

## **Augmentative Communication World Network Newsletter**



Issue # 2 2012  
Editor: Dorothy Fraser  
Associates: Sarah Blackstone & Harvey Pressman

[www.centralcoastchildrensfoundation.org](http://www.centralcoastchildrensfoundation.org)

*Welcome to the 2<sup>nd</sup> ACWN newsletter for 2012.  
We hope you enjoy reading the collection of articles from many parts of the world.*

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### **GHANA PRINCIPAL INTRODUCES AAC IN SPECIAL NEEDS CLASSROOM**

By Justin Streight  
Central Coast Children's Foundation

Clement Ntim, the principal of Nkawkaw Unit School, has taken the lead in implementing a number of AAC tools and techniques in a special needs classroom in Ghana. His successes, his failures, *and* the lessons he says he has learned, teach us about using augmentative communication materials appropriately in a low-resource environment.



To succeed in Ghana's special needs classrooms, AAC materials must meet three stringent requirements. They must be (1) low-cost, (2) easy to use, and (3) helpful to students in their everyday lives. Clement's school in Ghana receives approximately four US dollars per child per semester. Classroom computers and high-tech assistive technology from richer countries are not yet relevant. Nor are there trained specialists in Ghana to program or develop high-tech solutions or provide classes on AAC. AAC approaches always need to fit local conditions and realities. For example, one of the early uses of AAC in Ghana's special needs classrooms involved making communication passports and market place communication cards. These allowed students to shop in the market for their families.

This activity was particularly effective. It struck at the heart of the lingering beliefs in Ghana (and around the world) that people with disabilities have little value to society and are second-class citizens. AAC tools like this provide a gateway to acceptance, participation, and

achievement. These students helped their families by doing the shopping. The students, teachers, shopkeepers and parents were all pleased with their efforts.

Ntim also described several classroom strategies he uses based on the equipment and materials donated to his unit school.



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**Talking Photo Album (TPA).** Ntim uses TPAs to have students make messages with coordinated pictures, then get into pairs or small groups and have teacher guided discussions. The TPA is exactly what it sounds like, a photo album with the ability to record and play back short messages about 26 different pictures or items placed in 24 plastic sleeves. Students can practice communication skills, locate old messages, update events that occur. This makes the TPA both a learning aid in the classroom and a communication tool in the real world.

**Buddy Board Communication System.** The Buddy Board is another AAC tool Ntim uses both in and out of the classroom. It has a QWERTY keyboard on the front and a list of common phrases on the back. If someone wants to communicate they can do so by pointing to the appropriate letters and phrases. Since the board relies on literacy, it became an opportunity to teach spelling in a practical way by aiding symbol:sound associations. Students learned to spell simple words by pointing to letters and manipulating the board. In a few cases, Clement gave some basic pointers to parents so that the students could use the Buddy Boards in the home.

There were two complications. The first was literacy; if a student cannot spell the device is not useful as a communication system. Ntim made that an opportunity, by using it to motivate students to work on sound-symbol relationships and simple spelling. The second problem involved the CDs that came with the board. The nearest computer is miles away from the classroom, in an Internet café. The CDs were only useful to teachers and parents willing to take a field trip.

**Go Talk One.** The Go Talk One is another example of a low-tech assistive technology device that Ntim used to teach letters and pronunciation. It is a single message recorder with a display area for a picture and a large play button. In the classroom, students were able to record their own pronunciations, listen, and practice from there. The students were eager to use their favorite pictures. The biggest drawback was the students would have trouble deciding on what picture to use in group exercises. In those situations, Clement was forced to use a “default” picture.

**Attainment Talker 24.** According to Ntim, the Attainment Talker 24, which records up to 24 messages and allows for symbols, was less successful because it is proved too sophisticated for local conditions. The problem was that children quickly used up the batteries and replacements were hard to come by.

