

Hello. Time to be in touch again. We have lots to share: wonderful news from Barcelona, Romania, Mexico, and Russia, and information about conferences and web sites. I hope you find this edition of Augmentative Communication World Network (ACWN) News as exciting as I do. Please keep sending me your ideas, questions and AAC programme reports. It's a pleasure for me to be in touch with you all and to share your news.

ISAAC Conference, Barcelona, 2010.

Memories of the ISAAC conference in Barcelona are still uppermost in my mind. Meeting so many people who make up the Augmentative Communication World Network community (ACWN) was a most heartwarming experience. What an amazing time we had and what an excellent conference the organizing committee in Barcelona provided for us. Many thanks to them all.

The focus of the Central Coast Children's Foundation's augmentative communication network during the ISAAC Conference 2010 was on those countries where augmentative communication is in various stages of development, development that I now know is far beyond my expectations in its scope and in the enthusiasm and dedication of so many friends who presented their work to us all. Did I expect a Field Trip? (*field trip. n. A group excursion for firsthand observation to a museum*). Certainly not, but Harvey's unique enthusiasm for our endeavors led us to the 'museum' of exhibits. How great was that! In addition, through our formal and informal meetings, our social occasions and presentations, we were able to make lasting friendships, support colleagues in developing countries, and identify and thank the many vendors who so generously donated resources to emerging AAC programmes.

During the ISAAC BUILD Meeting we congratulated Belinda Bukari from Ghana, the 2010-2011 recipient of the Bridge School International / ISAAC Scholarship. www.bridgeschool.org Belinda traveled to Barcelona on a Central Coast Children's Foundation Scientific Travel Scholarship. www.centralcoastchildrensfoundation.org

It was a great pleasure to meet this vibrant lady. I'm sure she will be sending us exciting news of augmentative communication service development in Ghana during the next few years. <http://www.tc.edu/academic/BBS/speech-language/detail.asp?Id=The+Ghana+Project&Info=Ghana+2010>

ISAAC 2010 also marked the induction of a number of highly talented folks as ISAAC Fellows, including many good friends of our Augmentative Communication World Network like Caroline Musselwhite, John Costello, Anne Warrick, Barbara Collier and Mary Ann Romski. Well deserved honors for a group of very talented activists.

In our October 2009 ACWN newsletter Swati Chakraborty wrote about the simple technological developments for computer and voice output devices that are being produced at the Indian Institute for Cerebral Palsy, Kolkata, India. www.iicplIndia.org Swati is the recipient of the 2010 AbleNet - ISAAC Remarkable Achievement Award. She gave an outstanding presentation on how children and adults are benefiting from AAC and demonstrated her creativity and dedication. Congratulations, Swati.

So many 'friends' who make up our Augmentative Communication World Network accounted for the wonderful 'happenings' in Barcelona, experiences that will add incentive for many of us to attend the Eastern Europe AAC conference to be held in Warsaw, July 2011. And if you cannot get to Poland, my friend Nora Rothschild, who some of you may know for her support of AAC development in Brazil, Peru and Thailand, has sent me this wonderful video <http://www.youtube.com/watch?v=scHfgnJqhCg>

Watch it! Love it! And may it keep us thinking of each other until we meet again in Pittsburg in 2012. Anne. awarrick@rogers.com

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Alina Tutu graduated from the University of Bucharest, Faculty of Special Education, in 1999. Since then she has been working in Special School # 6, "Saint Nicholas" as a Special Education Teacher, and for the two past years as a Speech and Language Pathologist. In 2012 Alina will complete her Teacher Grade II qualification – the highest qualification for teachers in Romania. She is presently implementing AAC for children with intellectual disabilities. Throughout Alina's AAC development efforts she has been supported by Dorothy Fraser from Scotland, UK.

Romania: Implementing AAC in Special Education

By Alina Tutu.

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Ten years ago in Romania you would not have seen people using augmentative and alternative communication (AAC). You would hear of such things in college courses and hospitals but, in reality, AAC would not have been available. Many things have changed over the years. Now teachers face the challenging reality of children with special needs being enrolled in special schools or even in mainstream schools. These good things are happening due to the important changes in the educational law, a law which now respects the principal of “education for all” without discrimination, and is in keeping with the quality standards of European education. Romania became a member of the European Union, in 2007. This fact, followed by the educational law, represents a step forward in raising Romania's quality of education to a high standard.

