

North Carolina Augmentative Communication Association Conference

February 21 and 22, 2019

Location: Winmock at Kinderton  
 168 East Kinderton Way  
 Bermuda Run, NC 27006

**February 21, 2019**

**(8:30am-12:30pm)**

Topic	Descriptions and Learning Outcomes	Presenter
<p>AAC Assessment: Mapping a Route to Communicative Competence</p>	<p>Jackson is an adorable 9-year-old who is not yet speaking. He points and vocalizes but has no true words. We know he needs some form of augmentative communication. His classmate Damian is also nonverbal, uses a wheelchair for mobility, struggles to use his hands to point, and seems to not pay attention to the symbols we show him. We know he needs some form of augmentative communication too. Sari jumps and twirls into the classroom and repeats lines from Good Morning America but can't tell us her favorite snack. She also needs AAC. How do we decide who gets what? This session digs into how to assess individual AAC needs: the tools we use, the features we assess, the people we invite to help us and, most importantly, the questions we ask. We will use videos, case studies, and specially designed protocols to learn the features and considerations of a comprehensive AAC assessment. Come join us and learn how to systematically assess your potential AAC users and start them on their journey to communicative competence.</p> <p>8:30-9:30 AAC Users: Skills &amp; Competencies                      9:30-10:30 AAC Features, Materials &amp; Programs                      10:30-10:45 BREAK                      10:45-11:30 AAC Skills Assessment                      11:30-12:30 AAC Communication Assessment &amp; Trials</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will be able to identify at least 3 tools for assessing AAC features</li> <li>2. Participants will be able to describe 3 levels of communication skills</li> <li>3. Participants will be able to name 4 communication competencies.</li> <li>4. Participants will be able to name 4 examples of language representation systems.</li> </ol>	<p>Vicki Clarke, MS,                      CCC-SLP, Dynamic                      Therapy                      Associates,                      Kennesaw, GA</p>

**Concurrent Sessions  
2:00 to 4:30pm  
(150 minutes)**

Topic	Description and Learning Outcomes	Presenter(s)
<p>Classroom Communication Project</p>	<p>Effective application of augmentative and alternative (AAC) supports in the classroom is problematic. Researchers have identified several AAC related concerns that school-based professionals routinely experience, that there are knowledge barriers around individual student AAC assessment, the student’s environmentally based communication needs, appropriate goal selection and effective implementation (Andzik, et al 2016, 2018; Soto et al, 2009). The <a href="#">Classroom Communication Project</a> introduces a classroom-based communication model and supporting tools which assist Individual Education Plan team members in assessing a student’s current AAC skills, quantifying progress toward communicative competence, AAC goal selection, and defining communication needs in the academic environment.</p> <p>Too frequently, only generic AAC goals and solutions are included in the education plan. Infrequently these objectives are the result of systematic assessment representing a sequential development of skills to match the environmental needs. Academic teams are struggling to effectively assess and target appropriate student communication skills considering necessary communicative competencies, established AAC skill progressions and academic environmental communication needs. They struggle to accurately identify where the student is now (present level of performance), where they came from (demonstrate progress) and develop a map for where they want to go (sequential goal identification).</p> <p>We will spend the afternoon exploring methods for assessing classroom communicative competence, analyzing the environment for communication needs, and identifying appropriate school related vocabulary and objectives. The tools used for the Classroom Communication Project will be shared with all participants.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will be able to identify 5 broad communication goals which are appropriate for all students.</li> <li>2. Participants will be able to identify a means of assessing an individual student’s classroom communication competence.</li> <li>3. Participants will be able to identify 3 resources or planning tools which can be utilized to implement communication instruction in the classroom.</li> </ol>	<p>Vicki Clarke, MS, CCC-SLP, Dynamic Therapy Associates, Kennesaw, GA</p>

<p>Access Exploration and Hands-On Lab</p>	<p>This session presented by the NCATP will discuss the various access method options available with high tech AAC and give participants time to explore on a variety of devices. Many options related to touch access, scanning, head tracking and eye tracking will be detailed. Determining appropriate mounting options will also be discussed In addition to identifying clinical indicators associated with each access method, a guided time of hands-on demonstration for participants will be given.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Discuss clinical indicators for at least 2 access methods</li> <li>2. Identify the types of access methods currently available to use with speech generating devices</li> <li>3. List what is needed to determine the appropriate mounting system for alternative access.</li> </ol>	<p>Page Norris-Mikol, CCC-SLP, NC Assistive Technology Program, Greensboro, NC</p>
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## February 22, 2019