**Books, instruction guides, and web materials.** Print materials are of great importance. These resources enable unit school teachers to continue their self-training. Specifically, teachers found many donated books helpful: One focused on how to feed the child with cerebral palsy; another, *Developing and Using a Communication Book* helped guide teachers to improve speech and communication skills, and *Communication without Speech* explained new AAC teaching and learning practices. It is important to remember the importance of these key resources in a world flooded with electronic information.

In summary, Ntim reports significant improvements in students' speech, language and communication skills, fine motor skills, functional arithmetic skills, social skills, daily living skills, and functional reading skills, with the help of these materials.

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## MEXICO CITY AAC AGENCY BRINGS WORLD-CLASS SERVICES TO LOCAL CLIENTS

By Nathalie Marin-Gest  
Central Coast Children's Foundation

*In a previous newsletter, we described how two organizations separated by hundreds of miles have come together virtually to create a series of unique services for Mexicans with severe communication disabilities ["Applying International AAC expertise at the Local Level: Mexico Leads the Way"]. This article continues the story of that project's progress.)*

In a country where services for people with communication disabilities are scarce, services for children with significant communication disabilities are most often non-existent. In Mexico City, the Centro de Apoyo Tecnológico para la Comunicación y el Aprendizaje (CATIC) is working vigorously to change that situation by offering clients, ages one to 20+ years old, world-class services that use augmentative and alternative communication (AAC) tools, strategies and technologies to support the development of speech, language, and communication skills.

All countries should recognize equality of access to effective communication as a right of all children, and advocacy for those rights are a shared mission of CATIC and its partner, Augmentative Communication Inc. (ACI) in Monterey, California. Gabriela Berlanga, co-founder of CATIC, and Dr. Sarah Blackstone, President of Augmentative Communication Inc., are speech-

language pathologists. Together, they have pioneered the creation and development of the groundbreaking International Experts Communication Project. Their shared passion has blossomed over the years into a successful collaboration that is having a positive impact on CATIC's children, families, the CATIC staff, as well as several renowned experts in the United States. The project promotes greater communicative participation at home, at school and in the community for each individual being served.

Project professionals use a combination of web-based and video technologies to deliver a broad set of services to CATIC children and families. The services typically unfold in a series of steps:

- *Step 1:* CATIC meets with parents to explain the project and to obtain written permission to videotape a child in typical situations with family and friends at home or school. CATIC staff also identify with the family specific situations where support is needed.
- *Step 2:* Gaby Berlanga and Sarah Blackstone confer about the child. Gaby then sends video clips and additional information to Sarah for review.
- *Step 3:* Sarah watches the video clips in her office, takes notes, and reviews information about the child.
- *Step 4:* Sarah and CATIC therapists meet during a video conference (using WebEx or SKYPE) to discuss possible action steps. They may also watch video clips together. [Action steps often involve additional assessments, determining ways to measure progress, and deciding upon what tools, techniques and strategies to use to support the child.]
- *Step 5:* A videoconference meeting is set up with the family: Sarah and CATIC staff review the draft action plan (translated into Spanish when necessary) and finalize it.
- *Step 6:* With permission from the parents and CATIC, Sarah may contact colleagues in the United States or elsewhere to bring needed expertise to a particular child. For example, CATIC staff now work with Christine Roman-Lansky, an internationally known vision specialist from Pittsburgh; Christine Wright-Ott, an internationally recognized occupational therapist from San Jose; Michael B. Williams, a leader in the disability rights movement from Berkeley; and Casey Stading, a skilled technology specialist from San Diego.
- *Step 7:* For the next 3 to 6 months, CATIC staff and family members implement the plan, which includes collecting baseline data, making modifications as needed.
- *Step 8:* Changes over time are recorded to evaluate effectiveness of the plan, document improvements in communication related behaviors, and identify unmet needs.

Each client's success derives in large measure from the fact that everyone involved takes on the child's challenges collaboratively and works towards shared goals. CATIC and ACI staff members, collaborating experts, and the child's family and teachers are pleased with the impact of the project. Children are making steady (and, in some cases, remarkable) progress; goals are carefully monitored through the action plans and periodic reassessments;

levels of family understanding, participation, commitment and enthusiasm have risen significantly. For example, parents report they now appreciate the importance of communication skills beyond focusing only on speech, and teachers and families are spending more time stimulating the children's language and communication skills. Also, professional growth among CATIC staff has accelerated beyond expectations.

