



ISAAC 2016 PRE-CONFERENCE WORKSHOPS

The ISAAC 2016 Pre-conference Workshops are taking place Saturday and Sunday, August 6th and 7th. These workshops offer the unique opportunity to explore a number of specialized topics before the main conference. Stay tuned for more details!

	Saturday, August 6 th 2016
Morning	<p>Carole Zangari and Chris Bugaj AAC Practitioners in the 21st Century: Leveraging Our Efforts through Social Media and Digital Technologies Designed for busy professionals, this pre-conference session reviews practical ways that AAC practitioners can use selected social media venues and online tools to extend their reach. Participants will learn about tools to build interactive activities and images, expand their knowledge of digital curation, and discover new resources for disseminating information. Digital tools for teaching, data collection, assessment of learning, and providing feedback will also be addressed, along with options for free and low cost tools. Case examples showing the use of these tools in clinical and academic settings will be used to illustrate the utility of this approach.</p> <p>Kathryn Garrett and Joanne Lasker The AAC-Aphasia Framework: Where do we go now? The AAC-Aphasia Framework (Garrett & Beukelman, 1992; Garrett & Lasker, 2005) was developed to help match potential AAC interventions to the different ability levels and communication needs of communicators with severe aphasia. This workshop will address the following questions:</p> <ol style="list-style-type: none"> 1. What is the Framework? Why was it developed? 2. What types of communicators with aphasia does it focus on? 3. Does the Framework have validity? Has it been adequately validated? 4. How widely has it been adopted? 5. How can the AAC-Aphasia framework inform therapy? 6. Limitations and drawbacks to the AAC-Aphasia Framework 7. Looking Ahead – Research and Application

Saturday, August 6 th 2016	
Afternoon	<p>Jane Farrall What's up in Apple Apps? Recently, the number of Augmentative and Alternative Communication (AAC) apps available for iPad and iPhone has been decreasing. Many of the poorer quality apps are leaving the store, leaving a higher percentage of quality apps than previously. Many consumers are now identifying critical features they want in an app, fuelled by discussions on social media and a stronger voice from researchers, therapists, and from parents and individuals with complex communication needs as consumers. This presentation will cover a range of the “good APPles” – those which are full of rich juicy content, with ripe vocabulary backed by research and glossy with good support.</p> <p>Carole Zangari and Gloria Soto Supporting Vocabulary Development in Students Who Use AAC: Practical Approaches for Educators and SLPs Whether they are beginning communicators or have more advanced language skills, students who use AAC must acquire new vocabulary in order to succeed in school and become effective communicators. This presentation reviews current research on semantic development and discusses a framework for meaningful vocabulary intervention. Strategies and activities appropriate for teaching core and academic vocabulary will be addressed. Resources for vocabulary instruction appropriate for students using AAC across preschool, elementary, and secondary grades levels will be shared. Case examples will be used to illustrate ways in which robust vocabulary intervention can be addressed in clinical and educational settings.</p>

Sunday, August 7 th 2016	
Morning	<p>Linda Burkhart Communication and Learning Strategies for individuals with Rett Syndrome Individuals with Rett Syndrome face a variety of challenges to communication and learning. Severe dyspraxia makes it difficult for them to move their bodies according to their intents. Neurologically driven hand stereotypies often make them appear severely cognitively impaired. Reaching these children’s underlying cognitive abilities is difficult. How do you help them to juggle the motor coordination, sensory processing, communication, language, and cognition needed to effectively communicate their thoughts? How can we begin to look at assessment as a dynamic process that is integrated into instruction through meaningful and purposeful contexts? How can you modify communication systems and classroom materials to be accessible?</p> <p>Pat Mirenda Taking the Initiative: Supporting Spontaneous Communication in Students with Autism Spectrum Disorder Despite widespread use of the Picture Exchange Communication System (PECS), many minimally verbal students with autism fail to initiate even basic requests in the absence of adult directives. In many cases, this lack of spontaneity is the result of instructional errors during PECS implementation. The first part of this session will identify the most common of these errors and offer suggestions for remediation. The second part of the session will discuss the need to move “beyond PECS” in order to provide opportunities for students with autism to initiate messages through the use of core and fringe vocabulary displays.</p>

Afternoon

Rose Sevcik and MaryAnn Ronski

Debunking the Myths about Using AAC with Children and Adults

Myths are widely held but false beliefs. This workshop will provide an overview of myths that have hampered the use of AAC with both children and adults with disabilities. We will provide evidence to refute the appropriateness of these myths and present strategies for how to debunk them.

Ralf Schlosser and Oliver Wendt

Thinking about Research? Single-subject experimental designs: Strategies, quality standards, and pitfalls to avoid

Single case experimental designs are a rigorous methodology for evaluating the efficacy, effectiveness, and efficiency of AAC interventions. This half-day pre-conference workshop will highlight strategies for planning, implementing, synthesizing, and appraising single case experimental designs. In doing so, participants will gain knowledge regarding recent quality standards that warrant consideration at the planning stage. Furthermore, strategies for avoiding common pitfalls will be shared, drawing from both positive and negative illustrative examples.

Title: “The AAC-Aphasia Framework: Where do we go now?”

Short Abstract:

The AAC-Aphasia Framework (Garrett & Beukelman, 1992; Garrett & Lasker, 2005) was developed to help match potential AAC interventions to the different ability levels and communication needs of communicators with severe aphasia. This workshop will address the following questions:

1. What is the Framework? Why was it developed?
2. What types of communicators with aphasia does it focus on?
3. Does the Framework have validity? Has it been adequately validated?
4. How widely has it been adopted?
5. How can the AAC-Aphasia framework inform therapy?
6. Limitations and drawbacks to the AAC-Aphasia Framework
7. Looking Ahead – Research and Application

ISAAC 2016 Pre-Conference Workshop

Title: What's up in Apple apps?

Summary abstract: Recently, the number of Augmentative and Alternative Communication (AAC) apps available for iPad and iPhone has been decreasing. Many of the poorer quality apps are leaving the store, leaving a higher percentage of quality apps than previously. Many consumers are now identifying critical features they want in an app, fuelled by discussions on social media and a stronger voice from researchers, therapists, and from parents and individuals with complex communication needs as consumers. This presentation will cover a range of the "good APPles" – those which are full of rich juicy content, with ripe vocabulary backed by research and glossy with good support.

Long abstract: Recently the number of AAC apps available for iPad and iPhone has been decreasing, despite the number of apps constantly added to the app store. In the first half of 2015, 39 apps were removed from the app store and only 23 new apps were added.

App developers are required to update apps regularly to meet iOS requirements, and have constant requests and contacts from users and their support teams, producing a nearly constant process of updating and upgrading apps, which has resulted in some app developers withdrawing their apps from the app store.

