content specific books for students to learn from and 4) to support all learners with embedded accessibility tools (e.g., closed captioning, speech to text, dictate in different languages, transcripts, ALT text, colour contrast and audio/video recordings). We will cover practical tips, hands-on & interactive demonstrations, and innovative techniques. We hope this session empowers educators to reimagine how to use Book Creator in and out of the classroom.

Lisa Mast is an Assistive Technology & SEA Teacher with the TDSB. In her current role, she provides instructional leadership to TDSB staff, guiding and empowering them to effectively support and engage students using assistive technology. She is passionate about working with students with developmental and physical disabilities and exploring ways to use assistive technology to support students with communicating, accessing literacy and math activities, and demonstrating their learning.

Mira Campbell is an Assistive Technology Teacher at TDSB. Previously, she was an Elementary Teacher-Librarian and Special Education Teacher. Mira is passionate about collaborative learning, working closely with teachers to enhance their capacity in utilizing digital tools for student engagement and accessibility. As a Digital Lead Learner & Mentor and Book Creator Ambassador, she has seen how technology transforms learning. Mira received the 2023 TDSB Excellence Award for Digital Leadership.

Ashleigh Ramson is a passionate educator with the Assistive Technology & SEA Team in TDSB. She has a wealth of teaching knowledge as she incorporates technology throughout the curriculum to support all students through the lens of Universal Design for Learning. She uses technology to educate teachers when engaging with their students and ensures they are acquiring the skills and knowledge that enable them to work independently while fostering student well-being.

Diana Cho is an Assistive Technology & SEA Teacher in the TDSB. Prior to this role, she has worked in a Primary ASD Intensive Support Program, Diagnostic Kindergarten and grades K-8. Diana specializes in Special Education, specifically working with students with communication and behavioural needs. She is passionate about working with educators to integrate technology into their practice as a part of Universal Design for Learning.

B2. Engage All Learners with Lumio

Anthony Howell

Intended for any level of learner, Lumio provides simple ways to boost engagement without hours of prep time. Students can connect remotely to live lessons and engage in real-time with activities from anywhere. Here is how it works: Combine your teaching resources, including PDFs, Google, and PowerPoint files to create one engaging lesson. Add only the pages you want and make your lessons flow from start to finish. Enhance content with interactive lessons, games and assessments. Create collaborative workspaces on the fly and easily add team-based activities like Monster Quiz and Shout it

Out. Effortlessly switch between teacher-paced and student-paced learning to deliver lessons the way you want and boost engagement with game-based activities and assessments. Create, organize, deliver and share Lumio lessons directly from Google Drive, Google Classroom, and Microsoft Teams.

Anthony works for the Peel District School Board as an Assistive Technology Resource Teacher (ATRT). The role of an ATRT is to help facilitate students, staff and caregivers with access to the curriculum through assistive technology. Using all sorts of hardware and software, ATRTs are tasked with being on the cutting edge of learning new tools for delivery, instruction, and assessment.

B3. Artificially Augmented: Adjusting Your Special Education Practice with AI

Payton Jacklin and Joan Martell

This session, appropriate for individuals of all technological skills levels, will provide some suggestions and strategies for utilizing AI tools (like ChatGPT) to augment the efforts of special education teams and classroom teachers to meet the needs of diverse learners. Specific focus will be on simple strategies that can save time and improve the quality of accommodations and modifications. Time will be provided for hands-on exploration of the tools and sharing/questioning.

Payton is a current Technology Enabled Learning and Teaching Contact (TELT) with a teaching background in English and Social studies. Fueled by a lifelong love for technology and science fiction, he is a proud parent of three amazing kids.

Joan Martell, an experienced Ontario Certified Teacher (OCT) for over 20 years, now serves as the SEA Technology Support Teacher, integrating technology for diverse learners' academic success. Her background includes training in the chemical industry, specializing in Microsoft and Novell technologies to enhance productivity. Committed to lifelong learning and bridging education with industry, Joan inspires students and colleagues alike.

B4. Elevate Your Visuals to Engage Learners using AI

Anita Gormley

Discover a range of Artificial Intelligence "Text-to-Image" prompts crafted to create unique images to captivate students. Explore how this assistive technology tool can affirm student identity, incorporate personal interests, and safeguard personal data. The presentation showcases this skill as a means to elevate Assistive Technology tools like Bitsboard and Boardmaker. Delve into the realm of AI customization, witnessing how it enriches the student experience in utilizing visuals for enhanced comprehension and engagement; unlocking new dimensions in the application of Assistive Technology in education. Technology skill level: suitable for a range of users from beginner to advanced.

Anita Gormley, with a dedicated focus on Special Education, has devoted the past three years to implementing Assistive Technology for students within the Peel District School Board. Engaging in co-teaching and coaching roles, Anita offers valuable guidance to both educators and students, demonstrating effective ways to access curriculum through assistive technology. Her passion lies in ongoing learning, exploring innovative and creative applications of technology to eliminate barriers for students.