In their initial planning, Gaby and Sarah agreed to create a "scholarship" fund out of what might typically be paid to a consultant. These monies were to support children from low-income families in Mexico City so they could access the services of the project. That idea has now "morphed" into a more ambitious plan. CATIC will provide outreach support to a non-profit agency that serves poor children with disabilities in a small city fifty miles northwest of Mexico City, using web-based technology. This new initiative extends the project's benefits beyond Mexico City to children who would otherwise have no opportunity for this kind of support. In addition, CATIC is developing a non-profit organization to help expand its services.

The project owes its success in part to three valuable collaborating entities: (1) The Bridge School in Hillsborough, California. Provides just-in-time technological troubleshooting and the WebEx account used by project staff. (Gaby is a former recipient of the Bridge School Teacher-in-Residence Award and Sarah serves on the Board of Directors); (2) CISCO Systems International. Donated many Flip cameras used in the homes and schools, as well as webcams used by project staff. (3) the Central Coast



**Jose with family and media after the election**  
**FROM THE CLINIC TO THE COMMUNITY:**  
**THE RIGHT TO VOTE FOR PEOPLE WITH**  
**DISABILITIES**

Jose, a young adult with severe cerebral palsy, who participates in the project, has a goal to become more independent and take on adult roles. Gaby tells the following story about Jose's involvement in advocacy for people with disabilities.

We were having elections on July 1st, so I made a communication board for him with all of the parties and candidates so he could vote. Later, his sister happened to be invited to be the president of one "casilla" (one of the many places people go to vote). During the training, she was told that people with disabilities would not be allowed to vote. Of course, she disagreed because she knew that Jose had his boards and could decide who he wanted to vote for. So she went to a lawyer and did every necessary thing to change the manual of the IFE (Federal Elections Institute). She argued that it was not constitutional because laws in Mexico do mention that people with disabilities have a right to vote.

Anyway, the ruling was changed. Not only Jose, but other people with disabilities, could vote." And, he was on TV and in the newspaper with photos of him voting. The media also came to CATIC for an interview about the way Jose communicates.

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Children's Foundation (CCCF). Ongoing advice and support. Helps think about future needs and offers ongoing public information services, technical support, and material resources directly to CATIC.

With the momentum and support of the project and its international partners, CATIC has ventured into other innovative services. It now offers an integrated preschool program for typically developing children and CATIC clients. CATIC therapists consult to local schools and groups in nearby cities. In addition, CATIC recently opened an alternative school program for middle school- aged students with significant communication disabilities. Students come to CATIC for individual and group sessions aimed at developing their academic, life, social and emotional skills in a safe environment. The program focuses on enhancing communication skills and opportunities, building upon the individual interests and strengths of each child.

CATIC's remarkable international support and its new initiatives have triggered a substantial growth in its client base and demand for its services. The organization is currently in

the process of searching for an even larger facility, more staff and the money to support its growth.

To learn more about CATIC and its collaboration with ACI and other international experts, visit the Guides & Resources page on the Central Coast Children's Foundation website, for a brochure on the CATIC-ACI Collaboration: [www.centralcoastchildrensfoundation.org](http://www.centralcoastchildrensfoundation.org) and CATIC's own web site at [www.caticmexico.org](http://www.caticmexico.org). ★

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### **Yvette Malek Provides Leadership in Egypt**

**By Justin Streight**

Central Coast Children's Foundation

*Many of our readers know of Yvette Malek from her previous contributions to the ACWN newsletter and at ISAAC conferences.  
<http://www.centralcoastchildrensfoundation.org/home/augmentative-communication-world-network/acwn-newsletters/>*

Yvette Malek, a leading expert on augmentative and alternative communication (AAC) in northern Africa, is trying to spread the use and effectiveness of AAC throughout Egypt. For example, she has managed to add AAC to the normal curriculum in several schools, despite considerable resistance to AAC among Egyptian professionals. Recently, Yvette journeyed to some ancient cities in her native Egypt to provide training for professionals, distribute AAC materials, and work with children with special needs.