In addition, many of the "consumers" of AAC apps are becoming more discriminating. In some cases, this is because users can see what a quality app can provide, and compare it unfavourably with a poor quality app. In other cases, this is because more therapists and researchers are using and supporting AAC apps and are have requirements for app implementation based on years of experience with AAC. Social media has also had a role in this. Many of the Facebook groups or Twitter conversations compare and contrast apps – talking about app features, problems, technical support and successes.

As a result of these trends, a higher percentage of good quality apps now appear on the app store compared to 2 years ago. The growth of AAC apps on the store has slowed down and the total number has actually decreased. More of the traditional AAC and assistive technology companies have released AAC apps in the last 12 months and these tend to have page sets supported by research and to have a greater range of features than many apps released onto the store in the past.

This presentation will focus on a range of the "good APPles" on the app store. These good APPles have rich, juicy content. They are easily edited and supported by a range of people. They can often be edited on a computer

and copied across to an iPad. They have a range of access options and use high quality symbol systems with a range of vocabulary. Good APPIes also have a ripe vocabulary. Many users want an AAC app with Core Vocabulary or Pragmatically Organised vocabulary. They want to be able to hide and show cells, to use it with a keyguard and make adjustments for vision and fine motor access. They want to be able to use it all day, every day with minimal customisation. Good APPIes also come with “gloss”, provided by an extra layer of free online training, support groups, support built into the app and even aided language stimulation training as part of the app itself.

As well as the Good APPIes this presentation will cover some of the tools available for evaluating AAC apps and information about some of the online support groups for discussing and implementing AAC on an iPad or iPhone.

Learning Goals:

Participants will be able to:

- List features of quality AAC Apps available for iPad/iPhone.
- Discuss some of the training options for available from different AAC app developers
- Describe some of the access options available in AAC apps
- Discuss options for selecting and comparing AAC apps

Activities

Participants will work in pairs to:

- Complete a feature-matching chart on one AAC app.
- Complete a rubric for evaluating the language of apps for AAC on one AAC app.

Learning Outcomes

Participants will have increased understanding of:

- The features of quality AAC Apps available for iPad/iPhone.
- The range of training options available from different AAC app developers
- The range of access options available in AAC apps
- A number of tools for selecting and categorizing AAC apps

ISAAC 2016: Zangari

1. Submission Title: AAC Practitioners in the 21st Century: Leveraging Our Efforts through Social Media and Digital Technologies
2. Author(s) First Name Carole
3. Author(s) Last Name Zangari
4. Author(s) Affiliation (University, Company, etc.) Nova Southeastern University
5. Primary Author Country of Residence US
6. Primary Author email address 6399 NW 47th Court, Coral Springs FL 33067
7. Primary Author Additional Contact Information (address, telephone, etc.)
8. Presenting Author(s) Carole Zangari, Chris Bugaj
9. Paper Stream(s) AAC Clinical Practices, and Professional Education
10. Paper Content Focus Area(s) – Development in AAC
11. Paper Key phrase(s) –
12. Paper Presentation Preference(s): 3-hour preconference workshop
13. Additional Comments or Requirements —
 - Workshop Submissions to Note: Aim of workshops, Learning goals for participants, Activities in workshop, Layout of room (lecture or tables)
 - All submissions to identify: A/V Equipment Needs, Presenter Accessibility Needs, etc. Good internet connection

LEARNING GOALS

Following completion of the activity, participants will be able to:

1. Discuss a rationale for and methods of using social media and digital technologies to support work in AAC
2. Identify at least 10 apps/websites to improve productivity and engagement
3. Discuss ways of utilizing social bookmarking, pod/screencasting, and digital curation in supporting AAC stakeholders

EXPECTED OUTCOMES

It is expected that participants will:

1. Identify their own goals for using social media
2. Improve their abilities to implement selected digital technologies in ways that align with their goals
3. Use a wider variety of social media tools and digital technologies to support their AAC work
4. Expand their base of resources for information on digital technologies and social media

SUMMARY ABSTRACT

Designed for busy professionals, this pre-conference session reviews practical ways that AAC practitioners can use selected social media venues and online tools to extend their reach. Participants will learn about tools to build interactive activities and images, expand their knowledge of digital curation, and discover new resources for disseminating information. Digital tools for teaching, data collection, assessment of learning, and providing feedback will also be addressed, along with options for free and low cost tools. Case examples showing the use of these tools in clinical and academic settings will be used to illustrate the utility of this approach.

EXTENDED ABSTRACT

AAC practitioners often play multiple roles. In addition to providing direct services to people with significant communication challenges, they may provide consultation and training to families and other professionals, mentor and supervise other professionals, teach AAC courses, manage assistive technology inventories/labs, and build public awareness. Due to their busy schedules, they may not have had time to learn about and begin using some of the social media venues or digital tools that can assist them in this work.

Many of the professional disciplines involved in providing AAC support are increasingly invested in online tools for education and information dissemination. In North America, most university-based AAC courses utilize the internet to at least a small extent, with students using it to view videos, visit AAC websites, participate in forums, and access handouts, for example. An increasing number of AAC instructors provide the actual instruction online. In some cases, the online component supplements traditional face-to-face (f2f) instruction. In others, the entire course is delivered online.

Many of the online tools and strategies used in academic courses can be leveraged for use in clinical settings as well (Chou, Hunt, Burke-Beckjord, Moser, & Hesse, 2009; Mesko, 2011). The proposed presentation introduces participants to a variety of digital technologies

and social media tools that can further their AAC work. Major topics are listed below.

- Aligning social media activities with professional goals; What do I want out of this? What fits best with my style and work habits? How can I build professional learning connections with social media?
 - Tools may include: Facebook groups/pages, Twitter, Google+ hangouts, Skype
- Building engagement with interactive activities and images; Infographics, avatars, digital storytelling
 - Tools may include: Tellagami, SketchNoting apps, sites for creating memes, Eas.ly, Blabberize, ThingLink
- Collecting and curating in the digital age; Social bookmarking
 - Tools may include: Diigo, Pinterest, Scoop.It, LiveBinders, Symbaloo
- Digital tools for disseminating and influencing
 - Tools may include: Periscope, Screencasting sites, such as Jing and Screencast-o-matic, podcasting tools, wikis, blogging, Paper.li
- Teaching and providing feedback with digital tools; Flipped videos
 - Tools may include: TedEd and similar sites, Explain Everything and similar apps; Moodle and Blackboard
- Digital tools for collecting information, feedback and assessment
 - Google forms; PadLet

A case study will be shared, demonstrating the use of these tools for clinical and educational purposes. The presentation will conclude with guiding questions to help participants develop an action plan for the implementation of selected tools.

