

North Carolina Augmentative Communication Association

37TH ANNUAL NCACA CONFERENCE

“FLYING HIGH WITH AAC”

Featuring Sean Smith, Ph.D.
From the University of Kansas



February 20 and 21, 2020

WinMock Event Center • Bermuda Run, NC

Thursday, February 20, 2020 and Friday, February 21, 2020

LOCATION WinMock Event Center
168 East Kinderton Way
Bermuda Run, NC 27006

DATE Thursday, February 20, 2020

REGISTRATION 7:30 am – 8:00 am

PROGRAM 8:00 am – 3:45 pm

DATE Friday, February 21, 2020

REGISTRATION 7:30 am – 8:00 am

PROGRAM 8:00 am – 3:45 pm

REGISTRATION COSTS

Price Until 2/19/20

Full Conference Member	\$185
Full Conference Non-Member	\$225
Thursday Only Member	\$100
Friday Only Member	\$100
Thursday Only Non-Member	\$150
Friday Only Non-Member	\$150
Family/Consumer Member	\$125
Family/Consumer Nonmember	\$150

Price Day of Conference Registration

Pay at Conference Member	\$200
Pay at Conference Nonmember	\$250

NCACA is partnering with North Carolina Central University to offer continuing education credits for this course.

COURSE DESCRIPTION

This conference aims to promote best practices for professionals working with people with complex communication needs. Sessions will target ways to most successfully promote augmentative and alternative communication (AAC), using innovative professional strategies based at top of the license performance with incorporation of evidenced based practice information. Both assessment and intervention topics will be discussed during this 2-day course.

COURSE LEARNING OBJECTIVES

Upon completion of this educational activity, participants will be able to:

- Identify specific technology tools that align with effective instruction. (Day 1)
- Describe tools used to promote language and literacy within an inclusive setting. (Day 1)
- Identify essential resources needed in the decision making and selection of an AAC system. (Day 2)
- Discuss the major components of an AAC intervention plan. (Day 1 and 2)
- Incorporate the use of AAC evidence based practices in the intervention of people with complex communication needs. (Day 1 and 2)

COURSE AGENDA

THURSDAY, FRIDAY 20, 2020

- 7:30 – 8:00 Registration Check-In
- 8:00 – 8:15 **Welcome and Conference Overview** | Page-Norris-Mikol, MAEd, CCC-SLP
- 8:15 – 10:00 **Long Session: Tips, Strategies & Tools, Oh My! Inclusion through Innovations** | Sean Smith, PhD
Learning Objectives:
1. Identify specific technology tools that align with effective instruction.
 2. Describe tools used to promote language and literacy in the inclusive setting.
 3. Explain and begin to apply technology tools with proven strategies to support all learner.
- 10:00 – 10:15 Break
- 10:15 – 12:00 Long Session continued
- 12:00 – 1:15 Lunch
- 1:15 – 2:30 Long Session continued
- 2:30 – 2:45 Break
- 2:45 – 3:45 Long Session continued
- 3:45 Adjourn Day 1

FRIDAY, FEBRUARY 21, 2020

- 7:30 – 8:00 Registration Check-In
- 8:00 – 9:00 **Flying High with AAC** | Sean Smith, PhD
Learning Objectives:
1. Identify specific technology tools that align with effective instruction.
 2. Describe tools used to promote language and literacy in the inclusive setting.
 3. Explain and begin to apply technology tools with proven strategies to support all learners.
- 9:00 – 9:30 Vendor Hall (*this is not applicable towards ASHA CEU credit*)
- 9:30 – 10:30 **Flying High with AAC, Cont** | Sean Smith, PhD
- 10:30 – 11:00 Vendor Hall (*this is not applicable towards ASHA CEU credit*)
- 11:00 – 12:00 Concurrent Session Options:
- **Getting Started with AAC Assessment** | Suzanne Cescon MA, CCC-SLP; Celeste Helling, MA, CCC-SLP, ATP
Learning Objectives:
1. Discuss the major components of an AAC assessment.
 2. Analyze evidence-based practices in AAC assessment.
 3. Identify resources to utilize in the decision making and selection of AAC system.
- **Eye Gaze Technology for Emergent Communicators** | Lauren Zubow, MA, CCC-SLP
Note: Part 1 and Part 2 of this session will largely focus on the use of Tobii/Dynavox systems
Learning Objectives:
1. Identify 2 AAC language options or communication page sets that can be used with eye tracking technology.
 2. State 2 communication partner strategies for successful communication using eye gaze technology.
 3. Identify 3 key technical features that make eye tracking technology successful for emergent communicators.
- **Bridging the Gap Between Testing and Instruction: AAC Applications with Students with Significant Cognitive Impairment** | Lisa Antley, MS, CCC-SLP; Brandi Mull, BS