Yvette, one of Egypt's leading AAC experts, labored to spread AAC techniques and strategies more broadly throughout Egypt. With support from the educational program SETI (Support Education Training Inclusion) and other organizations, Yvette gave lectures about AAC and the United Nations Convention on the Rights of Persons with Disabilities. She also worked with children who have disabilities in the Egyptian cities of Luxor, Fayoum, and Cairo.

Through her efforts and enthusiasm, Malek is demonstrating that AAC can improve the lives of many Egyptians with disabilities. Her mission is to give people unable to use their natural speech the power to communicate their needs and thoughts. During conferences, she has made it a point to work with mothers of children with disabilities, listening to their struggles to raise children who are not able to fully communicate and offering them solutions to meet each child's needs. For example, she has made personalized communication books for describing the daily schedule, discussing breakfast and expressing needs. At Ains Sham University in Cairo, Yvette personally worked with two children with autism and one with

cerebral palsy.

Malek understands that teaching the teachers is crucial. She serves both as a role model and an educator. In 2012, she gave courses about AAC to teachers in Luxor and Ains University in Cairo. By coincidence she came across a former student who reported going to Kuwait and teaching about AAC there.

An important aspect of Malek's mission is to change people's minds about persons with disabilities. In past issues of this ACWN newsletter, she discussed the resistance she experienced from traditional "specialists" to adopting AAC tools and techniques in addition to speech training. To overcome such a common barrier in emerging areas, she has begun to champion the UN Convention on the Rights of Persons with Disabilities. This document stresses that all persons with disabilities have the right to communicate. Disability center directors and other people in authority need to become more aware that AAC is a way to ensure that people have access to their basic human rights.

Spreading the idea of AAC in Egypt is not an easy task. Dr. Yvette Malek a true pioneer in her country. (See also Siri Wormnæs, Yvette Abdel Malek, 2004). Egyptian Speech Therapists Want More Knowledge about Augmentative and Alternative Communication. AAC, 20: 1, 30-41.

For more information about AAC and people with intellectual disabilities in Egypt, go to [http://www.gtid.net/countryreport/Ms\\_Abel\\_Malek\\_Yvette.pdf](http://www.gtid.net/countryreport/Ms_Abel_Malek_Yvette.pdf)

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### **DOROTHY'S RECENT TREKS: ROMANIA AND POLAND**

*Dorothy Fraser, the editor of the ACWN Newsletter, and Senior Representative to Eastern and Central Europe from the Central Coast Children's Foundation, loves to travel. She also loves to share information about AAC strategies, techniques and technologies, as well as puppet making, patient provider communication and numerous other interests. Among her skills are the ability to work with people who are just beginning to explore AAC and assistive technology. She supports all their efforts to help children with disabilities.*

*We have asked Dorothy to please add something to each issue of the ACWN newsletter. We want her to bring us all up-to-date: where has she been, what has she seen, what did she teach and what did she learn. Thank you Dot for sharing your adventures.*



## DOT'S SPOT

First of all I would like to say a big Thank You to Harvey Pressman and Sarah Blackstone for appointing me as Senior Representative to Eastern and Central Europe for the Central Coast Children's Foundation and including me in the International Patient Provider Communication network. In this role I have been able to extend existing AAC and AT projects in collaboration with Romanians working in healthcare and education. I also now have more connections with people in other countries where AAC is already established, and many opportunities to learn about the similarities and differences between cultures. Working interdisciplinarily and with international collaborations is such a great way to share ideas and develop projects. Many thanks to all of you for your kind hospitality and generosity with your knowledge. I really appreciate your warm welcome and the time we spend on discussions. I also appreciate the new material gained from shared experiences which I use in countries where AAC is emerging.