OUTLINE OF ACTIVITIES

1. 20 min - Aligning social media activities with professional goals
2. 30 min - Building engagement with interactive activities and images
3. 30 min - Collecting and curating in the digital age
4. 30 min - Digital tools for disseminating and influencing
5. 30 min - Teaching and providing feedback with digital tools
6. 20 min - Digital tools for collecting information, feedback and assessment
7. 10 min - Case Study
8. 10 min - Moving Forward

Declaration of Interest Statement

1. The authors disclose they have the following financial or other interests in objects or entities mentioned in this paper: Dr. Zangari is the author of an educational blog (www.PrAACticalAAC.org) and social

media accounts that may be referred to in the course of this presentation. There is no revenue associated with the blog or any of the associated social media accounts.

Communication and Learning Strategies for individuals with Rett Syndrome

Linda J. Burkhart

100 words:

Individuals with Rett Syndrome face a variety of challenges to communication and learning. Severe dyspraxia makes it difficult for them to move their bodies according to their intents. Neurologically driven hand stereotypies often make them appear severely cognitively impaired. Reaching these children's underlying cognitive abilities is difficult. How do you help them to juggle the motor coordination, sensory processing, communication, language, and cognition needed to effectively communicate their thoughts? How can we begin to look at assessment as a dynamic process that is integrated into instruction through meaningful and purposeful contexts? How can you modify communication systems and classroom materials to be accessible?

Participants will be able to:

1. Explain how dyspraxia/apraxia and other neurological differences impact communication and learning for girls who have Rett Syndrome.
2. Describe practical strategies that enhance learning potential for children with Rett Syndrome
3. List strategies for developing 'light tech' and 'high tech' communication and access skills for individuals with Rett Syndrome
4. Explain the dynamic assessment process and describe how testing may be integrated into natural contexts

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1000 word summary:

Communication and Learning Strategies for individuals with Rett Syndrome

Rett Syndrome is A neuro-developmental, genetic disorder found mostly in girls. There is a phase of degeneration, but over-all it is not a degenerative disease. Children do make progress and learn. One of their greatest challenges is Apraxia/Dyspraxia. It is very challenging for them to put their intents into action. These individuals often have neurologically based breathing and alerting abnormalities that also affect the ability to move on intent. Additional Challenges with Autonomic Nervous system impact temperature regulation, circulation, sleep cycle disruptions, swallowing, gastro-intestinal movements, anxiety, and agitation

The inability to move increases with demand. The harder the child tries, the harder it is for her to perform on demand. Some of these individuals have learned strategic competencies such as moving away before moving toward what she intends. Dyspraxia/Apraxia Also Affects Movements that Control Speech. Neurological hand stereotypies are caused by the brain. These may make the child appear to be at a younger sensory motor stage and seeking oral stimulation. This is not the case. The child must over-ride them in order to move. Dyspraxia/Apraxia also affect movements that control non-verbal communication including non-verbal social signals and sustained eye contact (She may appear disinterested). These children often have trouble with typical skills that we classify as early communicative behaviors and, therefore, it is easy to make the Wrong Assumptions about Cognitive and Language Potential for Children with Rett Syndrome

Numerous strategies may be used to enhance learning. One of the most important strategies is to provide quiet wait-time. Repeated verbal instructions can cause the child to "re-boot" and have to start planning the movement again. Success often depends upon these individuals developing trust with specific people they know will allow the needed wait-time. Hand-

over-hand assistance is rarely helpful and often interrupts the intent to movement cycle, so this should be limited or eliminated. Occasionally, some individuals get stuck and have difficulty initiating movement. In this case, a small movement from a trusted individual to the child's shoulder, trunk or pelvis may free up the child to move on her own.

Social connection with others is one of the most consistent motivators for these individual. They are very sensitive to non-verbal communication and attitudes of others. Learning may often be enhanced by observing peers participating in an activity. One-one instruction may increase the pressure and make movement more challenging.

Due to effort required for initiating and carrying out movements, they need to see a good reason for doing something. Determine the purpose or goal of an activity from the adult's and child's perspective. When a child wants to do something, her brain actually acts more efficiently and that task becomes easier for the child. Prompting and helping too much can lead to Learned Helplessness. The role of teacher, therapist, and para-professional is to facilitate independence, active engagement, and support for problem solving - not just "get it right". Meaningful feedback vs. random praise for performance is most effective.

Developing communication skills begins with looking for, and responding to, any subtle communicative signals the child uses. Use of a robust AAC language system to model general receptive input - Aided Language Stimulation is essential. This system should be specifically designed to be efficient for the access needs of the individual, while still providing a robust vocabulary with a full range of communicative functions. "Touch Point Choices" (Dale Gardner-Fox M.S., RPT) provide a means for choice making. Movements for communication such as learning head movements for Yes/No as an alternative to pointing (NOT for responding to random questions) need to be specifically taught. Strategies for teaching yes/no head movements will be shared.

Both "light tech" and "high tech" AAC systems may be used. Some advantages of "light tech" or paper systems, include: portability, usability in multiple environments, multiple positions, require reduced motor demands, face to face connection with communication partner during the whole

process and the use of a 'smart partner' operating system. "Light tech" Systems Disadvantages include: size and weight of the system to provide a large vocabulary that is matched to the child's needs and the need for partner-training for operating the system correctly. "High tech" Systems advantages include: speech-generated voice that can be spoken out loud and the potential to initiate and communicate independently (when set up for use). "High tech" system disadvantages include the need for more refined motor and operational skills, more limited environments, dependence on battery power, possible equipment failure, need for higher levels of language competencies - increased time needed to prepare messages which are morphologically correct and may block visual range and face to face communication. All children who use a "high tech" communication system also require a "light tech" paper backup system. Strategies for implementing both "high tech" and "light tech" systems will be shared. We will look at the teaching learning strategies as well as the features of AAC systems that use partner-assisted scanning as well as eye-gaze as access methods.

We will also look at the process for teaching movements for communication including developing automaticity. We will also look at the difference between testing and teaching and how to integrate assessment into natural contexts. Parallel programming will be addressed to develop motor and language skills in parallel instead of hold back access to language until motor skills can be mastered.