But it is always a long way from making changes in the law and actually seeing real changes in schools and society. It has taken some time for our schools and society to accept these changes: namely the resources required, and an attitude that accepts rather than discriminates against people with disabilities.

Ten years ago, when I started to work as a teacher in Special School #6, “Saint Nicholas”, in Bucharest, there were only children with mild learning difficulties that were associated with behavior problems. All special schools had this experience. Children with more severe disabilities were cared for in special institutions, in hospitals or even at home.

The population of “Saint Nicholas” has changed. Now, our school offers kindergarten, primary and secondary school education for 217 children between 3 and 18 years. There are 120 children with mild disabilities (mild learning difficulties and behavior disorders).

There are 97 children with severe disabilities:

- 40% with infantile autism,
- 10% different types of paralysis (para-paralysis, tetra- paralysis, spastic paralysis),
- 4% Down syndrome and
- 46% associated disabilities and severe afflictions.

When the new educational law became reality, the teachers in our school had to cope with teaching challenges that they were not prepared for. Children with severe disabilities were helpless; parents had no hope for the future or put all their hopes on the teacher and school; and teachers were trying to quickly adapt to the new situation by finding some guidance from those who had already dealt with such issues. Because of their specific needs, nonverbal pupils or those with limited speech are still exposed to a high risk of school and social exclusion. Therefore, our main goal is to support them with a means of communication that will enable them to be included in classrooms and their neighborhood.

We also raise awareness regarding the possibility of student's full participation as members of their community. Our school offers educational assistance, by peripatetic teachers, for another 224 children with special educational needs who are integrated in 19 mainstream schools in Bucharest, district #4. The education system has responded to the needs of children with severe disabilities by considering the possibility of organizing smaller classroom groups, between 4-6 students, for educating children who require AAC.

In "St Nicholas" we have tried to create and strengthen the links with other countries that had already faced and found solutions for similar educational problems. In this way, we have developed cooperative partnerships with UK, Finland, the Netherlands and Belgium. These partnerships allowed and helped us to start a project for implementing AAC within the school. Using communication software, given to us by Widgit Software, we have started to create a communication friendly environment around the school. This project encouraged children with problems in understanding spoken or written language to move more independently around the school. For example, seeing their teacher's picture on the door of the classroom enabled children to easily locate their own classroom. Teachers also used pictures to label children's desks and the personal places where they keep their school things. This is especially useful for organizing the space for children with Autism Spectrum Disorder (ASD).

Some children in our school may understand spoken language very well, but because of their disability they cannot speak and express their needs and thoughts. For example, Gabi is a 17 years old boy, nonverbal, with cerebral palsy. Until recently, he has been talking with his eyes. I don't mean eye-gazing, because we did not know about this method, but by just looking into his eyes you could understand if he wanted to do something or not. He sometimes blinked or nodded if he agreed or liked something. His mother is with him all the time and she has been his voice for years. Every time you ask him something, she answers the question for him. You could see the sadness in his eyes when he was unable to tell his own opinions. He has strong opinions,

especially about his favorite football team! He seemed to submit to his own fate and often he was not even trying to communicate anymore because he realized that no one would understand him.

Last year, for the first time in his life, he had the opportunity to point to his own communication board. It was created by his teacher in collaboration with his mother. Pointing to the symbols on the board, he could actually “talk” about his needs. He made his own choices. He could take part in a conversation with other pupils or teachers without his mother being his voice. You could see the difference on his face, in his smile, and his confidence as he took part in class discussions by communicating for himself. Our hope is that by having a better communication device, Gabi will have a voice for all his thoughts. This would really make him happy!

There are other children in our school with the same problems as Gabi. They are also starting to use communication boards, with less or more vocabulary, depending on their intellectual level of understanding. We want to offer each of them the possibility to express their own needs and thoughts and feelings and a way to live their lives as normally as possible.

