

**SCHEDULE OF SESSIONS**

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Friday August 5, 2016**

Sub ID	From	To	Title	Room
	<u>9:00</u>	<u>17:00</u>		
			ISAAC International Executive Board Meeting - Day One	Pier 6

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Saturday August 6, 2016**

Sub ID	From	To	Title	Room
<b><u>9:00 - 12:00</u></b>				
			AAC Practitioners in the 21st Century: Leveraging Our Efforts through Social Media and Digital T	Pier 2
			The AAC-Aphasia Framework: Where do we go now?	Pier 3
<b><u>9:00 - 17:00</u></b>				
			ISAAC International Executive Board Meeting - Day Two	Pier 6
<b><u>9:30 - 12:30</u></b>				
			Dealing with Stupid Situations -- AAC Camp	Pier 7
			A Morning On Centre Island -- AAC Camp	Hotel Lobby Meet
<b><u>13:00 - 16:00</u></b>				
			Supporting Vocabulary Development in Students Who Use AAC: Practical Approaches for Educa	Pier 2
			What's Up in Apple Apps?	Pier 3
<b><u>14:00 - 17:00</u></b>				
			Explore the "Ark" -- AAC Camp	Queen's Quay

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Sunday August 7, 2016**

Sub ID	From	To	Title	Room
<b><u>9:00 - 12:00</u></b>				
			Communication and Learning Strategies for individuals with Rett Syndrome	Pier 2
			Taking the Initiative: Supporting Spontaneous Communication in Students with Autism Spectri	Pier 3
<b><u>9:00 - 17:00</u></b>				
			ISAAC Council Meeting	Pier 4 and Pier 5
<b><u>9:30 - 12:30</u></b>				
			Ripley's Aquarium -- AAC Camp	Hotel Lobby Meet
<b><u>9:30 - 17:00</u></b>				
			Engaging Possibilities Drama Workshop -- AAC Camp	Pier 7 and Pier 8
<b><u>13:00 - 16:00</u></b>				
			Debunking the Myths about Using AAC with Children and Adults	Pier 2
			Thinking about Research? Single-subject Experimental Designs: Strategies, Quality Standards, and	Pier 3
<b><u>14:00 - 17:00</u></b>				
			Who Are Your Heroes? -- AAC Camp	Pier 9

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Monday August 8, 2016**

Sub ID	From	To	Title	Room
<b>8:00 - 9:00</b>				
ISAAC Chapter Presidents Meeting				Pier 9
<b>9:00 - 11:00</b>				
Opening Ceremonies				Metro Ballroom
<b>10:30 - 11:00</b>				
Break AM -- Monday				Frontenac Foyer (Exhibit Booth Premium)
<b>11:00 - 12:30</b>				
96			Trying to Stay In-Time: Review and Study of SGD Use During In-Person Interaction	Harbour A
19			What is Your Plan? A Roadmap for Teaching AAC	Harbour B
434			Evaluating AAC Interventions Through Research Syntheses: Key Components and Critical Issues	Harbour C
130			AAC to support communication between children and parents with a neurodegenerative disease	Pier 2
79			Nurses' perspectives toward patient communication using a low technology communication board in an ICU.	Pier 2
448			Linguistic competence and AAC: A mentoring program to provide increased number of functional communication opportunities.	Pier 3
70			Video Mentoring Process during Intensive Interaction	Pier 3
314			AAC Assessment and Training: Mentors, Speech Pathologists, Families and Educators in an Inclusive Team Approach	Pier 3
244			Core vocabulary for students with significant cognitive disabilities: Essential tools, teaching strategies and assessment components	Pier 4
399			Core Vocabularies: Same or different for Bilingual Language Learning and Literacy Skill building with Symbols?	Pier 4
370			Symbol-Infused Play for Young Children with Complex Communication Needs	Pier 5
422			How and What do SLPs and Parents Learn about AAC Online?	Pier 5
21			A Systematic Review of Family-Led Interventions for Children with Complex Communication Needs.	Pier 5
23			Involvement in research: what helps or gets in the way for people who use AAC	Pier 7
468			Youth who use AAC articulate beliefs regarding the value of inclusion: implications for practice	Pier 7
95			The complicated relationship between construction and interpretation of graphic symbol utterances in 4- to 9-year-olds.	Pier 8
352			How Cognition Impacts Navigational Skills of Young Children: Taxonomic Versus Schematic Organization	Pier 8
109			The relationship between concepts and visual-spatial perception in children using aided communication	Pier 8
82			Comparison and structural alignment processes of learning new relational concepts in children with ASD	Pier 9