Outline:

Communication and Learning Strategies for individuals with Rett Syndrome

General Characteristics of Rett Syndrome that Impact Learning

- Rett Syndrome is a neuro-developmental, genetic disorder found mostly in girls - There is a phase of degeneration, but over-all it is not a degenerative disease. Children do make progress and learn.
- One of their greatest challenges is Apraxia/Dyspraxia.
 - Apraxia is the inability to reliably connect thought to action

- Dyspraxia: the signal gets through some of the time, but may be delayed or misdirected
- Neurological connections are formed, but not as many
- Compare to using the back roads instead of the main highway
- Getting from intent to action takes more time!
- Breathing and Alerting Abnormalities Affect Ability to Move as Intended
 - Difficulties with autonomic nervous system controlled by the brain stem
 - Breathing dysrhythmias
 - Weak parasympathetic (automatic calming) response
 - May get too much or too little oxygen and/or carbon dioxide due to breathing
- Additional Challenges with Autonomic Nervous system
 - Temperature regulation
 - Circulation (sometimes to one extremity randomly)
 - Sleep cycle disruptions
 - Swallowing
 - Gastro-intestinal movements
 - Anxiety
 - Agitation
- Inability to Move Increases with Demand
 - The harder the child tries, the harder it is for her to perform it on demand.
 - May need to move away before moving toward what she intends
- Dyspraxia/Apraxia Also Affects Movements that Control Speech
- Neurological Stereotypies
 - Neurologically caused - child does not intend to make these movements
 - Varies with day, stress, anxiety, pain, fatigue and other unexplained reasons
 - Masks intelligence
 - Often confused with sensory integration problems
 - The Child Must Over-Ride the Stereotypies to Perform a Motor Task for Communication
 - Wait for a response beyond the stereotypy with patient anticipation
 - Splinting

- Music / Rhythm
- Intention/Interest
- Dyspraxia/Apraxia Also Affects Movements that Control non-verbal communication
 - Difficulty moving as intended affects other communication skills - non-verbal social signals and sustained eye contact (She may appear disinterested)
 - May make it difficult to maintain eye gaze and move eyes efficiently (even though eye-gaze may be a strength)
- These children often have trouble with typical skills that we classify as early communicative behaviors
 - Early communicative gestures
 - Directed or coordinated eye-gaze for joint attention
 - Non-verbal signals
- It is Easy to Make the Wrong Assumptions about Cognitive and Language Potential for Children with Rett Syndrome

Strategies to enhance learning

- Encouraging, Quiet Wait Time
 - Interact and then wait with attention
 - Sometimes look away to free gaze
 - Don't keep "re-booting" the system
 - They know when someone is waiting for them or not
 - They often learn which people will likely take the time to wait, so they can decide if it is worth the effort
 - Facilitate waiting: Movement, Proximity and Moving Your Face into the Child's View
- Limit or eliminate hand-over-hand assistance - try to support movement initiated by the child, instead of moving their hand for them
- Provide a little Movement Assistance when Stuck
 - Move her a little (hip, trunk, shoulder)
 - Separate hands
 - Only help once child shows intent
 - Allow child to complete movement on her own
- Understand that these children are very sensitive to non-verbal communications and attitude of others

- Very tuned into what you are thinking and will reflect hidden emotions
- Will often have certain people that they work well with - people they can rely on to wait and respect them
- Most of these children are significantly motivated by connection with Others:
 - Be interactive - socially engaging
 - Take turns, laugh, tease and share pleasure in little things
 - Teach the child next to them
- Due to effort required for initiating and carrying out movements, they need to see a good reason for doing something. Determine the purpose or goal of an activity from the adult's and child's perspective - Why am I doing this?
- When a child wants to do something, her brain actually acts more efficiently and that task becomes easier for the child
- Prompting and helping too much can lead to Learned Helplessness
- Role of teacher, therapist, and para-professional is to facilitate independence, active engagement, and support for problem solving - Not just "get it right"
- Problem Solving in a Scaffolded Environment allows for discovery learning
- External rewards and reinforcers can reduce mastery motivation and shift child's attention away from task toward the reinforce
- Empty praise is NOT helpful
- Meaningful feedback vs. praise for performance
 - Less general "cheering"
 - She knows when she did something or when someone just put her through the motions (hand over hand)
 - Focus meaningful praise and feedback on what she does do
 - No one likes to be told what to do all the time. Focus on providing feedback for what she does

Communication and Access Strategies

- Begin by looking for, and responding to, any subtle communicative signals the child uses
- Use a robust AAC language system to model general receptive input - Aided Language Stimulation
- Utilize Strategic Feedback Instead of Prompting

- Modeling by peers and/or adults can be a very effective strategy
- Indicating choices should always include options for "none of those" or "something else"
- Try "Touch Point Choices" - Dale Gardner-Fox M.S., RPT
- Teach Movements for Communication
- Learning Yes/No as an alternative to pointing - NOT for responding to random questions
- Partner-Assisted Scanning with objects, verbal lists, environmental gestures, and robust communication system
- Consider specific customizations for the design of the robust communication system for use with scanning
- Teach two movements to reject & accept - differentiated "YES" / "NO" signals
 - Dyspraxia prevents using any access methods that involve timing
 - Allows the child to maintain control of the speed of communication, enabling her to take as much time to process as needed
 - Less skill required from the partner by eliminating the timing element
 - Reduces partner influence and misreading of social responses within a scan
- Teach Yes/No Head Movements
 - Long term goal to use a natural gesture that will be readable by many communication partners down the road
 - Children are perceived as smarter if they use a more typical means of saying yes and no
 - Hand held talking switches may be used as targets for head to move toward during the yes/no training process as well as providing clear feedback to the child
 - Fade the use of switches and move to head movements for Yes/No as soon as possible. (Keep switches available for days when movement challenges are more severe)
- Light Tech vs High Tech
 - "Light Tech" Systems Advantages
 - Portability / Usability
 - Multiple environments
 - Multiple positions

- Reduced motor demands
 - Face to face connection with communication partner during the whole process
 - The use of a 'smart partner' operating system
- "Light Tech" Systems Disadvantages
 - size and weight of the system to provide a large vocabulary that is matched to the child's needs
 - the need for partner-training for operating the system correctly
- "High Tech" Systems Advantages
 - Speech-generated or pre-recorded voice that can be spoken out loud
 - Initiate and communicate independently (when set up for use)
 - Independence in message generation
 - Access to extensive vocabulary without adding weight as with a paper system
- "High Tech" Systems Disadvantages
 - need for more refined motor access skills
 - limited environments
 - dependence on battery power
 - equipment failure
 - Need for higher levels of language competencies - increased time needed to prepare messages which are morphologically correct
 - May block visual range and face to face communication
- Features for Communication Systems light or high tech
 - Robust language system
 - Designed for efficient use of alternative access method such as partner-assisted scanning or eye-gaze
 - Designed for conversation (both parts)
 - Designed for pragmatic use at any time
- Strategies for High Tech systems
 - Consider the difference between looking and pointing
 - Cover cameras while child is looking and not pointing
 - Teach child to pause while looking and then un-pause
 - Begin with highly motivating activities and games
 - Focus learning on child's intent, not following directions

