



PRE-CONFERENCE WORKSHOP INFORMATION

Pre-Conference Workshops
Griffith University
Gold Coast, Australia 21 & 22 July 2018

Main Conference
Gold Coast Convention & Exhibition Centre
Gold Coast, Australia 23 - 26 July 2018

The ISAAC 2018 Pre-Conference Workshops provide a unique opportunity to explore a number of specialised topics in Augmentative and Alternative Communication. We have five exciting workshops planned, which will be delivered by 8 outstanding speakers from the USA, Canada, UK, and Australia.

The ISAAC 2018 Pre-Conference Workshops will take place on the weekend before the main conference, 21 & 22 July 2018, at Griffith University on the Gold Coast.

Presenter(s)	Details	Workshop Title
Linda Burkhart	Saturday full day workshop 9am-4pm	Communication and Access for Children who have Severe Physical Challenges and Cortical Visual Impairment
Diane Bryen Beth Moulam & Melinda Smith	Saturday full day workshop 9am-4pm	Daring to Dream: Turning Your Dreams Into Future Realities
Sam Sennott	Saturday morning workshop 9am-12.30pm	Evidence-Based Practice in Aided Language Modelling/ Aided Language Stimulation
Penny Hatch & Lori Geist	Sunday full day workshop 9am-4pm	Comprehensive Approaches to Literacy in AAC
Kathy Howery	Sunday full day workshop 9am-4pm	The Lived Experience of Speaking through a Speech Generating Device

Griffith University is easily accessible from both Brisbane and the Gold Coast via the G:link, the Gold Coast's tram network. ISAAC International would like to thank Griffith University for their support of the ISAAC 2018 Conference.

Saturday Workshops

Full Day Workshop, 9am – 4pm

Communication and Access for Children who have Severe Physical Challenges and Cortical Visual Impairment



Linda Burkhart
Private Consultant, USA

The combination of severe physical and visual impairments can significantly challenge the development of methods to access communication and education. Severe physical challenges limit the individual's ability to produce gestures, speech and movements to access AAC systems. Visual challenges limit the individual's ability to use standard visual symbols and educational materials. Many of these individuals need to learn to use Auditory or Auditory-plus Visual scanning to expressively communicate. Given the severity of their physical challenges, communication will be a primary method for many of these individuals to actively participate socially and academically.

This presentation will look at characteristics of CVI for those children who also experience severe motor challenges. What are the implications for modification of educational materials and communication systems? How can children develop automaticity of motor skills, while learning academic content and literacy? Come learn practical strategies to engage these children in active learning and interactive autonomous communication.

Saturday Workshops

Learning Outcomes

Workshop participants will be able to:

1. List characteristics of children who have cortical visual impairment and describe strategies for enhancing learning and communication.
2. Demonstrate how to use partner-assisted auditory and partner-assisted auditory plus visual scanning.
3. Discuss the concept of parallel learning to balance cognitive and motor components of activities while making sure the individual progresses in all areas.
4. Briefly describe the Stepping Stones to Switch Access process for teaching the motor cognitive skills to develop automaticity with switch access.
5. Discuss appropriate modifications to literacy instruction for children who have CVI and use switches for access to communication and learning.

Interactive Components

Participants will have the opportunity to practice partner-assisted auditory and auditory plus visual scanning.

Speaker Bio

Linda Burkhart is an internationally known teacher and leader in the field of assistive technology, adaptive play, and augmentative communication for children who face severe challenges with more than 40 years experience in this field. She has developed numerous adapted materials and innovative strategies for teaching children to be active learners and to develop their abilities to be participate in life. She is the author of a number of books and software titles on topics of assistive technology and augmentative communication. Linda was a classroom teacher for fifteen years. Then for eight years, she worked as an Augmentative Communication and Assistive Technology Specialist for the Center for Technology in Education, a joint project between Johns Hopkins University and the Maryland State Department of Education. Currently, Linda works as a private consultant and technology integration specialist. She presents trainings and workshops nationally and internationally.

Saturday Workshops

Full Day Workshop, 9am – 4pm

Daring to Dream: Turning Your Dreams Into Future Realities



Diane Nelson Bryen, Ph.D.
Professor Emerita,
Temple University, USA

Beth Moulam, UK



Melinda Smith, Australia

Daring to Dream is an intense and supportive interactive workshop for people with disabilities and their supporters followed up with a one-year support plan for turning their dreams into future realities. It starts with a dream, which is developed via a guided process, drawn in detail by a support purpose, and shared with the group. Dreams are nonnegotiable. The *Daring to Dream* process does not end with being bold enough to dream and share the dream with others.