We also have children with ASD in our school. These are the most challenging for the teachers. Many of them are nonverbal, or with non intelligible speech and we are trying to help them learn to communicate using pictures. Sorina is a 9 years old girl with ASD and her speech is non intelligible. She speaks but she has also learned to use pictures and gestures, so that she is understood by others. Mihaela is a 7 years old girl with autism, who has never been to any kindergarten before nor been included in any early educational program. She was in her own world at school, until the teacher started to use pictures for her favorite moment of the day: eating. She started to point to picture of yogurt and the juice glass. Her mother was taught to continue using these pictures at home. Now she has a few items related to food in her communication book. She has also started to say her first syllabus syllables when pointing to the pictures.

There are other children with ASD in school with limited speech. With them we are at an initial stage in implementing the Picture Exchange Communication System (PECS). Teachers and parents still need a lot of help; the help that comes out of years and years of practice and experience. That is why we put a lot of hope in our international collaboration with professionals from abroad, many of whom have already passed this initial and difficult stage of implementing AAC.

Children with communication problems are attracted to Voice Output Communication Aids (VOCA), the magic books/boxes that can talk for them once they have learned the pictures and how to press the buttons. We don't have enough of such devices, but hopefully, soon, each child who needs one will have the opportunity to have such a device.

In Romania parents see teachers as the ultimate hope for their children's future. They have usually tried every treatment before their children come to school. They have tried doctors and medicines and the last hope for improvement in their child's condition is education. Sometimes, this burden is too much for the teachers. But, we need to keep learning incessantly and improve our work in order to make an easier and better the life for these special children. stefaniatutu@yahoo.com

When the ACWN newsletter began I had no idea of the amazing and heartwarming impact that students were having on the development of AAC in emerging AAC countries. Megan Amrein attended Penn State University for her undergraduate degree majoring in Communications Sciences and Disorders. She graduated in 2008 and moved to Tijuana, Mexico a week later. Since then she has been working to provide AAC to children with special needs who live in poverty stricken areas in Tijuana. Megan entered graduate school last fall at Penn State for Speech Language Pathology. She is working on providing literacy to individuals who require AAC and will be graduating this upcoming spring.

Providing AAC to Children in Tijuana, Mexico.

By Megan Amrein

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As I stood shaking in front of a room full of 30 mothers of children with special needs, I did my best to explain to them in broken Spanish how I could help them. I was 2 months into my year and a half commitment as a volunteer at Casa Hogar de los Niños Orphanage in Tijuana, Mexico. I had stumbled upon Carita de Dios, an organization in Tijuana working to provide education and financial support to families with children with special needs living in poverty stricken areas, at a local charity event. Shortly after this initial meeting, I began working with 17 children with various disabilities. Almost all of the children I met had limited to no speech and required AAC. With very basic materials and minimal computer access, I constructed communication boards and instructed in Mexican Sign Language with my students. I worked on educating the mothers in untraditional ways because most had limited education and could not read. I gave instructional classes to the families, made Mexican Sign Language packets, and worked side by side with them each week to build the skills they needed to communicate more effectively with their children.

The families and I worked together to help the children better communicate with their family and community. They asked me to focus on building skills in literacy and skills to help the children communicate aspects related to their religion. After many meetings with these families and local churches, I started

to develop light tech systems for praying at home and in church. I helped the families to develop basic picture symbols to help their children participate in religion classes. I also worked with some of the children to develop literacy skills based on Janice Light and David McNaughton's literacy program for individuals who require AAC. [Go to <http://aacliteracy.psu.edu/> for more information] It was important for these children to learn basic literacy skills so they could become more successful communicators.

I left Mexico to enter graduate school at Penn State University last fall. Thanks to the support of Dr. Janice Light, Dr. Kathy Drager, and my fellow classmates, I have been able to continue to meet some of the AAC needs of these children. The first aspect I focused on was developing a better light tech system for the children to participate in prayer with their families. With the help of several priests from Mexico, we were able to translate the words of the prayers into more kid-friendly vocabulary and then pair it with picture symbols. The new prayer cards allowed the children to pray independently with their families and with their church community. We also developed a more detailed training manual to teach Mexican Sign Language to parents who were unable to read or write. This manual paired each sign with a picture symbol allowing parents to easily identify the sign without having to read the word. It also provided families with a large array of picture symbols to use with their children. Finally, we designed basic literacy testing material for the schools working with the children requiring AAC. This material allowed for the children who were unable to rely on speech to read basic words and then point to the picture symbol corresponding to the word.