- Partner-Assisted Scanning with iPad Apps
 - Pipe Cleaner Pointers
 - Won't activate screen
 - Clarifies what is being scanned
 - Helps focus visual attention
- Partner-Assisted Scanning with robust communication system such as PODD
 - Begin with receptive input
 - Reduce the use of questions - make statements and describe what is going on in a variety of contexts
 - Model what the child might be thinking and what her behavior might be saying
 - Recognize when she might have something to say
 - Offer her "do you have something to say" when it seems likely she does - be fine if she says no
 - Clear your mind
 - Scanning is not a series of questions
 - Use separate voices for operational scan (monotone, rhythmical) voice and interactive social communication
 - Whatever the child says/babbles is correct
 - Assume intention, even at the babbling stage and use the communication system to respond and talk to the child: expand, recast, continue the conversation
- Eye-Gaze
 - High tech: eye-gaze systems better at reading eye-gaze for communication than another person
 - Light tech: use eye-gaze for choices of 2 - 4 - not generally for communication, because of the limited number of items on a page
 - Individuals with Rett Syndrome are capable of using partner-assisted scanning for light tech communication access and eye-gaze for high tech communication access
 - All children who use AAC require a paper system, even if they have a high tech system, so that communication can happen in any context and position throughout the day - not just when the technology is set up and working
 - Light tech and high tech systems must have similarities so that use is transparent (symbols, organization of vocabulary, etc.)

- Light tech and high tech systems must have differences to take advantages of the particular efficiencies of each platform (message window selection, editing and operational controls, screen/book shape and size, smart partner operating system vs. computer operating system, etc.)
- Eye-gaze is a motor skill that needs to be learned
 - Different from just looking
 - Involves holding gaze and looking around screen for vocabulary,
 - Pausing or looking away for thinking and processing
 - Begin with simple games and motivating activities that reduce pressure for correctness when learning
 - Consider using a reduced set of vocabulary when introducing communication system on the eye-gaze device, if access is still challenging. Make sure to keep vocabulary symbols and organization consistent with light tech system and also next level to move to on eye-gaze

Developing Automaticity

- Developing automaticity takes practice
 - Thousands of Repetitions with
 - Intent
 - Purpose
 - and Variation
- Motivation Provides Intent
- Natural Context Provides Purpose and Variation

Testing vs. Teaching

- Being able to do something in context is different than taking a test about it
- Children Learn by Doing
- Emphasize Experience - Not Drills
- Problems with Testing and Assessment
 - Pressure to perform on cue - increases dyspraxia
 - No intent, purpose or variation
- Use Dynamic Assessment integrated into the day, instead of single session, multiple questions assessment
- Direct Questions Increase Difficulty of Moving with Intention

- Make Statements Instead:
 - I wonder where the _____ is
 - That is a _____
- 4 to 1 Rule of thumb in Natural Contexts:
 - 4 inputs: teaching, commenting, explaining, demonstrating, modeling (may need to be 5 or 6 to 1 at first)
 - 1 integrated test question related to that teaching (stated indirectly if possible)
 - Repeat (data collected over time not in one sitting)
- Plan and Look for Teachable Moments
 - Follow the child's interests - Relate information to the child's life experiences
 - Child needs to understand: Why am I doing this?
- "High Tech" eye-pointing and switch access
 - Remember: You can not use an access strategy to test a child, until that access strategy has become automatic
- The Juggling Act and Working Memory
 - Sensory
 - Motor
 - Language
 - Cognitive skills
- Girls with Rett Syndrome May Have Lost or Never Reached a Level of Automaticity with Motor Skills
 - May Require a Great Deal of Cognitive Effort to Move
- Balance Cognitive and Motor Difficulty
- Juggling Explains Inconsistency of Performance
 - Need to take successes and move on, as opposed to requiring repetition of the task over a given number of trials
 - Provide opportunities for repetition/practice within natural contexts with variation and natural motivation
- Parallel Programming instead of sequential
 - "Light Tech" Communication Book for Language
 - Switch Play to Develop Motor Skills
 - Play to Develop Eye-Gaze Motor Skills
 - Eventually: Combine Motor and Language Skills to Operate a Communication Device
- Assume Competence!
- Keep Your Expectations OPEN!

General Outcomes

This presentation will explore how dyspraxia/apraxia and other neurological differences impact communication and learning for girls who have Rett Syndrome.

Numerous practical strategies that enhance learning potential for children with Rett Syndrome will be shared

Strategies for developing 'light tech' and 'high tech' communication and access skills for individuals with Rett Syndrome will be discussed

The concept of a dynamic assessment will be presented along with practical strategies for how assessment may be integrated into natural contexts

Title: Take the Initiative: Supporting Spontaneous Communication in Students with Autism Spectrum Disorder

Short abstract: Despite widespread use of the Picture Exchange Communication System (PECS), many minimally verbal students with autism fail to initiate even basic requests in the absence of adult directives. In many cases, this lack of spontaneity is the result of instructional errors during PECS implementation. The first part of this session will identify the most common of these errors and offer suggestions for remediation. The second part of the session will discuss the need to move “beyond PECS” in order to provide opportunities for students with autism to initiate messages through the use of core and fringe vocabulary displays.

Long abstract: The Picture Exchange Communication System (PECS) is a manualized, evidence-based intervention that is used across the world to teach individuals with autism and other developmental disabilities to communicate basic wants and needs. Numerous research studies have documented its effectiveness; yet, clinicians often report that they “tried PECS but it didn't work,” implying that the positive outcomes reported in the published literature may be overly optimistic. In particular, a common shortcoming is that students with autism fail to initiate requests for desired items or activities; even after extensive PECS instruction; rather, they rely on adult questions (e.g., “What do you want?”) or directives (e.g., “You need to tell me what you want”) in order to initiate the picture exchange. This is ironic, in that PECS was specifically designed to teach spontaneous (e.g., self-initiated) requesting from the outset of instruction; thus, if the PECS protocol is followed, lack of spontaneity should (at least hypothetically) not be a concern. When this occurs, it is often the result of instructional errors during PECS implementation. Thus, the focus of the first part of this session will be on identifying common errors for each phase of PECS instruction, with suggestions for remediation. Another common concern reported by clinicians is that, even when PECS is used successfully, students with autism are limited in their ability to generate language beyond “I want ___” or “I see ___” messages, the main foci of PECS instruction. However, in recent years, an emerging body of research has examined the use of core + fringe vocabulary displays that are combined with aided language modeling strategies to address this concern. The second part of this session will review the research in this area as well as a number of promising practices that have the potential for supporting generative AAC language use by students with autism. Practical strategies for designing and using core vocabulary displays will be included in this part of the session.

Learning Goals and Outcomes

The goals of this workshop and the outcomes for participants are identical. Participants will be able to:

1. Identify common PECS instructional errors that may result in limited spontaneity, along with strategies for remediation
2. Identify a number of myths about vocabulary development and language use by individuals who rely on AAC
3. Identify the potential use of core + fringe vocabulary displays combined with aided language modeling for students with autism
4. Provide example of practical strategies for implementing core + fringe displays across a range of activities

Outline of Activities: This workshop will be primarily lecture-based, with learning activities embedded in the lecture and with numerous opportunities for participants to engage in dialogue and reflect on their own experiences with regard to the session topics.