For this new section, "Dot's Spot", I have chosen Communication Passports as my first topic because it is always relevant and popular everywhere I go and whenever I have the opportunity for discussions, workshops or presentations.

**Personal Communication Passports** were first developed 20 years ago by Sally Millar, Specialist Speech and Language Therapist and Joint Coordinator, CALL University of Edinburgh and has spread throughout Scotland, other parts of the UK, and in many other countries for both children and adults with disabilities, as something constructed with the full consultation of each individual.

With changes in Assistive Technology, availability of digital cameras, general familiarity with power-point presentations, access to laptops and more recently iPads, Personal Communication Passports can be created in many formats. The key principles for making and using Personal Passports related to ownership are probably even more important with these technologies.

Information on [www.callscotland.org.uk](http://www.callscotland.org.uk) provides templates and also guidelines for good practice.

During presentations and workshops I also include an explanation of a complementary tool that can be used to support people with complex communication needs—The Distress Passport- a summary of signs and behaviours when content and when distressed. The DISDAT, Disability Distress Assessment Tool. Information is available at [www.disdat.co.uk](http://www.disdat.co.uk).

## CONFERENCES

### 11<sup>th</sup> World Down Syndrome Congress 2012 – Cape Town, South Africa

By Ensa Johnson  
Centre for AAC, University of Pretoria, South Africa



The 11<sup>th</sup> World Down Syndrome Congress took place from 15-17 August 2012 in Cape Town South Africa. 680 people (professionals in the field, and parents, as well as people with Down syndrome) attended the congress and post-Congress workshops. 85 people also attended the INDABA (a gathering or meeting) on August 14<sup>th</sup> for people with Down syndrome. During the Congress regular updates were made to the Congress Facebook and Twitter pages and video footage was uploaded to the YouTube channel. Search key words “World Down Syndrome Congress 2012”.



The organisers received very positive feedback from the delegates who reported that they enjoyed the Congress and found the programme informative and diverse.



On the first day, plenary session speakers talked about the rights of people with disabilities. The second day focused on employment issues and how to include people with Down syndrome in vocational settings. Personal experiences were shared by Shona Robertson

(administrative assistant for Gold Coast City Council, Australia), Ephraim Mohlokane (sports coach at a private school for boys in South Africa) and Jaspreet Sekhon (teacher assistant in Singapore). The last day of the Congress addressed the importance of inclusive education and early intervention.

Speaker presentations are available at <http://docs.sbs.co.za>. [Note: These presentations are a fantastic resource for anyone involved with Down syndrome and those who support them. DO check it out. ]

The next World Down Syndrome Congress will be held in Chennai India in **2015**. You can watch a film at [http://www.youtube.com/watch?v=MMVfy6\\_nxp8](http://www.youtube.com/watch?v=MMVfy6_nxp8)

#### WDSC 2015 - IN CHENNAI, INDIA



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*At the 8<sup>th</sup> Eastern and Central Europe AAC conference in Warsaw 2011 "Let's Talk Together- AAC, in Europe, Agnieszka Pilch, from the "Speaking Without Words" Association, Special Education Centre- Zamosc, gave an eloquent presentation entitled, "What Next ? How to Facilitate AAC Users' Involvement in Mainstream Community Life". She shares the following report and further development of her project*

### **What Next?**

**By Agnieszka Pilch**

#### **Speaking Without Words Association**

In Zamość on August 22nd 2012, the all-Polish association "Speaking without Words", "Step by Step" from Zamosc, and "Ozarowska" from Warsaw organized workshops during which adults from Warsaw and Zamosc with serious communication issues talked about the sorts of support (help) they require. Prior to this meeting, the main targets for "Speaking without Words" was children and adolescents and developing AAC in family environments, kindergartens, schools and local communities. All agreed that the time had come for adults who use AAC to influence the association's actions and to plot a new course for the organization's future activities. People who use AAC want to be independent and live on their own. They need adapted housing and professional support to achieve maximal autonomy.