I have returned to Mexico several times in the past year to introduce these families to the new AAC material and offer training sessions to both families and educators. It is wonderful to see how dedicated these individuals are to improving the lives of these children. Most of the training sessions have focused on learning basic Mexican Sign Language and designing and implementing light tech communication systems for children with expressive language delays. Several of the parents have become more fluent signers and have started offering training sessions more regularly to the community. It has been wonderful to watch these families take the initiative to share their knowledge and material with other families with children with special needs. As I finish up graduate school, I hope to continue to work with these amazing children and their families and build a stronger network of support.

I would like to end by thanking everyone who has supported me in providing AAC to these children especially Tony and Pilar Ralphs, Dr. Janice Light, Dr. Kathy Drager, and everyone at PennState.

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A year ago, in October 2009 you read of a conference that was held in Archangelsk. This conference was developed and presented by Dr Lia Kalnikova and Dr Magnus Magnusson. Due to Magnus' and Lia's continuing interest and energy, new AAC programmes, materials and resources are becoming available in Russia, Belarus and the Ukraine. Thank you, Lia and Magnus for sending the following update of your work.

AAC in Archangelsk: New and Ongoing Information

By Lea Kalnikova and Magnus Magnusson

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The AAC-centre in Archangelsk lives on and develops in the community. It is situated in the local Rehabilitation Centre and provides Augmentative and Alternative Communication (AAC) services to children.

We have developed a basic teaching programme on AAC and Child Habilitation. It has been tested at the Pedagogical Institute of Irkutsk and in Eastern Siberia, with a group of about 100 participants. The programme/conference was successfully held in June 16th – 20th, 2010 in the Eastern-Siberian State Academy of Education, Irkutsk. A conference book will be published in September 2010 with articles of AAC content from Magnus and Lia, and pedagogical experiences of teachers from different parts of Irkutsk City and Irkutsk Region.

A book on signed AAC has been translated into Russian from Swedish. The author is Anneli Tisell and the title is Signing. Lia has written the foreword for this book. We are cooperating with Anneli in order to find good teachers of sign language among special educators. Then we will start to collect experiences in the use of sign language from children with Down syndrome and teenagers. We have found a very experienced colleague who has started to work with severely disordered children in school, and who has presented her experience of developing communication, with and for, a girl with Down syndrome. This girl was helped to develop communication by rhythmical

movements of her hands. Information about this teaching method was presented at the AAC Conference in Archangelsk in 2009. Because it was good and well received we hope to start further cooperation with Anneli Tisell, one of the leaders of a parent organization in Sweden.

Another very nice book has been also been published in Russian: *Introduction into Habilitation for Children*, edited by a Swedish colleague - Lennart Lundquist. Text that we have written has been included in this book. The title of the book describes the meaning of the new fields of habilitation such as: physical therapy, ergo therapy, augmentative and alternative communication, family-centered practice and others. Written by Swedish specialists and funded by Sida, the content of the book is based on the experience of a Rehabilitation Center, which developed new approaches to these practices in the period from 2000 to 2009.

And yet another textbook on AAC is being developed as a result of the cooperation between Belarus, Russia and Ukraine. This book will be based on lectures we have given within the frame work of the basic educational curriculum. We have developed this course: *Introduction to AAC*, together with Belorussian University teachers of the Department of Special Education of the BelarusState Pedagogical University named after M. Tank. The content of the book has been discussed and finalised, so we are now combining our lectures together, editing the texts and aiming for publication by the next study year.

A new shared project, started by the organization ShareMusic, has begun between Belarus, Ukraine and Georgia. It is called *Daj*. It will develop methodologies for using arts in the disability. It is closely related to AAC and is a spin-off of some of Magnus's earlier projects with the so called CIS-countries (CIS = Countries in the Soviet Union).

As ACWN welcomes new friends from around the globe we have become aware of the need to translate many English articles, which we have and continue to receive, into other languages. Thank you to Alejandra Gil in Buenos Aires, Argentina, who has already offered her help. Who would also like to be part of this important undertaking?