Learning Objectives:

1. Describe how the components of the Bridge and the Four Blocks of Literacy Instructional model connect to/support Extensions of the Content Standards
2. Develop a weekly lesson plan based on the Bridge Rating Profile
3. Develop at least one communication/ literacy goal to support an ELA Extension of the Standards

- **Project Core: Professional Development and Instructional Coaching** | Sofia I Benson-Goldberg, MS, CCC-SLP; Kathryn Dorney, MA, CCC-SLP

Learning Objectives:

1. Explain how to implement the different professional development module options on Project Core.
2. Discuss the role of SLPs, peer teachers, instructional coaches, and other facilitators in Project Core Implementation Module.
3. Identify three forms to use for planning, observing and providing feedback to self and others.

12:00 – 1:15

Lunch

1:15 – 2:15

Concurrent Session Options:

- **Getting Started with AAC Assessment (Cont.)** | Suzanne Cescon MA, CCC-SLP; Celeste Helling, MA, CCC-SLP, ATP
- **Eye Gaze Technology for Emergent Communicators (Cont.)** | Lauren Zubow, MA, CCC-SLP
- **Bridging the Gap Between Testing and Instruction: AAC Applications with Students with Significant Cognitive Impairment (Cont.)** | Lisa Antley, MS, CCC-SLP; Brandi Mull, BS
- **Visual Supports for Speech/Language Skills in the Classroom** | Carolyn Phillips, MS, CCC-SLP

Learning Objectives:

1. Describe how speech/language deficits impact student performance in regular education classroom.
2. Discuss examples of visuals that can increase students' comprehension and aid their expressive speech and language skills.
3. Demonstrate how visuals can help students with speech and language deficits throughout the school.
4. Explain how speech and language deficits can negatively impact student engagement with teachers and peers.

2:15 – 2:45

Break *In Kind Support Disclosure: Snacks are provided by New Voice*

2:45 – 3:45

Concurrent Session Options:

- **Write On! Moving Beyond Errorless Writing** | Christine Hamm, MT; Santina Brown, MEd

Learning Objectives:

1. Develop authentic writing activities to meet the needs of students with complex communication needs.
2. Identify AT tools and strategies that can be used to support the writing process for students with complex communication needs.
3. Differentiate between various writing strategies depending on student communication needs

- **Going Beyond Circle Time: Creating Communication Opportunities in the Classroom** | Meredith Holloway, MS, CCC-SLP; Monica Lorkowski, MA, CCC-SLP

Learning Objectives:

1. Analyze a classroom schedule to find opportunities that can be used during the day with multiple language systems to facilitate communication.
2. Create a classroom opportunities chart to support modeling for AAC users during unstructured activities in the classroom.

3. Define communication opportunities within the classroom setting.

- **From Device Trials to Effective Communication for Adults** | Gracie Williams, MEd, CCC-SLP

Learning Objectives:

1. Explain the use of device trials prior to recommendation.
2. Define strategies for curriculum that encourages implementation of devices.
3. Explore potential strategies for encouraging parent participation.

- **Off the Shelf Core: A Make & Take Workshop** | Kristine Drum, CCC-SLP; Page Norris-Mikol, MAEd, CCC-SLP *Note: this session will require a \$10 cash charge upon entry for materials used*

Learning Objectives:

1. Identify core vocabulary in “off the shelf” literature.
2. Modify “off the shelf” literature focusing on selected core vocabulary.
3. Implement and teach core vocabulary using “off the shelf” literature.

3:45

Adjourn Day 2

PRESENTER INFORMATION

Lisa Antley, MS, CCC-SLP is an AHSA certified speech language pathologist with more than 30 years’ experience. She has worked in variety of settings serving infants, toddlers, and school age children with a variety of communication disorders. She is presently the AAC Coordinator in the Burke County Public Schools, Morganton, NC where she works as an SLP in a public separate school. Lisa also holds the Social Thinking Certificate of Completion Level 1A Training Certificate from Social Thinking.

Financial Disclosure: Lisa Antley receives salary from Burke County Public School

Non-Financial Disclosure: Lisa Antley has no relevant non-financial relationships to disclose.

Sofia Benson-Goldberg, MS, CCC-SLP is a SLP and PhD candidate at UNC-Chapel Hill where she works as a research assistant at the Center for Literacy and Disability Studies. She has worked with children and adolescents who use augmentative and alternative communication (AAC) for 7 years.

Financial Disclosure: Sofia Benson-Goldberg receives a salary and grant funding from UNC/CLDS.