B5. Making Virtual Reality a Reality in Today's Classroom

Andrew Orphanos and Diana Lang

This presentation is intended for beginners, but will explore higher level VR concepts.
Virtual Reality (VR) can be a powerful tool to support students with disabilities. VR has been shown to increase motivation, facilitate interaction, develop cognitive skills, improve short term memory and make lessons more enjoyable. In this session, participants will explore the application of virtual reality to support curriculum instruction and social emotional needs for special education students.
First, the facilitators will dive into the Veative software package to display its wide variety of content that aligns with the Ontario curriculum. From Math, Science and world structure tours, Veative has it all.
Next, take a journey to Africa, Asia and the Amazon via Wild Immersion. These VR experiences will engage your learners and have them inspired to dive deeper into the "wild" content.
Finally, participants will look at creating school tours to support the social emotional needs of students when transitioning from one learning environment to next.
Please join in on this immersive experience!

Andrew Orphanos is an experienced Assistive Technology Resource Teacher (ATRT) with a passion for integrating technology into the classroom. He has been teaching for 20 years and has developed a reputation for creating engaging and interactive lessons that inspire students to learn. Andrew's expertise in assistive technology has led him to explore the use of virtual reality in education, and has been recognized for his innovative approach to teaching with multiple collaborations with boards in Ontario. He is excited to share his knowledge and insights with the audience at ASET 2024 and demonstrate how virtual reality can be used to connect learners to their content.

B6. *Put Down the Textbook: Math Strategies for Kids with Technology*

Kate MacFarlane and Janina Brooks

Join our workshop designed for educators at all tech levels, including beginners. Learn practical strategies for integrating Math seamlessly into various subjects using technology resources. Use and craft effective Math warm-ups, open questions, and engaging project-based STEAM lessons. Add to your teaching toolkit and empower students through hands-on, multi-subject learning experiences.

Kate MacFarlane has been teaching for over 16 years in the Halton Board and it is her 8th year teaching a self-contained LD class. She is currently teaching a grade 7/8 self-contained class at Acton District. Technology is a way for her students to access information, stay in touch with the world community, and express themselves. As someone who was a reluctant math learner, Kate finds a variety of ways to keep students engaged and teach them how mathematical concepts connect to a surprising amount of things in our modern world.

Janina Brooks has been teaching in the Halton Board for the past 14 years. She is currently teaching a grade 4/5/6 LD class at McKenzie Smith Bennett School in Acton. Technology is one of the four pillars of the LD Program, and is integrated into all aspects of learning, in order to ensure fair and equitable access for all students.

SESSION C (2:05 pm – 3:15 pm)

C1. Unlocking the Potential of Artificial Intelligence: Demystifying the 3Cs of Chat GPT

Dr. Christopher Bonn

Are you ready to delve into the transformative realm of Artificial Intelligence (AI)? Dr. Christopher Bonn, a renowned motivational speaker, presents a dynamic talk that navigates the complex world of AI, for both beginners and advanced tech users, with a focus on Controversy, Conspiracy, and Curiosity. In this thought-provoking speech, Dr. Bonn not only demystifies the 3Cs but also sheds light on the practical integration of AI to enhance educational efficiency.

With over 32 years of experience in public education, including roles such as superintendent and consultant to top AI companies, Dr. Bonn brings a unique perspective. His expertise spans demystifying AI, transforming education through efficiency, inclusivity, and academic rigour, and utilizing fluency to enhance reading comprehension.

C2. Assistive Technology in a French Immersion and Core French Classroom

Monika Doherty

Embark on an empowering journey with this workshop, where you will explore the transformative tools of Read&Write Google Chrome and Lumio in the context of French Immersion and Core French classrooms. Tailored for educators passionate about enhancing language learning, this session delves into innovative approaches for integrating assistive technology seamlessly. Uncover the potential of Read&Write Google Chrome to support diverse learners in French literacy, offering features such as text-to-speech, translation, and vocabulary support. Navigate the Lumio landscape to amplify interactive and engaging activities, fostering language acquisition in both immersive and core French settings. With hands-on demonstrations, collaborative discussions, and practical strategies, participants will leave equipped to create inclusive, dynamic, and tech-integrated learning environments. BRING YOUR TECHNOLOGY

Monika, an experienced Assistive Technology Resource Teacher at the Peel District School Board, brings over a decade of dedicated service. Prior to her pivotal role, she passionately taught Grade 8 French Immersion, leaving an indelible impact on her students. Monika's commitment extends to earlier years where she inspired young minds in Grade 4 and Grade 5 Core French. Her wealth of classroom experience enriches her current position, ensuring students with diverse needs receive tailored support. Monika's enduring dedication and extensive teaching background make her a valuable asset, fostering an inclusive educational environment that empowers every learner within the Peel District School Board.

C3. Did we ban IEP Modifications? Our Journey from overly modified to good first teaching with a technology focus.