Translations: *Augmentative Communication News*, *Alternatively Speaking* and the Patient Provider Communication Website

You have read in a previous newsletter that all the past issues of *Augmentative Communication News* (ACN) that Sarah Blackstone wrote over the past 21 years and all 15 years of *Alternatively Speaking* (AS), edited by Michael B. Williams, are now searchable and available for free downloads on <http://www.augcominc.com/newsletters/?fuseaction=newsletters/> Many thanks, Sarah and Michael and to the AAC-RERC, for this gift to the AAC world. Sarah is encouraging translation of any article in these newsletters. If you translate an article, please share your results with Sarah via email (sarahblack@aol.com) so we can reference your work in the ACWN Newsletter and add it to our resource materials on the CCCF website. However, do feel free to use your translated articles whether you let us know or not.

Augmentative Communication News. There are a number of issues of ACN and *Alternatively Speaking* which have unique content and lasting value that clinicians, researchers, and students will find useful. For example, issues on gestures, autism spectrum disorders, cerebral palsy and Cerebral Palsy, amyotrophic lateral sclerosis, Down Syndrome, vision and AAC, low tech devices, AAC in Emerging Areas, communication between patients and providers, AAC myths, social networks and AAC, making transitions for people who use AAC, literacy, AAC for people with *Acquired Acute or Chronic Medical Conditions* (Dr. David Beukelman's book), AAC applications in Early Childhood..

Alternatively Speaking. Issues written by people who use AAC in AS that are of particular interest include topics focused on AAC and community supports, and AAC, love and marriage, rejection, multimodalities, speaking out against abuse, literacy, AAC and aging, and so on.

Patient provider communication. A new initiative to demonstrate the relevance of communication enhancement materials to nurses, doctors and other health

care workers in many health care situations is available via www.patientprovidercommunication.org. If you are able to translate any of these materials, you would be making a significant (and much appreciated) contribution to health care and community-based rehabilitation (CBR) workers. *etc.* Please check out www.patientprovidercommunication.org and let Harvey or Sarah know if you can help with translations.

Here is another story for us to share. We are finding more colleagues and programmes in countries where we are already providing support and increasing our network of friends. Through Building for Generation we will be expanding our support in Peru and Tanzania.

Building for Generations.

In July 2010 Harvey received the following clipping from a Building for Generations newsletter: CHINCHA BAJA, PERU PROJECT

“In June 2008, we completed a resource and rehabilitation center to serve this town and the surrounding communities, site of the August 15, 2007 8.0 earthquake. Our speech therapist in Chincha, Jeny, is a mother of 8 children and physically challenged herself from birth. She is also a miracle worker. Jeny works with children and their mothers. Her recent e-mail informed us that she is now holding classes for parents on speech disorders at our Center and they are being well attended.”

Here's the follow up story.

Building for Generations <http://buildingforgenerations.com/> supports education projects with a focus on persons with special needs. The organization builds appropriate facilities to meet the needs of the community. It enhances existing programs with materials and equipment, and reduces physical and social barriers through community education, outreach, and advocacy. It also develops sustainable programs and increases economic opportunities.

Through visiting the Building for Generations website, we discovered that Cory Ybarra, the founder of the organization, was supporting projects in Tanzania (see Joanne Fry's article in ACWN Summer newsletter), and in Peru (See Dana Corfield's ACWN article Feb 2009) and that she was about to leave her home in the United States to visit projects in Peru. Cory lives within driving distance of Harvey, Sarah and ACWN volunteer, Lori Fischer, whose

knowledge of Spanish and augmentative communication will allow her to support Jeny in the future. And so, a 'get-together' lunch was held.

Now Cory has returned from her Peru visit. While there, she reported:

Tomorrow I fly to Lima and then catch a bus to our project in Chincha Baja. Thanks to the Central Coast Children's Foundation I will be bringing some fantastic materials to help children communicate when they cannot speak. Please forward this e mail to anyone you think may be interested in what we are doing. I will send more updates from Chincha Baja and our project there. Abrazos (hugs) from Peru, Cory.

Upon her return, Cory augmented her original communication as follows:

New fences, new additions, workshops for families, and success stories are what I arrived to find on my recent August trip to our project in Peru. The mayor of Chincha Baja allocated money in the upcoming year for an additional room which will finalize the building of this project. The fence was being built during my stay and thanks to the Central Coast Children's Foundation I arrived with a suitcase full of communication materials for children with no speech. We are continuing to provide resources and money for maintenance to this center so that it is fully equipped. All salaries are provided by the municipality and they are well on their way to independence and growing daily.