### Concurrent Sessions 8:00am to 9:30am (90 minutes)

Topic	Description and Learning Outcomes	Presenter(s)
<p>AAC Partner Strategies</p>	<p>During the AAC assessment, our student shows unusually advanced communication skills using his communication device. He’s focused, engaged and motivated to communicate. Later the same day, he refuses to answer questions, request his snack or explain his feelings using his device. The only change is his partner. Partner interaction skills can be the primary difference between a highly successful communication exchange and a behavioral disaster for an AAC user. Participants will explore and practice research-based partner strategies to help their AAC user attend, engage and learn from their interactions.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will be able to name 7 strategies for implementing aided language input.</li> <li>2. Participants will locate and select appropriate core vocabulary words to model functional messages during an activity.</li> <li>3. Participants will be able to complete a self-assessment of their AAC modeling techniques.</li> </ol>	<p>Vicki Clarke, MS, CCC-SLP Dynamic Therapy Associates, Inc Kennesaw, GA</p>
<p>Applying Interactive Strategies in AAC and Books: Weather or Seasons, A Make and Take Themed Unit Session</p>	<p>In this session, participants will discuss the benefits of pairing AAC and literature in interactive ways with students. Participants will also be given the opportunity to assemble an interactive book and one additional activity to present the theme unit: Weather or Seasons. They will be provided all materials (including the Theme Unit CD),</p>	<p>Page Norris-Mikol, CCC-SLP, NC Assistive Technology</p>

	<p>except a 3-ring binder. Each participant should bring \$10 for the cost of materials and one 1" 3-ring binder for constructing the interactive book.</p> <ol style="list-style-type: none"> <li>1. Create and learn how to use an interactive book in teaching and therapy.</li> <li>2. Prepare one additional activity to be used along with the other theme materials.</li> <li>3. Learn how to create their own interactive books with additional activities to create their own themed units.</li> </ol>	<p>Program, Greensboro, NC Kris Drum, MA, CCC-SLP, Mocksville Elementary School</p>
Do More with More Core!!	<p>We have an AAC device! Now what? Focus on using core vocabulary for developing language skills with AAC users in all environments. Vocabulary selection and expansion with techniques for encouraging the student to use their personal AAC system across all environments for functional and academic communication will be presented.</p> <ol style="list-style-type: none"> <li>1. Describe core vocabulary vs. fringe vocabulary.</li> <li>2. Select vocabulary appropriate for developing language skills with AAC users.</li> <li>3. Describe strategies for implementing AAC usage in the home, community, and school environments</li> </ol>	<p>Molly A. Stoltenberg, M.A., CCC-SLP, Lead Assistive Technologist for Moore County Schools Allison Hunsinger, EC Teacher in Self Contained Classroom, Moore County Schools</p>
<p>Vendor Hall 9:30am to 10am</p>		
<p><b>Concurrent Sessions</b> <b>10am to 11:30am</b> <b>(90 minutes)</b></p>		
A Penny for your Thoughts: Penning a Fundable SGD Evaluation Report	<p>Participants will learn about the funding process for high-tech AAC from data collection to report writing to approvals and appeals. Incorporating key aspects of a funding report, integrating subjective and objective sources of data, and writing and refining clinical statements will be addressed using interactive discussion and video examples. This session will also cover common mistakes and pitfalls to avoid.</p> <ol style="list-style-type: none"> <li>1. Identify at least two sources of evidence-based clinical information usable in a funding report.</li> <li>2. Demonstrate at least one component of clinical documentation for requirements for a funding source.</li> <li>3. Compare a minimum of three strong clinical statements and weak justifications for recommended communication systems.</li> </ol>	<p>Dawn J. Sowers, M.A., CCC-SLP, AAC Specialist with Assistive Technology Works, Inc</p>

<p>Creating Books for your Library</p>	<p>In this session, participants will learn how to adapt commercially available books, locate free books to download, create a variety of literacy-based baggie books and methods for modifying books to meet needs of students through text variations, tactile and symbols.</p> <ol style="list-style-type: none"> <li>1. Identify sources for low cost and free literacy activities.</li> <li>2. Describe methods for adapting books to meet student’s communicative and other needs.</li> <li>3. Create at least one book using the strategies and methods discussed</li> </ol>	<p>Paula Justice, MS Ed, Teacher for Visually Impaired, Guilford County Schools</p>
<p>Using Shared Storybook Reading to Increase Symbolic Communication of Students with Significant Intellectual Disabilities</p>	<p>We will share results of a study of online professional development and eCoaching with a special educator using core vocabulary and CAR strategy during shared storybook reading with students with significant intellectual disabilities and complex communication needs. Participants will learn how to apply study results in clinical and classroom settings.</p> <ol style="list-style-type: none"> <li>(1) Identify 3 differences between behavioral and natural language approaches in storybook reading.</li> <li>(2) Apply a structure for interactive storybook reading that supports natural communication.</li> <li>(3) Describe challenges to successful augmentative communication interventions in rural NC involving students with significant intellectual disabilities.</li> </ol>	<p>Bronwyn Harris, M.A., Doctoral Student, Reading and Special Education Dept, Appalachian State University, Boone, NC  David Kopenhaver, Ph.D., Professor, Reading Education and Special Education Dept., Appalachian State University, Boone, NC  Co-founder and former Director, Center for Literacy and Disability Studies, UNC-Chapel Hill</p>
<p>Vendor Hall 1130am to 12pm</p>		
<p>Lunch 12:00pm to 1:00pm</p>		

