

Kelly S. Fonner

Educational & Assistive Technology Consultation & Training

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Kelly Fonner, MS –is a self-employed consultant & trainer in assistive & educational technology. Since 1986, she has presented to schools, universities & families in 48 US states & internationally in Australia, Canada & South Africa. She presents on a wide range of topics including assistive technology assessment & implementation, augmentative communication, computer access, electronic literacy & writing, organizers & study skills. 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, & holds an Assistive Technology Applications Certificate of Learning from CA State University - Northridge. She has pursued additional study in adult & urban education & research from the University of Wisconsin – Milwaukee.


Kelly has been working with individuals with disabilities since the mid-70s & with assistive technologies since 1983. Her teaching experiences have been as a teacher assistant, special education teacher, instructional media specialist, & assistive technology consultant in early childhood, preschool, school age & university programs. She has also worked 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 & assistive technology consultation & training with schools, families, agencies, & companies.

Kelly has consulted to university & adult programs concerning access to technology by college students & employees with disabilities. She has taught courses at the University of Wisconsin-Milwaukee in both the Occupational Therapy & Exceptional Education departments & at the Johns Hopkins University in Baltimore. She was a part of the development & training team for the ATACP, CSUN, California State University – Northridge's Center on Disabilities. She is currently on a grant project with Oregon Health & Sciences University. Kelly is on the training support team for several manufacturers in the assistive technology industry & 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 & have used assistive technologies, including augmentative communication. This has molded & shaped her career & presentations over time. She firmly believes that information about this field is at its greatest value when represented from all perspectives.

TRAINING SERIES

These multi-day sessions are offered to teach skills while actively integrating technology into the classroom. Most are non-consecutive days, requiring that the same participants attend every session & have assignments in-between sessions. Initiating, completing & receiving feedback on projects is a participant's responsibility in these series. For some of the sessions, a hands-on lab component can be included. Descriptions, objectives, & timelines are available upon request. Each series can be customized to disability & age level. Data collection can be emphasized if not already included.

- **PODD: Pragmatic Organization of Dynamic Displays – Introductory Training** (2 consecutive days, Basic Introduction PODD Books, Construction, Language Structure, Implementation Strategies)
- **Putting PODD into Practice** (1 Day, possibility of Combination with Classroom visits or webinars/videos) 
FollowUp to Intro PODD Course, Customizing PODDs, Access Strategies, Implementation, Scaffolds)
- **CEP: Communication Enhancement Process** (4 or 5 non-consecutive days, team-based, target emergent AAC student, data collection, 8 day optional train-the-trainer component)
- **ECT: Environmental Communication Teaching Training** (4 or 5 non-consecutive days, team-based, target symbolic student use of AAC, data collection, 8 day optional train-of-trainer component)
- **ERI: Electronic Reading Intervention for Students with Learning Disabilities** (3 non-consecutive days, target student/classroom use of any electronic reading system, data collection included)
- **LIT: Literacy Integration Training for Students with Severe Disabilities** (4 non-consecutive days, customizable to reading/writing curriculum, target student/classroom use, data collection included)
- **SAS: Switch Access to School** (5 non-consecutive days, includes assessment, access to reading, writing curriculum, & communication; data collection included)
- **Assistive Technology - A to Z** (Introduction to AT, 2 consecutive days, hands on, should occur in a computer lab, can be customized to age and disability, individual or team-based)
- **How To Do It: AT Assessment** (Guided support through the assessment process, 3 non-consecutive days, team-based, data collection included)

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FULL DAY TRAININGS

These sessions offer more complete topic coverage in a full day of training. Descriptions, objectives, and timelines are available upon request. Data collection can be emphasized in most sessions if not already included. Topics can be customized to disability and age level.