What a wonderful AAC world we live in. Cory will be writing more about her visit to Chincha Baja in our winter newsletter.

Thank you to Rajul Padmanabhan for sending a report of the conference held in Chennai, India last July. Rajul is the Director of Vidya Sagar, the President of the ISAAC India Chapter and Vice President without portfolio of ISAAC International.

Report on 2nd National Conference of ISAAC India Chapter

By Rajul Padmanabhan

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The 2nd National Conference of the India Chapter was held in July 2010 at MGR Janaki College for Women, Chennai, South India. The theme of the two-day conference was “Implementing the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) for AAC Users” in India. Judging by the comments of the 350 people who attended the conference it was a huge success. Students from speech therapy colleges attended, which was exciting. Parents, professionals and people with disability were there in large numbers. All the papers were well received by the audience. The conference was held in 2 halls, with a live telecast being available in the 2nd hall which also held the technology exhibition. The conference attracted a lot of attention from the media and created awareness in the community.

The conference started with a panel discussion by augmentative and alternative communication (AAC) users from the Indian Institute for Cerebral Palsy, Kolkata, Vidya Sagar, Chennai and disability activists from Vidya Sagar’s Disability Legislation Unit, South India. <http://www.vidyasagar.co.in/> Their discussions brought home the point that in a country of one billion people there were only 28 Isaac members! Activists also urged the government to support the distribution of AAC devices and stressed that AAC is not the agenda of the AAC users alone, but should also be taken on by those who are in the process of drafting the new disability laws for India. This was an extremely interesting session and it created a huge awareness of AAC issues.

The post-lunch session had papers on *Early Intervention*. Technology students presented inspiring prototypes of adaptive technology, triggering a lot of interest in the audience. One interesting aspect of these sessions was the paper that addressed *Young Children with Low Vision*. The author identified the need for low tech communication charts to have a tactile component and also talked about early language and pre-Braille skills.

The second day of the conference saw papers on *Inclusive Education and AAC and Autism and AAC*. *Counseling and AAC* addressed the concept of privacy and the use of augmentative communication. *AAC and Inclusive Education* looked at the needs of students who use AAC in the area of school examinations and academic studies. *Socialization and Inclusion* was also addressed by a presenter who concluded that the success of social inclusion depended not so much on the person's use of AAC but rather on their personality. The Conference ended with a discussion by the President of ISAAC India Chapter, Mr. Rangasayee, and AAC user Madhuri Kapoor from IICP, Kolkata. The topic of the discussion was "*The Road Ahead – ISAAC India Chapter*".

The recommendations made after this discussion were:

- To hold **Census 2011 in India** to enumerate person with limited or no speech or have speech which is not understandable.
- Request Board of India Standards to evolve **standards for AAC aids** so that it would be possible to distribute under ADIP Scheme ([Assistance to Disabled Persons for Purchase/ Fitting of Aids and Appliances](#).)
- ISAAC – India Chapter will conduct a **slogan contest** in local languages to create awareness.

To support 'Build AAC,' India, participants elected a user of AAC, Ms. Bhavana, as editor for the ISAAC INDIA CHAPTER e-letter.

Other ideas and issues which came up at the conference were:

- Hold regional conference in India.
- Invite international AAC vendors to India.
- Conduct AAC credit-based courses with reputed universities.

- Work towards AAC student/staff exchange programmes.
- Ensure that AAC users have an exchange programme so as to widen the awareness about AAC.
- Establish a Research and Development Programme in ISSAC India Chapter.

In the two days, new friendships were made; old ones renewed. One young technology student from Bangalore exclaimed “I did not know that technology was a tool for activism. AAC gives a voice in more ways than one.

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Education

The [AAC-RERC](http://www.aac-lerc.com) is a U.S. Department of Education funded research center in augmentative and alternative communication (AAC). The AAC-RERC provides free instructional resources for clinicians, family members and college and university faculty in communication sciences and disorders, education, and rehabilitation engineering. Their website has downloadable presentations and webcasts on a variety of topics, as well as reports of ongoing research. Go to www.aac-lerc.com

Harvey’s Place

Communication Crossroads is a specialized, speech and language private practice located in Monterey, California, designed to serve children with autism, Asperger's Syndrome, and related social learning disabilities, *etc.* from birth to adolescence, as well as their families, and those involved in their care (clinicians, educators, and paraprofessionals). Communication Crossroads has an excellent e-newsletter available online at: <http://www.commxroads.com/>