Non-Financial Disclosure: Sofia Benson-Goldberg has no relevant non-financial relationships to disclose.

Santina Brown, MEd is an Assistive Technology Specialist for Wake County Public Schools. She supports students aged 3 to 21 with complex communication needs including conducting AAC and AT evaluations, providing AT training and follow-up support to IEP team members, as well as ongoing classroom and program support for teachers and students. Before joining the WCPSS Assistive Technology Team, Santina worked as an AT Specialist for Fairfax County Public Schools in Virginia and as a middle school teacher supporting students with learning and emotional disabilities.

Financial Disclosure: Santina Brown receives salary from Wake County Public Schools.

Non-Financial Disclosure: Santina Brown has no relevant non-financial relationships to disclose.

Suzanne Cescon, MA, CCC-SLP completed her undergraduate work at North Carolina State University and her graduate work from Appalachian State University. During her 22 years as a licensed SLP in the state of NC, she has worked with pediatrics and young adults with various diagnoses to address complex communication needs as well as other related

disabilities in inpatient, outpatient, school-based, and private practice settings. She has an impressive network of skills and is a welcome addition at the assistive technology program team in Charlotte.

Financial Disclosure: Suzanne Cescon has no relevant financial relationships to disclose.

Non-Financial Disclosure: Suzanne Cescon has no relevant non-financial relationships to disclose.

Kathryn Dorney MA, CCC-SLP is a PhD candidate and research assistant at the Center for Literacy and Disability Studies (CLDS) at the University of North Carolina, Chapel Hill. Kathryn's research interests include language and literacy interventions for students with significant disabilities. She is a practicing speech language pathologist with over 20 years' experience working within preschool special education programs and homes providing services to school-aged students with multiple disabilities and autism and their families. She continues to provide services to students and families within the home setting.

Financial Disclosure: Kathryn Dorney receives salary from grant funding through the UNC/CLDS.

Non-Financial Disclosure: Kathryn Dorney has no relevant non-financial relationships to disclose.

Kristine Drum, MS, CCC-SLP has been a SLP for 27 years with over 15 years of augmentative communication experience. She is currently a SLP in Davie County Schools serving elementary/high-school as well as leading the Aug Comm/AT Team.

Financial Disclosure: Kristine Drum receives salary from Davie County Schools.

Non-Financial Disclosure: Kristine Drum has no relevant non-financial relationships to disclose.

Christine Hamm, MT is an Assistive Technology Specialist for Wake County Public School System, where she supports students aged 3 to 21 with complex communication needs, including conducting AAC and AT evaluations, supporting teachers with classroom implementation and providing training to team members. Christine previously taught elementary-age students with moderate and severe intellectual disabilities, where she was awarded the Teacher of the Year. Now in her 19th year as a special educator, Christine currently resides in Apex, NC.

Financial Disclosure: Christine Hamm receives salary from Wake County Public School System.

Non-Financial Disclosure: Christine Hamm has no relevant non-financial relationships to disclose.

Celeste Helling, MA, CCC-SLP, ATP is a speech-language pathologist specializing in augmentative communication and assistive technology service delivery for children and adults with developmental and acquired disabilities. Her background includes assistive technology service delivery for children and adults with developmental and acquired disabilities.

Financial Disclosure: Celeste Helling has ownership interest in the iOS App Development of HumpSoftware TipTop Apps.

Non-Financial Disclosure: Celeste Helling is a member of the NCACA Conference Planning Committee.

Meridith Holloway, MS, CCC-SLP is currently an Assistive Technology Specialist in Wake County Public School System. She has 16 years of experience as a speech-language pathologist serving students (ages 3-22) with complex communication needs using augmentative communication in the school and private setting. She has previously served on the board for NCACA (North Carolina Augmentative Communication Association) and for Camp REACH, a non-profit camp for students using augmentative communication.

Financial Disclosure: Meridith Holloway receives salary from Wake County Public School System.

Non-Financial Disclosure: Meridith Holloway has no relevant non-financial relationships to disclose.

Monica Lorkowski, MA, CCC-SLP has been working with student whom have complex communication needs and assistive technology implements for over 10 years. Over the years, Monica has developed a focus of training and educating students, families and professionals on evidence-based practices with various AAC systems and modalities to support the full communication potential. Monica has been serving as an Assistive Technology Specialist in the Wake County School System for the past four years.

Financial Disclosure: Monica Lorkowski receives salary from Wake County Public School System.

Non-Financial Disclosure: Monica Lorkowski has no relevant non-financial relationships to disclose.