**Concurrent Sessions**  
**1:00pm to 2:30pm**  
**(90 minutes)**

<p>Supporting Competent Communication and Teamwork (in Early Intervention)</p>	<p>Connecting the Light was formed in 2017 to serve families and teams who support complex communicators. This session will focus on clinical and coaching strategies for using AAC to teach language and communication skills to emergent communicators and communication partner strategies for carryover into home, daycare, and community settings.</p> <p>(1) Participants will explain the necessary role of communication partners in the development of language and communication in AAC learners.</p> <p>(2) Participants will demonstrate ability to provide appropriate aided language input during motivational activities in natural learning environments.</p> <p>(3) Participants will describe coaching techniques used to support early learner's competent communication across language functions, settings, and activities.</p>	<p>Mary Kristen Clark, PhD, CCC-SLP          Connecting the Light, PLLC,          Greensboro, NC          Shannon Dalkey, MA, CCC-SLP          Connecting the Light, PLLC,          Greensboro, NC</p>
<p>Planning AAC In the Classroom</p>	<p>This is a hands on session to help participants identify key components to implementation of AAC in our classrooms, identify appropriate tools and develop a plan of action to increase classroom communication for all students. We will consider vocabulary selection, differentiated materials and objectives to be targeted during the routine school day.</p> <p>Objectives:</p> <ol style="list-style-type: none"> <li>1. Participants will be able to identify activity focused vocabulary targets appropriate to their students.</li> <li>2. Participants will be able to identify activities to target broad classroom communication goals within their typical school day.</li> <li>3. Participants will be able to identify 3 tools to increase the communication success of their students during specific activities.</li> </ol>	<p>Vicki Clarke, MS, CCC-SLP          Dynamic Therapy Associates, Inc          Kennesaw, GA</p>
<p>2019 with PRC-Salttillo</p>	<p>There are several new and refreshed features in PRC and Saltillo AAC options. This session will explore the Accent and NovaChat and recent new and updated offerings in their language systems, access and implementation support. There will be time for hands on exploration as well as interactive time to discuss feature matching with potential users in mind.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> <li>1. Explain 2 changes to the systems discussed and how these are beneficial to the clients being served</li> <li>2. Identify 2 support options in assisting in evaluation and implementation</li> <li>3. Demonstrate basic feature matching with varying types of client profiles.</li> </ol>	<p>Dawn J. Sowers, M.A., CCC-SLP, Lead AAC Specialist with Assistive Technology Works, Inc</p>

<p>Break while moving to new sessions 2:30pm to 245pm</p>		
<p><b>Concurrent Sessions</b> <b>245pm to 415pm</b> <b>(90 minutes)</b></p>		
<p>Letting the NC Assistive Technology Program Work For You</p>	<p>The NCATP provides guidance and support for AAC and AT evaluations for therapists across the state. NCATP completes AAC and AT assessments as well as provides training and demonstration on AAC devices and AT equipment. NCATP also functions as a lending library.</p> <ol style="list-style-type: none"> <li>1. Discover how the NCATP can benefit them in their delivery of services.</li> <li>2. Recognize the various types of AAC and AT equipment available through the NCATP.</li> <li>3. Understand how to partner with the NCATP in their service delivery.</li> </ol>	<p>Page Norris Mikol, MAEd, CCC_SLP, NCATP, Greensboro NC</p>
<p>Unique Learning System &amp; Core: A Collaborative Approach</p>	<p>Collaboration between related service providers and classroom teachers increases opportunities for vocabulary learning, device use and carryover. Learn how to evaluate a theme, align core and create collaborative units for maximizing learning and communication.</p> <ol style="list-style-type: none"> <li>1. Identify core vocabulary that is easily incorporated into classroom instructional themes.</li> <li>2. Discuss implementation strategies for developing collaborative units</li> <li>3. Create monthly lesson plan to integrate ULS themes and core vocabulary</li> </ol>	<p>Wendi McMillan, MEd, CCC-SLP, Guilford County Schools Assistive Technology</p>
<p>OT and SLP Collaboration in the Adapted Curriculum Classroom (ACC)</p>	<p>This session will highlight the collaboration of ST and OT to teach CORE vocabulary in the adapted curriculum classroom (ACC). ST and OT will explain how they teach and model CORE vocabulary in the ACC classroom with elementary age students with a variety of language and motor skill levels.</p> <ol style="list-style-type: none"> <li>1. Attendees will plan a whole group lesson for the ACC classroom targeting literacy and CORE vocab.</li> <li>2. Attendees will learn how to prepare, use and expand CORE vocab for a whole group lesson in the ACC with various levels of abilities.</li> <li>3. Attendees will discuss the steps involved to implement CORE vocab in the ACC classroom.</li> </ol>	<p>Carolyn Phillips, MS, CCC-SLP, Alamance Burlington Schools, Mebane, NC Nicole Bomberger, MA, CCC-SLP, Alamance Burlington Schools, Mebane, NC Kimberly Massey, OTR/L, Alamance Burlington Schools, Mebane, NC</p>