After much discussion, some main aims and objectives were decided. Everybody at the meeting noted the necessity of educating the local environment because people are not ready or prepared for interactions with people who have difficulty communicating. Problems were

identified in public offices, courthouses, health service, and shops. Also, some people face architectural barriers. Another topic discussed was how important assistants' help is to everyday functioning for many people who use AAC.

It is essential that assistants are trustworthy and well prepared, and that their services are easy-to-access, not incidental.



Adults who use AAC and communication partners having discussions during the workshops

Another subject discussed involved the problems people have in getting access to advanced communication devices. These are very limited in Poland due to financial barriers. In fact, no one at the conference used a device; rather they relied on paper alphabet boards, communication books or assistant's help.

The workshops always emphasized the necessity to prepare others to converse with people who use AAC. Too many people do not even try to talk with people who use AAC. At the conclusion of the meeting, the consensus was that adults who use AAC need to educate other people about serious communication issues and methods that can be used to interact more effectively with individuals who have difficulty communicating.

Outcomes of the meeting were to (1) use the International AAC Awareness Month's celebration as a way to achieve the objectives identified during the workshops and (2) incorporate adults who use AAC into the organization and ultimately, turn over the work of "Speaking without Words" to them.

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*Michał Woźniak is a third year physics student at Warsaw University. After participating in the meeting described above, Michal wrote his thoughts and impressions. See below.*

*Picture of Michal and Aldona on a tour of Warsaw.*

The everyday routine of the environment sadly causes a human being to depend on others. That is how the society works, everyone have their chores. For example: let us think of how the outfit we are wearing was created... the designer, the sewer, the tailor. It's a whole production process, each and every piece of it is essential and dependent on the others; together they make clothing.

There are people, who can support others only with a good word. Sadly, some of them cannot speak on their own or their speech isn't understandable by their conversation partners. So, do they not submit anything to the enormous machine of society? The answer is yes, they do! Very much, in fact. In the hurrying world oriented toward profits, the virtue of kindness is vanishing. Persons with communication issues gift us with a smile and a kind look that could replace thousands of words.

In Zamość, August 22, 2012, a meeting of those who Speak Without Words took place. It was organized by Agnieszka Pilch under the slogan, "Nothing about us without us". The subject of our conversations was the support that adult disabled people need, when they have problems with environmental communication.

One of the main topics mentioned during the brainstorm was the need of assistance. Society in general needs to be aware of and educated about speech disabilities. It is a really great need, as important as buying expensive communication support devices.

Adults must sometimes see a doctor or go to an office. Communication issues cause trouble. Our uneducated society still looks down on people with speech defects and some still as assume that people with speech problems are all mentally retarded. Changing the mentality of people won't happen in the blink of an eye; it must be done step by step.

The meeting in Zamość uncovered a clear need to increase awareness and introduce society to the likes of us. Not only is this a mission for associations like *Speak Without Words*, but also for us all.

We need to be the ones to go out and educate the local community about our everyday lives.

A fire begins with a single spark; it is the same here. Let us start broadening our activities, not limiting them to family and friends just because they understand us. Let us go out and be the sparks that educate people and illuminate the world, making it ready to connect with people who are not able to express themselves easily.

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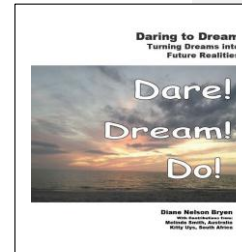
## ANNOUNCEMENTS

### ***Daring to Dream: Turning Dreams Into Future Realities***

Diane Nelson Bryen, with contributions by Melinda Smith (Australia), Kitty Uys (South Africa)

Prologue by Martin Pistorius

[http://www.amazon.com/dp/B008O5BKHU/ref=cm\\_sw\\_r\\_fa\\_dp\\_kGHeqb0DZXE8C](http://www.amazon.com/dp/B008O5BKHU/ref=cm_sw_r_fa_dp_kGHeqb0DZXE8C)



***Daring to Dream: Turning Dreams into Future Realities*** is an experience-based guide to dreaming and developing an action plan to turn that dream into a future reality. Developed by Diane Nelson Bryen with contributions from Melinda Smith from Australia and Kitty Uys from South Africa. Prologue by Martin Pistorius, a man who uses augmentative communication.