Four Outcomes

Participants will be able to:

1. Describe recent research on children with ASD who remain nonverbal upon school entry
2. Describe the extent to which a number of commonly-used AAC interventions for individuals with ASD are evidence-based
3. Describe gaps in the research base on AAC and ASD, and provide suggestions for future research
4. Make recommendations for future research in AAC for individuals with ASD

a) Title: 10 -15 words

“Thinking about Research? Single case experimental designs: Strategies, quality standards, and pitfalls to avoid”

b) 100 word summary abstract

Single case experimental designs are a rigorous methodology for evaluating the efficacy, effectiveness, and efficiency of AAC interventions. This half-day pre-conference workshop will highlight strategies for planning, implementing, synthesizing, and appraising single case experimental designs. In doing so, participants will gain knowledge regarding recent quality standards that warrant consideration at the planning stage. Furthermore, strategies for avoiding common pitfalls will be shared, drawing from both positive and negative illustrative examples.

c) 1000 word long abstract

1. Planning

- Brief introduction to the basic types of designs available
- Selecting an appropriate design
- Considering quality standards when planning
- Considering use of appraisal tools at the planning stage

2. Implementation

- Brief introduction to the major issues involved in implementation
- Determining the onset of intervention (e.g., response-guided)
- Maximizing treatment integrity
- Maximizing reliability
- Considering quality standards when implementing
- Applying appraisal considerations during implementation

3. Analysis

- Choosing an appropriate quantitative outcome metric in addition to visual analysis
- Avoid common pitfalls in analyzing the demonstration of an effect

4. Synthesis

- Brief introduction to rationale for synthesizing multiple studies
- Brief overview of parametric and nonparametric approaches

5. Appraisal

- Introduce appraisal tools and considerations not already covered

6. Resources for further learning

- Resources will be shared at the workshops

d) Highlight a maximum of 4 learning goals

1. To understand strategies for selecting an appropriate design
2. To describe major pitfalls and strategies for avoiding them
3. To delineate how quality standards and appraisal considerations can be used upfront in planning and implementation.

e) Highlight an outline of activities

In addition to the above, participants will be presented with brief case examples/vignettes to which they need to react.

f) Highlight a maximum of 4 outcomes

1. Participants will understand strategies for selecting an appropriate design
2. Participants will be able to describe major pitfalls and strategies for avoiding them
3. Participants will be able to delineate how quality standards and appraisal considerations can be used upfront in planning and implementation.

Selected References

- Boesch, M., Wendt, O., Subramanian, A., & Hsu, N. (2013a). Comparative efficacy of the Picture Exchange Communication System (PECS) versus a speech-generating device: Effects on requesting skills. *Research in Autism Spectrum Disorders, 7*, 480-493.
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- Hassink, J.M., & Wendt, O. (2014). The efficacy of the Cycles Approach: A multiple baseline design. *Journal of Communication Disorders, 47*, 1-16.
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- Horner, R. H., Carr, E. G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single-subject research to identify evidence-based practice in special education. *Exceptional Children, 71*, 165-179.
- Kratochwill, T., Hitchcock, J. H., Horner, R. H., Levin, J., R., Odom, S. L., Rindskopf, D. M., & Shadish, W. J. (2013). Single-case intervention research design standards. *Remedial and Special Education, 34*, 26-38.
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- Schlosser, R. W. (2003). Single subject experimental designs. In R. W. Schlosser, *The efficacy of augmentative and alternative communication: Towards evidence-based practice* (pp. 86-146). San Diego, CA: Academic Press.
- Wendt, O. (2014). Experimental evaluation of *SPEAKall!* An evidence-based AAC app for individuals with severe autism. *Communication Matters, 28*, 26-28.
- Wendt, O., & Miller, B. (2012). Quality appraisal of single-subject experimental designs: An overview and comparison of different appraisal tools. *Education and Treatment of Children, 35*, 109-142

Title: Debunking the Myths about Using AAC with Children and Adults

Summary Abstract: (100 words)

Myths are widely held but false beliefs. This workshop will provide an overview of myths that have hampered the use of AAC with children and adults with disabilities. These are myths about funding, beginning services, the development of speech, technology and the use of speech-generating devices with older adults to name a few. We will provide evidence to refute the appropriateness of these myths. We will then engage in small group activities to review and develop present strategies for how to debunk them. The strategies will then be shared with the larger group.

Long Abstract (max 1000 words)

Myths are widely held but false beliefs. The field of augmentative and alternative communication (AAC) has advanced substantially over the last few decades. Despite these advances, the inclusion of AAC services and supports in a range of intervention services and supports for children and adults has been hampered primarily due to myths about the specific types of roles AAC can play. These are myths about funding for AAC services and supports, beginning AAC services, the development of speech and AAC, technology and the use of speech-generating devices with older adults to name a few. These myths seem to recycle themselves and continue to re-emerge in a range of contexts. The purpose of this workshop is to examine these myths, in light of the current literature on AAC, and to provide arguments and data to refute them.

Ronski and Sevcik (2005) argued that clinical myths are derived from individual professional's beliefs or assumptions sometimes without any empirical support. Sometimes myths are perpetuated despite empirical evidence to the contrary. A limited research base along with the immediate demands of providing clinical services have fostered practice that relies more on a professional's clinical intuition than on current data (Cress, 2003; National Joint Committee, 2002). There are a range of clinical myths that have developed about the use of AAC with children and adults. Each myth has grown out of information expressed in clinical literature but has not necessarily been backed up by empirical evidence to support or refute its use. Unfortunately, the myths remain and have become integrated into clinical practice. Their use in clinical practice may result in children and/or adults being inappropriately excluded from AAC supports and services. For example, the myth that AAC hinders or stops further speech development is a very common one. Ronski & Sevcik(2005) reviewed this myth and reported:

“... The myth that AAC is a “last resort” goes hand in hand with another myth about AAC. It is the impression that AAC will become the child's primary communication mode and take away the child's motivation to speak. In fact, the fear many parents, and some practitioners, have is simply not supported by the available empirical data. The literature actually suggests just the opposite outcome. There are a modest number of empirical studies that report improvement in speech skills after AAC intervention experience (see Beukelman & Mirenda, 2013; Ronski et al, 2010, for reviews). Sedey, Rosin, and Miller (1991), for example, reported that manual signs had been taught to 80% of the 46 young children with Down Syndrome (mean chronological age = 3 years, 11 months) that they surveyed. The families of these children also reported that they discontinued the use of the manual signs when the child began talking or when the child's

speech became easier to understand. Miller, Sedey, Miolo, Rosin, and Murray-Branch (1991) also reported that when sign vocabularies were included, the initial vocabularies of a group of children with Down Syndrome were not significantly different from those of mental age-matched typically developing children. Adamson and Dunbar (1991) described the communication development of a two-year old girl with a long-term hospitalization and a tracheostomy (is an incision into the trachea (windpipe) that forms a temporary or permanent opening for the child to breath) who used manual signs to communicate. When the tracheostomy tube was removed, she immediately attempted to speak and quickly used speech as her primary means of communication. Ronski, Sevcik, and Adamson (1997) evaluated the effects of AAC on the language and communication development of toddlers with established developmental disabilities who were not speaking at the onset of the study. Though families of these very young children were much more receptive to using AAC than the investigators initially thought they would be, they were quick to focus exclusively on speech when their child produced his or her first word approximation. For very young children, the use of AAC does not appear to hinder speech development (Cress, 2003). In fact, it may enhance the development of spoken communication that should be a simultaneous goal for intervention (Ronski, et al, 2010).”