General Assistive Technology Workshops

- Overview of Assistive Technology
- The Assistive Technology Assessment Process
- Data, Data, Data: Measuring the Effectiveness of AT Devices & Services
- You, the AT Consultant: Providing AT Services

Assistive Technology in Education

- Implementing Assistive Technology Across the Curriculum
- Assistive Technology to Support Participation in the Core Standards
- Family Dreams, Professional Goals: Planning Together for AT
- Transition Planning for Students who use AT
- Providing Meaningful Curricular Experiences through AT for Students with Significant Disabilities

Augmentative and Alternative Communication

- Lessons Learned Integrating AAC into the Classroom
- Strategies for Implementing AAC Systems into Work, School & Social Lives of those with Complex Communication Needs
- We All Have Something To Say: Communication for Students with Significant Disabilities
- PODD Overview: Pragmatic Organization of Dynamic Displays
- PODD Follow Up Workshop: Putting PODD into Practice in Classrooms
- PODD Follow Up Workshop: Alternative Access for Students with Physical & Communication Impairments

Literacy and Technology

- Technology Supports for Reading Comprehension
- Technology Tools to Support the Writing Process
- Writing for All Students: AT Writing Supports for Students with Significant Disabilities
- Connecting AAC & Literacy: Learning, Talking & Active Participation in Today's Classroom

2-3 Hour Sessions

Short Topics / Longer with iPad/Computer Labs

- Be a Mr. Wizard! AT Supports in Science
- Electronically Connecting Reading and Writing
- Text to Symbols – Symbols to Text : Responsible use of Symbols to Support Literacy

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Sorting Through Series

1 Hour Sessions/ Longer with iPad/Computer Lab

The sorting through series was developed along with consultant, Scott Marfillius, for exploring the features of products within a category of assistive technology in a non-vendor biased approach. Sessions can be delivered through lecture/ demonstration or lecture/hands-on lab. Time frame is dependent upon the number of products to be covered & level of expertise of the participants.

- Sorting through AAC: Augmentative & Alternative Communication Apps
- Sorting through Accessible Test Makers
- Sorting through Behavior and Task Support Apps & Software
- Sorting through Computer Access Input Options
- Sorting through Electronic Graphic & Outlining
- Sorting through E-Reading Software
- Sorting through iPad and Tablet Cases
- Sorting through Note-taking Apps, Tools & Software
- Sorting through Mouse Alternatives
- Sorting through Onscreen Keyboards
- Sorting through Portable Behavior Supports
- Sorting through Portable E-Reading Systems
- Sorting through Standard Mounting Systems
- Sorting through Symbols to Text Writing Systems
- Sorting through Talking Word Processor Apps, Tools & Software
- Sorting through Text to Symbol Processors
- Sorting through Word Prediction Systems

Other Services

Hourly & Daily rates are available for the following non-presentation services:

- OnSite Consultation** – observation & recommendations to student based and/or classroom based issues of technology integration
- Product Training Development** – collaborate with assistive technology companies in developing training modules to teach product use and integration
- Team Planning/Training** – facilitate the development of a program or district wide Assistive Technology team

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SPECIFIC PRODUCT TRAINING


Kelly is trained on a variety of products from these companies. She can teach one or more products, whatever is specific to your needs. These sessions should be delivered in a hands-on lab situation with no more than 2 people per computer or iPad/Tablet. They can be half or full day sessions. Multiple day sessions can be arranged with participant projects work assigned between sessions and shared.

- **Ablenet**
- **Adaptivation**
- **Applied Human Factors**
- **Assistiveware**
- **Attainment**
- **Crick Software**
- **Don Johnston ***
- **Inclusive TLC**
- **Kurzweil ***
- **Marblesoft**
- **Mayer Johnson**
- **Monarch Teaching Technology**
- **N-2-Y * **
- **Origin System**
- **PODD ***
- **Text Help! Systems**

**denotes certified trainer for this company*

COMPANY TRAINING

Kelly is a contracted trainer through the following companies. Information about the training can be obtained on the company website & contact should be made through the training department, requesting Kelly as your trainer

- **Don Johnston** – First Author Curriculum, First Author Software, ReadTopia 
Start-to-Finish Curriculum, CoWriter Universal, Snap'nRead Universal, UPAR
- **Kurzweil** – Kurzweil3000/Firefly
- **N2Y** – Unique Curriculum, SymbolStix, News-2-You