Each participant then develops one or two objectives that can lead to the dream. Objectives must be positive (leading to or a piece of the larger dream) and possible (can be accomplished in one year). Through group interaction, each participant's objective is finalized based on being both positive and possible, including (1) resources needed, (2) important places to go to, and (3) people needed to help them accomplish the objective.

Learning Outcomes

Workshop participants and their supporters will be able to:

1. Demonstrate knowledge of why dreams are important and will develop a clear dream that can be illustrated and shared with others.
2. Demonstrate that dreams cannot be merely shared but must be turned into a plan that includes positive and possible objectives such as needed resources, places to visit, and people to provide needed supports.
3. Identify first steps to be taken to begin to turn dreams into future realities.
4. Recognize the importance of identifying a plan for taking the first steps, including enlisting a coach.

Saturday Workshops

Interactive Components

Daring to Dream is a fully interactive workshop that unfolds in multiple steps. Step 1 is identifying, describing in detail your dream in enough detail that a support partner can draw it, and sharing your dream with workshop participants. Step 2 is identifying a piece of your dream that is both positive and possible to be accomplished in one year and sharing it with other workshop participants. The final step is identifying the first step to be taken and identifying a dream coach. Each of these steps is guided with input and support from all three co-presenters.



Speaker Bios

Diane Nelson Bryen was professor of Special Education since 1973 and Executive Director of the Institute on Disabilities, Pennsylvania's University Center for Excellence since 1992 through to her retirement in 2008. She continues to be a leader, mentor, advocate, teacher, and researcher. Her work has been recognized internationally focusing on AAC, criminal justice, inclusive education, and assistive and accessible information and communication technologies. *Daring to Dream: Turning Dreams into Future Realities* has been presented throughout the United States and in India, Australia, Israel and South Africa. Her book of the same title has been published via Amazon's eKindle. She is a member of ISAAC's LEAD Committee.

Melinda Smith, OAM, is a visual and dance artist, living with cerebral palsy. She works in and out of her wheelchair and has performed as an improvised dancer since 2010. She has performed in India, Sweden and Australia. She is an author and public speaker and advocate for disability rights. Melinda works at the cerebral palsy education centre in Melbourne, and her mentor and public speaking engagements continue to be recognised nationally and internationally.

Beth Moulam is making her dreams a reality. She is a student at the University of York in England studying Social Policy. She lives independently in her own home and has represented her country at Boccia. More recently she had competed internationally as a runner (using a RaceRunner). Sport plays a major part in her life. Beth is an experienced presenter focusing on communication and advocating for others who use AAC.

Saturday Workshops

Morning Workshop, 9am – 12.30pm

Evidence-Based Practice in Aided Language Modelling/ Aided Language Stimulation



Samuel Sennott, Ph.D.
Assistant Professor
Portland State University, USA

Language input and interaction is a fundamental and important aspect of language development and AAC modeling/ aided language stimulation is a practice that creates rich input and interaction for people with complex communication needs. However, many still do not know about the practical, theoretical, and research underpinnings of the practice. Therefore, the purpose of this workshop is for you to learn about the current evidence base of AAC interventions that incorporate AAC modeling as a primary component, from both the researcher and non-researcher perspectives (individual, parent, teacher/ therapist). In this workshop, we will dive into the actual research studies and systematic research reviews, both analyzing and synthesizing the findings. We will also discuss the neuroscience of AAC modeling. The primary aim of this workshop is that each participant creates an operationalized plan for employing AAC modeling either as a researcher or from an individual/ family/ teacher/ therapist perspective.

Learning Outcomes

Workshop participants will be able to:

1. Describe the evidence base for AAC interventions that incorporate AAC modeling/ aided language stimulation as a primary component, from both researcher and non-researcher perspectives.
2. Describe neuroscience aspects of AAC modeling/ aided language stimulation.
3. Create an operationalized plan for employing AAC modeling/ aided language stimulation either as a researcher or from an individual/ family/ teacher/ therapist perspective.



Saturday Workshops

Interactive Components

Participants will create an operationalized plan for employing AAC modeling/ aided language stimulation either as a researcher or from an individual/ family/ teacher/ therapist perspective.

Speaker Bio

Samuel Sennott, Ph.D. is an Assistant Professor of Special Education at Portland State University (PSU). He is the founder of the new Universal Design Lab at PSU, which is focused on innovative research and development, teaching, and community service in the areas of augmentative and alternative communication (AAC), assistive technology, and universal design for learning through the power of mobile health technologies. He co-created the popular AAC app, the original Proloquo2Go for the iPhone, iPod Touch, and iPad that helps people with complex communication needs through speech synthesis. Dr. Sennott's primary line of research focuses on innovative AAC modeling/ aided language stimulation interventions.