In this workshop, we will provide an overview of myths that have hampered the use of AAC with children and adults with disabilities. We will provide evidence to refute the appropriateness of these myths as shown in the example above. We will then engage in small group activities to review and develop strategies for how to debunk them. The strategies will then be shared with the larger group.

Learning goals (not sure how these are different from outcomes)

- 1) To describe myths that hamper AAC service delivery
- 2) To characterize strategies to debunk myths

Outline of activities

- 1) Introduction to myths and how they may impact AAC service delivery
- 2) Characterization of myths that hamper service delivery
- 3) Present 4 written examples of myth scenerios
- 4) Small group activity -- break into small groups (depending on # in workshop): (review scenario, identify myth, problem solve, suggest strategy)
- 5) Come back together to review and discuss small group strategies
- 6) Summarize debunking the myths

Outcomes

As a result of this activity, the participant will be able to:

- 1) describe myths that hamper AAC service deliver y
- 2) implement strategies to debunk these myths



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 No Yes (if yes complete Financial Relationship Disclosure Form)

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 No Yes (if yes complete Non-Financial Relationship Disclosure Form)

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<input type="checkbox"/> Honoraria
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<input type="checkbox"/> Other financial benefit (please describe): <input style="width: 440px; height: 25px;" type="text"/> | <input type="checkbox"/> In kind
<input type="checkbox"/> Grants
<input type="checkbox"/> Gift
<input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
|---|--|

For what role? (Check all that apply)

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For what role?

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Kathryn L. Garrett, PhD CCC-SLP

Date



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|--|--|
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| <input type="checkbox"/> Consulting fee | <input type="checkbox"/> Grants |
| <input type="checkbox"/> Intellectual property rights | <input type="checkbox"/> Gift |
| <input type="checkbox"/> Speaking fee | <input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
| <input type="checkbox"/> Royalty | |
| <input checked="" type="checkbox"/> Honoraria | |
| <input type="checkbox"/> Hold patent on equipment | |
| <input checked="" type="checkbox"/> Other financial benefit (please describe): | <input type="text" value="reduced registration and 1 paid overnight stay in a hotel"/> |

For what role? (Check all that apply)

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- Personal interest, please describe:
- Bias, please describe:
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Program Planner/Instructional Personnel’s Name: Jane Farrall

Course Title: What's up in Apple apps?

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Signature

Date 11/7/16



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Planner/Presenter name: Jane Farrall

Financial relationship with (name of Company/Organization): Jane Farral Consulting

Date form completed: 11th July 2016

What was received? (Check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Salary | <input type="checkbox"/> In kind |
| <input type="checkbox"/> Consulting fee | <input type="checkbox"/> Grants |
| <input type="checkbox"/> Intellectual property rights | <input type="checkbox"/> Gift |
| <input type="checkbox"/> Speaking fee | <input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
| <input type="checkbox"/> Royalty | |
| <input type="checkbox"/> Honoraria | |
| <input type="checkbox"/> Hold patent on equipment | |
| <input type="checkbox"/> Other financial benefit (please describe): | |

For what role? (Check all that apply)

- Employment
- Management position
- Teaching and speaking
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- Ownership
- Consulting
- Membership on advisory committee or review panels
- Independent contractor (including contracted research)
- Other activities (please describe):



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Planner/Presenter name: Jane Farrall

Non-financial relationship with (name of Company/Organization/Institution):

Assorted app developers

Date form completed: 11th July 2016

What is the nature of the non-financial relationship? (Check and complete all that apply)

- Personal, please describe:
- Professional, please describe: App developers send me information to ensure their app descriptions are +
- Political, please describe:
- Institutional, please describe:
- Religious, please describe:
- Personal interest, please describe:
- Bias, please describe:
- Other relationship, please describe:

For what role?

- Volunteer employment
- Volunteer teaching and speaking
- Board membership
- Volunteer consulting
- Volunteer membership on advisory committee or review panels
- Other volunteer activities (please describe):

As described above; some app developers also provide me with a complementary copy of their app.



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Program Planner/Instructional Personnel’s Name: Linda J. Burkhart

Course Title:

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I am in compliance with these policies: (INITIAL HERE) LJB

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Do you have relevant financial relationships to disclose? No Yes (if yes complete Financial Relationship Disclosure Form)

Relevant non-financial relationships are those relationships that might bias an individual including any personal, professional, political, institutional, religious interest or cultural bias.

Do you have relevant non-financial relationships to disclose?
 No Yes (if yes complete Non-Financial Relationship Disclosure Form)

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I also understand that all completed Disclosure Forms must be incorporated within my paper proposal, as part of my Long or Extended abstract upload to the ISAAC Conference 2016 paper submission system.

Signature

Date: October 10, 2015

ISAAC Conference 2016 conference2016@isaac-online.org



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Financial Relationship Disclosure Form

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Program Planners/Instructional personnel have a **relevant** financial relationship if that relationship could influence the information presented in the course and could be perceived as a conflict of interest by learners.

Planner/Presenter name: Linda J. Burkhart

Financial relationship with (name of Company/Organization): Self Employed - Small Home business

Date form completed: October 10, 2015

What was received? (Check all that apply)

- Salary
- Consulting fee
- Intellectual property rights
- Speaking fee
- Royalty
- Honoraria
- Hold patent on equipment
- In kind
- Grants
- Gift
- Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds)
- Other financial benefit (please describe):
I have a small home business from which I sell a few pieces of software and books.

For what role? (Check all that apply)

- Employment
- Management position
- Teaching and speaking
- Board membership
- Ownership
- Consulting
- Membership on advisory committee or review panels
- Independent contractor (including contracted research)
- Other activities (please describe): I see some children privately for augmentative communication services.