The process of daring to dream has been implemented throughout the United States, in India, Israel, South Africa, Singapore, and Australia. Hundreds of individuals with disabilities and little or no functional speech have participated in workshops and begun to turn their dreams into realities.

This book is for persons with disabilities, family members, caregivers, advocates and/or professionals. *Daring to Dream* will be an invaluable resource. The book addresses how to dream and how to be bold enough to make your dreams known to others. The book also helps turn dreams into achievable goals using action planning. Chapters include:

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|--|---|
| 1. Before We Begin: Defining Our Terms       | 7. Taking the First Steps or First Rolls            |
| 2. The Importance of Daring to Dream         | 8. Making it Happen: Follow Up is the Key           |
| 3. Getting Ready: Setting the Context        |   |
| 4. Developing and Sharing Your Dream         | Appendix 1. Daring to Dream: A Workbook for Success |
| 5. Turning Your Dream into Achievable Goals  | Appendix 2: Useful Resources                        |
| 6. Identifying Needed Resources and Supports |   |

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## SAFE PLACES SCHEME PROJECT



This project aims to enable people with learning disabilities to deal with any incident that takes place whilst they are out and about in the community. **Safe Places** are areas of refuge around towns and cities that are designated by the Safe Places logo, as shown above.

Shops, businesses and organisations can join and provide a temporary safe place for a person with a learning disability who is distressed and in need of assistance. Each Safe Place has a member of staff who is ready to offer help to those people who need it.

The Safe Place logo was designed by Widgit International to offer a familiar and welcoming signpost to the people who need to use the service. A list of participating authorities, further information and artwork can be found on

<http://www.widgit.com/safeplacescheme/index.htm>



"I think it is vital that Safe Places schemes strive towards using a common symbol. Many schemes have their own local identities, which is great, but equally people need to know at a glance what Safe Places is all about, and I think your symbol does this well. Also, when people go to new places where different schemes operate, they should be able to recognise the symbol wherever they go. The Widgit symbol helps to unify what people are doing, and helps us move towards a more 'national' identity for Safe Places."

**Maggie Graham, Regional  
Campaigns Officer, Mencap**

### ACE Centres to Remain Open

*After the concerns and worries earlier this year about the possible closing of ACE Centre North and the implications for people who use AAC, the ACE Centres made the following announcement*

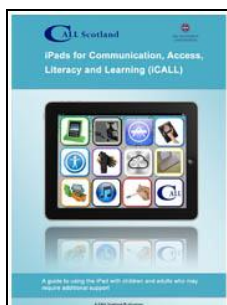
*We are delighted to announce that as from Monday 3rd September, the two ACE Centres based in Oldham and Oxford have become one organisation, which will continue to be known as the ACE Centre. We will operate from both our North and South offices, and will continue to provide assessment, training, loan bank, consultancy, advice and information services across the country. <http://www.ace-centre.org.uk>*

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## FREE RESOURCES

### iPads for Communication, Access, Literacy and Learning (iCALL)

By Craig Mill and CALL Team



Published by CALL Scotland,  
The University of Edinburgh

#### Contents

Introduction .....	
Chapter 1: Getting to grips with the iPad .....	
Chapter 2: Apps to support teaching and learning .....	
Chapter 3: Accessibility Options .....	
Chapter 4: iPad Accessories .....	
Chapter 5: iPad Resources .....	
Chapter 6: iPad in Assessments and Exams.....	
Chapter 7: Managing and Implementing the iPad .....	
Glossary of Terms .....	
Appendix 1: iPad Management using iTunes: some useful tips. ....	