Centre for Early Learning Literacy. The goal of the Center for Early Literacy Learning (CELL) is to promote the adoption and sustained use of evidence-based early literacy learning practices. This site has resources for early childhood intervention practitioners, parents, and other caregivers of children, birth to five years of age, with identified disabilities, developmental delays, and those at-risk for poor outcomes. <http://www.earlyliteracylearning.org/>

The Barrier Free Healthcare Initiative provides resources on its web site specifically addressing health care access for people with disabilities, including listing some common barriers faced by people with disabilities. <http://thebarrierfreehealthcareinitiative.org>.

Autism Connects Tanzania was created to help support families of children with autism by providing education, resources, and advocacy support. <http://autismconnectstanzania.webs.com:80/>

AT/AAC enABLES from the University of Washington, Seattle, USA, demonstrates how assistive technology (AT) and augmentative and alternative communication (AAC) enable individuals with disabilities to participate in all aspects of life. To dispel myths about AAC intervention see: **Toddlers and pre-schoolers benefit from intervention.** http://depts.washington.edu:80/enables/myths/myths_aac_inter_infants.htm

Pogo Boards. Talk To Me Technologies has launched “Pogo Boards,” a powerful, easy-to-use, board-making application to help you create and share communication boards and learning materials. Features include the world’s largest selection of picture communication symbols, many different templates for devices and activities, integrated Google image searching, and easy access to thousands of boards, therapy materials, *etc.* that have already been created and shared. www.pogoboards.com

Tots-N-Tech <http://tnt.asu.edu/home> is a research institute that carries out various studies to identify the prevalence and use of Assistive Technology (AT) with infants and toddlers. Over a 5 year period, T-N-T has conducted numerous studies to identify how AT is used, the types of devices used, and the timing of use and what characteristics supported families and providers in their use of AT with infants and toddlers.

You can subscribe to the newsletters by sending an e-mail to Jill.McLeod@jefferson.edu with the message subject: "subscribe tnt" and in the body of the message include the e-mail address to which you would like the newsletter sent.

Some newsletter topics have been:

- [June 2010: Using assistive technology to support socialization](#)
- [March 2010: Using arms and hands in activities and routines](#)
- [May 2009: Positioning and Mobility: The Basics](#)
- [March 2009: Augmentative and Alternative Communication: The Basics](#)
- [January 2009: Switches: The Basics](#)
- [September 2008: Ideas to Share Contest](#)
- [July 2008: Resources about using Adaptations and AT with Babies](#)

One section, "Ideas to Share" has been contributed by people working with young children in early intervention programs. <http://tnt.asu.edu/home>

The Society of College National and University Libraries

(SCONUL) provides a comprehensive on-line book for Librarians. The book, which has been written to identify the needs of people with disabilities living in the United Kingdom, addresses the Rights of library users, accessibility issues *etc.* www.sconul.ac.uk/publications/pubs/access_disabilities.pdf

AGOSCI is a group representing people with complex communication needs, as well as those who live, know or work with people with complex

communication needs.

AGOSCI aims to lobby for the rights of people with complex communication needs, increase public awareness of complex communication needs, and to provide relevant educational and professional development events across Australia. This site provides reports of conferences, publication lists and articles written by people who rely on augmentative communication. <http://www.agosci.org.au/>

Videos/Youtube

The Language Stealers. <http://www.youtube.com/watch?v=XhTgu7tS7CE>

If you have trouble with this url, "google" The Language Stealers and click on the link to youtube. There are actually two videos.

How to make Talking Communication Boards with Power Point.

<http://www.youtube.com/watch?v=JQr966uf-4M>.

Note: If you have trouble with this url, "google" How to make Talking Communication Boards with Power Point and click on the link to youtube.

Use of symbol boards in a Pharmacy with people who speak a different language (in both English and French).

http://www.fip.org/www/?page=pp_sect_maepsm_pictogram

Thank you to everyone who has contributed to this newsletter and to those who have sent emails. Our newsletter distribution is growing in length and breadth. You have so many interesting things to share and my email list gets longer every day. Please remember to email or print out this newsletter for your friends and/or send me more addresses!

Til next time – Anne.

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