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Non-Financial Relationship Disclosure Form

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Planner/Presenter name: Linda J. Burkhart

Non-financial relationship with (name of Company/Organization/Institution): Various Assistive Technology Vendors

Date form completed: October 10, 2015

What is the nature of the non-financial relationship? (complete all that apply)

Personal, please describe: friends and colleagues at conferences

Professional, please describe: Vendors often request my opinion and input on development and features of products.

Political, please describe:

Institutional, please describe:

Religious, please describe:

Personal interest, please describe:

Bias, please describe:

Other relationship, please describe:

For what role?

Volunteer employment

Volunteer teaching and speaking

Board membership

Volunteer consulting

Volunteer membership on advisory committee or review panels

Other volunteer activities (please describe):

Disclosure Statement - Linda J. Burkhart:

I have a small home business where I sell some of my own software activities and books. I sometimes demonstrate these activities at my trainings, along with other software titles from a variety of vendors. From time to time, I voluntarily consult with vendors as to features desirable for scanning access to their software and devices.



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Program Planner/Instructional Personnel Relationship Disclosure Form

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Program Planner/Instructional Personnel’s Name:

Course Title:

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Signature Date



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Financial Relationship Disclosure Form

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Planner/Presenter name:

Financial relationship with (name of Company/Organization):

Date form completed:

What was received? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Salary
<input type="checkbox"/> Consulting fee
<input type="checkbox"/> Intellectual property rights
<input type="checkbox"/> Speaking fee
<input type="checkbox"/> Royalty
<input type="checkbox"/> Honoraria
<input type="checkbox"/> Hold patent on equipment
<input type="checkbox"/> Other financial benefit (please describe): <input style="width: 440px;" type="text"/> | <input type="checkbox"/> In kind
<input type="checkbox"/> Grants
<input type="checkbox"/> Gift
<input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
|---|--|

For what role? (Check all that apply)

- Employment
- Management position
- Teaching and speaking
- Board membership
- Ownership
- Consulting
- Membership on advisory committee or review panels
- Independent contractor (including contracted research)
- Other activities (please describe):



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Planner/Presenter name:

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Date form completed:

What is the nature of the non-financial relationship? (Check and complete all that apply)

- Personal, please describe:
- Professional, please describe:
- Political, please describe:
- Institutional, please describe:
- Religious, please describe:
- Personal interest, please describe:
- Bias, please describe:
- Other relationship, please describe:

For what role?

- Volunteer employment
- Volunteer teaching and speaking
- Board membership
- Volunteer consulting
- Volunteer membership on advisory committee or review panels
- Other volunteer activities (please describe):



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Program Planner/Instructional Personnel’s Name:

Course Title:

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Signature

Date



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Financial Relationship Disclosure Form

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Planner/Presenter name:

Financial relationship with (name of Company/Organization):

Date form completed:

What was received? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Salary
<input type="checkbox"/> Consulting fee
<input type="checkbox"/> Intellectual property rights
<input type="checkbox"/> Speaking fee
<input type="checkbox"/> Royalty
<input type="checkbox"/> Honoraria
<input type="checkbox"/> Hold patent on equipment
<input checked="" type="checkbox"/> Other financial benefit (please describe): | <input type="checkbox"/> In kind
<input type="checkbox"/> Grants
<input type="checkbox"/> Gift
<input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
|---|--|
- 1/2 registration fee for ISAAC conference

For what role? (Check all that apply)

- Employment
 - Management position
 - Teaching and speaking
 - Board membership
 - Ownership
 - Consulting
 - Membership on advisory committee or review panels
 - Independent contractor (including contracted research)
 - Other activities (please describe):
- workshop presenter



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Date form completed:

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- Personal, please describe:
- Professional, please describe:
- Political, please describe:
- Institutional, please describe:
- Religious, please describe:
- Personal interest, please describe:
- Bias, please describe:
- Other relationship, please describe:

For what role?

- Volunteer employment
- Volunteer teaching and speaking
- Board membership
- Volunteer consulting
- Volunteer membership on advisory committee or review panels
- Other volunteer activities (please describe):



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Program Planner/Instructional Personnel’s Name:

Course Title:

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Signature

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Planner/Presenter name:

Financial relationship with (name of Company/Organization):

Date form completed:

What was received? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Salary | <input type="checkbox"/> In kind |
| <input type="checkbox"/> Consulting fee | <input type="checkbox"/> Grants |
| <input type="checkbox"/> Intellectual property rights | <input type="checkbox"/> Gift |
| <input checked="" type="checkbox"/> Speaking fee | <input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
| <input type="checkbox"/> Royalty | |
| <input type="checkbox"/> Honoraria | |
| <input type="checkbox"/> Hold patent on equipment | |
| <input type="checkbox"/> Other financial benefit (please describe): | <input type="text"/> |

For what role? (Check all that apply)

- Employment
- Management position
- Teaching and speaking
- Board membership
- Ownership
- Consulting
- Membership on advisory committee or review panels
- Independent contractor (including contracted research)
- Other activities (please describe):



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- Professional, please describe:
- Political, please describe:
- Institutional, please describe:
- Religious, please describe:
- Personal interest, please describe:
- Bias, please describe:
- Other relationship, please describe:

For what role?

- Volunteer employment
- Volunteer teaching and speaking
- Board membership
- Volunteer consulting
- Volunteer membership on advisory committee or review panels
- Other volunteer activities (please describe):



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Program Planner/Instructional Personnel’s Name: Oliver Wendt

Course Title: Thinking about Research? Single-subject Experimental Designs: Strategies, Quality Standards and Pitfalls to Avoid

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Signature

Date 06-22-2016



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Planner/Presenter name:

Financial relationship with (name of Company/Organization):

Date form completed:

What was received? (Check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Salary | <input type="checkbox"/> In kind |
| <input type="checkbox"/> Consulting fee | <input type="checkbox"/> Grants |
| <input type="checkbox"/> Intellectual property rights | <input type="checkbox"/> Gift |
| <input type="checkbox"/> Speaking fee | <input type="checkbox"/> Ownership interest (e.g., stocks, stock options or other ownership interest excluding diversified mutual funds) |
| <input type="checkbox"/> Royalty | |
| <input type="checkbox"/> Honoraria | |
| <input type="checkbox"/> Hold patent on equipment | |
| <input type="checkbox"/> Other financial benefit (please describe): | |

For what role? (Check all that apply)

- Employment
- Management position
- Teaching and speaking
- Board membership
- Ownership
- Consulting
- Membership on advisory committee or review panels
- Independent contractor (including contracted research)
- Other activities (please describe):



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- Professional, please describe:
- Political, please describe:
- Institutional, please describe:
- Religious, please describe:
- Personal interest, please describe:
- Bias, please describe:
- Other relationship, please describe:

For what role?

- Volunteer employment
- Volunteer teaching and speaking
- Board membership
- Volunteer consulting
- Volunteer membership on advisory committee or review panels
- Other volunteer activities (please describe):