Sunday Workshops

Full Day Workshop, 9am – 4pm

Comprehensive Approaches to Literacy in AAC



Penny Hatch, Ph.D.
Assistant Professor
Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill, USA



Lori Geist, Ph.D.
Assistant Professor
Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill, USA

This presentation will offer an instructional framework and practical approaches to teach emergent and conventional literacy to students with complex communication needs. The first half will address literacy and AAC for beginning communicators, readers, and writers through five emergent literacy instructional routines with a focus on students with the most complex needs who are not yet using symbols, signs, or speech to communicate for a range of purposes across partners and contexts. The second half will address conventional literacy for students who use AAC to engage and interact with others, have alphabet knowledge, and understand that print carries meaning. Participants will learn a framework for comprehensive conventional instruction.

Sunday Workshops

Learning Outcomes

Workshop participants will be able to identify:

1. Five evidence-based instructional routines that promote emergent literacy.
2. The elements of comprehensive conventional literacy instruction.
3. Student behaviors that suggest the student has developed strong emergent literacy understandings and is likely to benefit from conventional literacy instruction.
4. Two key strategies to support early symbolic communication development during emergent literacy instruction.
5. Two key strategies to support conventional literacy development for students who use AAC.

Interactive Components

Videos, Work Sample Analysis, Mock lessons

Speaker Bios

Penny Hatch, Ph.D., CCC-SLP is a research assistant professor at the Center for Literacy and Disability Studies in the Department of Allied Health Sciences in the School of Medicine at the University of North Carolina at Chapel Hill. Dr. Hatch is a former school-based speech-language pathologist who served students with complex communication needs. Her research addresses literacy and communication instruction for students with significant cognitive disabilities. She is currently a member of the research teams for Project Core and Tar Heel Shared Reader, two implementation science studies focused on providing professional development, resources, and tools to support teachers of students with significant cognitive disabilities and complex communication needs.

Lori Geist, PhD, is a speech-language pathologist and assistant professor at the Center for Literacy and Disability Studies in the Department of Allied Health Sciences at the University of North Carolina (UNC) at Chapel Hill. Prior to joining the research faculty at UNC, Lori worked in direct service, consultation, and product development, with her efforts concentrated on intervention approaches that target communication, language and literacy outcomes for individuals with complex communication needs. Her research interests center on leveraging technology in the delivery of effective intervention. She is currently the project director for Project Core.

Sunday Workshops

Full Day Workshop, 9am – 4pm

The Lived Experience of Speaking through a Speech Generating Device



Kathy Howery, PhD
University of Alberta, Canada

The field of Augmentative and Alternative Communication is emerging in understanding of both practice and praxis. Speech-generating devices (SGDs) are becoming smaller, more powerful and more accessible to people. While there is a growing body of evidence-based practices that can be drawn upon to support people who use these devices to communicate, there is still little understood about the phenomenon itself. What is it really like to speak with/through a SGD?

This workshop will explore insights into what it might be like to speak through a device derived from a multi-year project researching the meaning of this phenomenon in the lives of those who use SGDs, and implications for pedagogical practice. The phenomenon will be explored and discussed based on the themes of lived relation (relationality), lived body (corporeality), lived space (spatiality), lived time (temporality), and lived things and technology (materiality). Participation and reflection will be infused throughout the day.

Learning Outcomes

Workshop participants will be able to:

1. Learn about phenomenology as a method of qualitative research and why this type of research is important in providing answers to pedagogical questions.
2. Gain understanding of the meaning of a SGD in the lifeworld of people with severe speech impairments.
3. Obtain practical ideas for the adoption and development of value-sensitive design practices for the AAC.
4. Gain understanding of a SGD beyond the instrumental or “tool-like” conception that is common in the field of assistive technology.



Sunday Workshops

Interactive Components

Group discussion and reflection sessions will be infused throughout the day focusing on the research themes. Groups will be encouraged to develop and share ideas for practices that will be respectful of what it is really like to speak through/with a SGD.

Speaker Bio

Kathy Howery is an educational consultant and a sessional lecturer at several universities in Alberta. Kathy has published in the area of Universal Design for Learning and students with significant intellectual disabilities, and the lived experience of students who use Speech Generating Devices to communicate. In addition she has co-authored several book chapters focusing best practices in providing supports and services to students with complex needs.

Kathy provides ongoing consultation to several Alberta school jurisdictions. Most recently she is been working with Alberta's Provincial Low Incidence Collaborative Supports team.