Geoff Courneya and Mike Chambers

Geoff and Mike will walk you through how they leveraged data during a board wide IEP Review to uncover some interesting statistics related to how often they were modifying students programming without strong evidence it was closing achievement gaps and/or improving student outcomes long term. This journey uncovered many rabbit holes and took multiple years to unravel, ultimately leading

them to a fresh perspective on closing achievement gaps, not just explaining them and how technology plays a critical role in that process.

Geoff has been working in Special Education for 15 years, first as a classroom teacher for students with developmental disabilities, then as a coordinator for students who are blind, an assistive technology learning coach and now a school group special education coordinator.

Mike has been a teacher with HPE since 2010 and has worked in special education in a variety of roles. Most recently he has helped take a lead role in changing the way we think about supporting students, and focusing on key accommodations to help all students access learning.

C4. STEM Inclusion for All Types of Learning

Pamela Vergara and Stephanie Lever

This presentation aims to improve science, technology, engineering, and math (STEM) education for primary-grade students, emphasizing inclusivity for children with diverse physical and cognitive abilities. From the perspective of educators at Grandview School Authority, this presentation focuses on STEM toys and activities modified to create an inclusive learning environment, ensuring every child can actively participate, explore, and thrive in the fascinating world of STEM. Participants will explore innovative strategies, inclusive design principles, and real-world examples that showcase the positive impact of tailored STEM experiences. By presenting evidence-based practices, the aim is to inspire educators to embrace inclusivity in STEM education, fostering a more equitable and enriching learning experience for all children.

Pamela Vergara is an experienced ECE with over 15 years of experience. She holds an ECE diploma from George Brown College and is currently pursuing the ECE Resource Consultant program at Seneca College. Pamela has always been committed to creating inclusive and imaginative learning environments for children. In her previous role as a RECE at Grandview School, she demonstrated exceptional skills and now serves as a lead technology RECE and STEM educator. Pamela is passionate about providing equal opportunities for all children and strives to develop innovative strategies that motivate young learners to explore their potential and pursue their passions.

Stephanie Lever received her ECE degree from Durham College. Her final work placement brought her to Grandview School where she settled into the position of full time RECE. Keeping in close contact with professors at Durham College garnered the opportunity for her to take the role as Faculty Advisor for students of the ECE program. In both roles, Stephanie thrives on guiding the education of young children and young adults. Her daily goal is to see the success of all her students.

C5. Counting on Success: Digital Math Manipulatives in the Classroom Equation

Julianne Birch and Donald Campbell

Integrating manipulatives into the classroom has become imperative for fostering effective Math learning experiences. "Counting on Success: Digital Math Manipulatives in the Classroom Equation" proposes an approach to amplify mathematical understanding through the incorporation of hands on and digital (EquatIO) manipulatives. By leveraging technology, we can provide a more versatile and personalized learning environment that caters to diverse learning styles. This beginner session

underscores the seamless integration of digital and actual manipulatives into the curriculum, fostering a collaborative and exploratory atmosphere for students to grasp mathematical concepts with depth and enthusiasm. The presentation not only aligns with modern pedagogical trends (see High Impact Instructional Strategies by the Ontario Government 2022) but also addresses the need for adaptable teaching methodologies, ultimately paving the way for a more enriched and successful math education.

Julianne Birch has spent the last 5 years implementing Assistive Technology with special education students in a school setting. Currently, she works for the Peel District School Board as an Assistive Technology Resource Teacher, co-teaching with teachers to implement Assistive Technology in their classrooms.

Donald Campbell has spent his career deepening his understanding of Primary Mathematics and the teaching of it. Currently he works for the Peel District School Board as a Math Facilitator Co-teaching with teachers in schools to implement High impact instructional practices to improve mathematical understanding in students and pedagogical understanding with teachers.

C6. A Maze of Confusing Letters: PECS®, SGDs, LMNOP. Making Sense of AAC

Krysten Spottiswood

Students with complex communication needs may require an Augmentative Alternative Communication (AAC) System. Educators are faced with decisions on what system to choose, how to transition from one system to another and how to ensure that learners are reaching their highest level of communicative competence. The Picture Exchange Communication System® (PECS®) is an evidence-based protocol that can be used successfully by people with a need for functional communication system and can translate well to high tech AAC systems. These strategies provide the foundation for functional communication which is often missed when students are handed a set of symbols, a device with pictures and/or a few phrases. The foundations of communication need to be taught, as well as lessons regarding the appropriate use of the device. A brief overview of evidence-based communication strategies, recommendations for assessing candidates, system selection and protocols to teach device usage will be provided.

Krysten Spottiswood is a Consultant for Pyramid Educational Consultants of Canada. She earned a a Master of Arts Degree in Applied Disability Studies with a specialization in Applied Behaviour Analysis from Brock University in Ontario, Canada. Krysten is a Board-Certified Behaviour Analyst. She has completed research related to the impact of instructional strategies on the communication behaviour of children with ASD who use augmentative/ alternative communication (AAC) systems. Krysten has presented her research both nationally and internationally, and has co-authored a book chapter on the use of AAC systems for individuals with intellectual and developmental disabilities.

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