Brandi Mull, BS is a special education teacher with 15 years of experience. She has taught in self-contained classrooms, served as an inclusion teacher, and for the past 9 years served as the lead Autism Teacher at a public separate school in the Burke County Public Schools, Morganton, NC. She has been recognized as Teacher of the Year by her colleagues two times in the past 8 years.

Financial Disclosure: Brandi Mull receives salary from Burke County Public Schools.

Non-Financial Disclosure: Brandi Mull has no relevant non-financial relationships to disclose.

Page Norris-Mikol, MAEd, CCC-SLP is a SLP with the North Carolina Assistive Technology Program (NCATP), where she has worked since Feb 2007. She works with all ages and all disabilities providing device demonstrations, AAC and AT evaluations, trainings, consultations and technical assistance. In addition, she runs the Lending Library in the Greensboro NCATP office. Page has served as President of the NCACA for two terms and received the NCACA Honors of the Association in 2016.

Financial Disclosure: Page Norris-Mikol receives salary from NCATP.

Non-Financial Disclosure: Page Norris-Mikol is a member of NCACA and Chair for the 2020 Conference Planning Committee.

Carolyn Phillips, MS, CCC-SLP has over 25 years of experience as a SLP and has been a fulltime SLP at Garrett Elementary in the Alamance Burlington School System for the past 7 years. She provides speech and language services to preschool through grade 5 students with varying speech and language needs including students with multiple disabilities.

Financial Disclosure: Carolyn Phillips receives salary from the Alamance Burlington School System.

Non-Financial Disclosure: Carolyn Phillips has no relevant non-financial relationships to disclose.

Sean J. Smith, Ph.D., is a Professor in the Department of Special Education at the University of Kansas and also an Associate Researcher in the Center for Research on Learning. He is also the Past-President of the technology division for the Council for Exceptional Children, Innovations in Special Education Technology (ISET), and a member of the Board for the National Down Syndrome Congress. Dr. Smith's research interest focus on innovations and technology solutions to support struggling learners and those with disabilities, particularly interventions aligned with the Universal Design for Learning (UDL) Framework. Sean has authored over 100 books and articles, given hundreds of scholarly presentations both nationally and internationally, and serves on various boards for journals, organizations, and parent groups focused

on enhancing the lives of individuals with disabilities. Sean Smith has no relevant financial or nonfinancial relationships to disclose.

Financial Disclosure: Sean Smith receives salary from the University of Kansas. He also receives grant funding from the Department of Education and royalties from book publications with Guilford Press. For this conference, he is receiving an honorarium and travel expenses paid for by NCACA.

Non-Financial Disclosure: Sean Smith has no relevant non-financial relationships to disclose.

Gracie Williams, M.Ed., CCC-SLP, longtime member and Founder of NCACA. Augmentative Communication Specialist-SLP and now Co-Director of Current Transitions, a Lifelong learning center for adults with disabilities. Her experience has been with children and adults with severe communication impairments in various settings, including public schools, clinics, skilled nursing facilities and private practice.

Financial Disclosure: Gracie Williams has no relevant financial relationships to disclose.

Non-Financial Disclosure: Gracie Williams is a founding member of NCACA.

Lauren Zubow, MA, CCC-SLP is a speech-language pathologist and Solutions Consultant who works for Tobii/Dynavox. Lauren has over 12 years of experience working with individuals who have complex communication needs.

Financial Disclosure: Lauren Zubow receives salary from Tobii/Dynavox.

Non-Financial Disclosure: Lauren Zubow has no relevant non-financial relationships to disclose.

TARGET AUDIENCE

This course is intended for Education and Rehabilitation professionals including Speech-language Pathologists, Occupational Therapists & Assistants, Physical Therapists & Assistants, Social Workers, Special Education Teachers, and Educators. There are no specified prerequisites.

ASHA CEU INFORMATION



North Carolina Central University, Department of Communication Disorders is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. **See course information for number of ASHA CEUs, instructional level and content area.** ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This program is offered for up to 1.1 ASHA CEUs (Various level, Professional area)

No refunds are offered for this course if registration is canceled by the participant or if the program is canceled or rescheduled by NCACA.

Complaints related to this course offering should be directed to the Chair Conference Planning Committee, Page Norris-Mikol page.mikol@dhhs.nc.gov

Please request any needed auditory or visual accommodations in writing by 2/13/20 to Page Norris-Mikol page.mikol@dhhs.nc.gov

SATISFACTORY COURSE COMPLETION

To earn ASHA CEUs for this program, participants will need to complete a course evaluation, complete a self-assessment, provide evidence of session attendance, and complete at least 5 hours of course attendance. Participants will be notified if they have not met these satisfactory completion requirements within 2 weeks of course completion.