[www.callscotland.org.uk](http://www.callscotland.org.uk) <http://www.callscotland.org.uk/Common-Assets/spaw2/uploads/files/iPads-for-Communication-Access-Literacy-and-Learning.pdf>

Free and downloadable. This 121 manual is an invaluable resource.

Be patient when you download it. It takes a long time, but it's worth it.

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[www.bethmoulam.com](http://www.bethmoulam.com)

Beth Moulam, a young adult from UK who uses AAC, gave the opening speech at the rooftop party at the ISAAC biennial conference in Pittsburgh this summer. Her web site has many interesting components. While still a “work in progress”, many parts of the site are available and ready to be shared with family members, people who use AAC, professionals, advocates and policy makers.

[www.communicationmatters.org.uk](http://www.communicationmatters.org.uk)

For recent and past abstracts from Communication Matters Conferences and how to receive CM enews.

[www.priorywoods.middlesbrough.sch.uk](http://www.priorywoods.middlesbrough.sch.uk)

For free downloadable resources.

[www.augresources.com](http://www.augresources.com)

For free downloads. *Using Visual Strategies to Improve Behaviour.*

[www.praacticalaac.blogspot.co.uk](http://www.praacticalaac.blogspot.co.uk)

For abstracts from ISAAC Pittsburgh

[www.patientprovidercommunication.org](http://www.patientprovidercommunication.org)

For information, resources and presentations about supporting communication across healthcare settings.

## **DATES FOR YOUR DIARY**

**ACOSCI.** Sydney, Australia, May 1-4, 2013.

<http://www.agosci.org.au/conf2013/preconfwork.htm>.

**Eastern and Central Europe AAC (ECEAAC) Conference,** Kiev, Ukraine. June 28-July 2, 2013.

**National pedagogical Dragomanov's University,** Kiev, Ukraine.

Opening of official registration on web-page November 1st, 2012. Closing on May, 15th,

**12th European AAATE Conference** in Vilamoura, Portugal. September 19 to 22, 2013.

<http://www.aaate2013.eu/>

## ACKNOWLEDGEMENT: ANNE WARRICK

Sharp-eyed readers of this newsletter may have noticed that, for the first time since its inception, Anne Warrick's name does not appear on its masthead, as either editor or associate editor. That is because Anne has, in effect, relieved herself of her editorial duties. Not wanting to stand in the way of anybody relieving themselves, we have reluctantly agreed to her request.

Nobody who knows anything about the progress of augmentative communication in emerging areas over the past thirty years will be unaware of Anne's unique contributions to the origins and growth of AAC in Poland, in India and in many other corners of the globe. Anne has kept in touch, and still keeps in touch, with scores of individuals struggling to fan the flames of AAC in places where it is little known and less appreciated, helping out wherever she can. More than fifteen years ago, her book *Communication Without Speech* was the first to be published in the ISAAC series. It subsequently has been translated into numerous languages (e.g., Chinese, Spanish, Polish), and remains the best introduction to AAC for people in emerging areas. It was Anne's idea to start this newsletter, and it was Anne who did the bulk of the heavy lifting in getting it off the ground and sustaining it from the start.

Even more unique, and effective, has been Anne's person-to-person style in establishing and maintaining her vast contact network across the AAC landscape. She doesn't just reach out, she touches. The people she touches are not just her colleagues, they are her friends. As two of those who are privileged to be her friends, we want to thank her for her many efforts in support of our Augmentative Communication World Network, this newsletter and, especially, the people in emerging areas that it is intended to serve.

Harvey Pressman and Sarah Blackstone

## FINAL THOUGHTS

Many thanks to all of you who contributed articles for this edition of our newsletter. During this year I have been fortunate to meet so many people who work to promote AAC around the world and to get to know others through email contact.

Thank you Anne for handing over the role of editor to me. It has given me an opportunity to be in contact by email with all of you.

For those of you who have iPads, I would like to share a final thought and a free app. It is called Toca Boca tea party. A fun interactive way to share cakes - no calories involved!

Til the next edition,  
Best wishes

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