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Monday August 8, 2016**

Sub ID	From	To	Title	Room
<b><u>11:00 - 12:30</u></b>				
293			Gaze toward Social Interactions in Photographs by Individuals with Autism: Implications for AAC design	Pier 9
184			Effects of Peer Support Interventions on the Communication of Preschoolers with ASD: A Systematic Review	Pier 9
199			'Me and my extended shadow' - Building relationships with Personal Assistants	Yonge Room
492			Communication Challenges of an AAC-using College Student: How I Handle Brush-offs and Interruptions	Yonge Room
93			Best Laid Plans of Mice and Men – and Parents with a Speech Disability	Yonge Room
269			The Effects of Robot-based AAC symbols Intervention on Learning Action Word for Children with ASDs	Queen's Quay
48			Enhancing Early Intervention: Engaging Early Childhood SLPs in the AAC process	Queen's Quay
418			Technology, AAC Application and Community Inclusion in Thailand and South East Asia	Queen's Quay
410			Autoscopy as a tool for teacher training in Recursos Multifunction room in Rio de Janeiro	Queen's Quay
398			A new "way to say" AAC - A multi-disciplinary approach to AAC	Queen's Quay
378			Developing a Manual for Early Intervention Teachers to Create a Communication Book	Queen's Quay
181			Teaching aided communication: self-report and intervention by SLPs	Queen's Quay
242			Communication matrix as assessment tool for children with special needs	Queen's Quay
187			Effects of training paraprofessionals to use low-tech visual scene displays (VSDs)	Queen's Quay
343			AAC in cerebral palsy: its effects of using and not using in a Brazilian institution	Queen's Quay
308			Combining Pivotal Response Training and pragmatic communication book in communication intervention	Queen's Quay
108			Effects of AAC intervention on the communicative function of children with disabilities at perlocutionary stage	Queen's Quay
300			Phonological Awareness in Preschool Age Children with Developmental Disabilities	Queen's Quay
292			"Expanding Boundaries" – A Communication School for Parents	Queen's Quay
91			Acquisition of Play Actions and Vocabulary Using Different Speech-generating Displays for one Child with Autism	Queen's Quay
247			Core vocabulary for Zulu speaking preschoolers in need of AAC	Queen's Quay
483			Program Of Alternative Communication To Partners Communication from Students with Autism	Queen's Quay
<b><u>12:45 - 14:00</u></b>				
Meeting of La Francophonie				Pier 8
ISAAC LEAD (PWUAAC) Committee				Yonge Room

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Monday August 8, 2016**

Sub ID	From	To	Title	Room
<b>14:00 - 15:30</b>				
461			Ready, Set, Write! – Alternative Pencils & Writing for Students with the Most Significant Needs	Metro Centre
380			SIMPLIFY THE ROAD TO COMMUNICATIVE AUTONOMY Making PODD material easy accessible	Harbour A
59			Comparing AAC devices from low to high technology for children with developmental disabilities	Harbour A
374			Visual scenes - an alternative to displays organised in grids?	Harbour A
16			Presuming Competence: Supporting Communication for All Students!	Harbour B
39			Building and Sustaining AAC Capacity in a Large Urban School District	Harbour B
83			The effectiveness of a phonological reading program among Hebrew and Arabic speaking children with IDD	Harbour C
120			Incorporating augmentative and alternative communication in books for Arab and Jewish toddlers with complex disabilities	Harbour C
170			Measuring Phonemic Awareness without Speech Responses: Investigating the Validity of a New Assessment	Harbour C
216			AAC and MND/ALS: Seeking Improved Outcomes through Early Engagement in Assessment, System Design and Implementation	Pier 2
139			Training an interdisciplinary clinical team in the use of goal attainment scaling	Pier 2
110			Expectations of relevance and truthfulness - partners in conversations between aided and naturally speaking communicators	Pier 3
52			The 'Telling Stories' Project: Exploring narrative construction between children who use AAC and educational staff	Pier 3
17			AAC and Consultative Service Delivery: When Core Words Don't Work	Pier 3
252			Using Core Vocabulary During Shared Reading and Guided Reading	Pier 4
168			AAC Success: Building Competent Communicators in the Classroom	Pier 4
469			Two Girls Who Use Communication Aids Interact with Peers and Adults: A story of discernment	Pier 5
135			Pain communication of children with cerebral palsy in South African school settings: AAC implications	Pier 5
239			Comparative Effects of two AAC systems on vocal productions of children with Motor Speech Disorders	Pier 5
296			Successful Employment of Individuals with Autism Spectrum Disorder who Use Augmentative and Alternative Communication	Pier 7
138			Experiences of Volunteers and Individuals with Complex Communication Needs: Perspectives Across Settings of Active Recreation	Pier 7
92			The Right to Be Heard- Access to Justice in Israel for people who use AAC	Pier 7
100			Building Bridges: A Bridge for Effective Inclusion	Pier 8
477			Classmates' significance to reach inclusive education	Pier 8
406			Engaging Adolescent Learners With ASD and CCN in Literacy Instruction: Effects of Adapted Instruction	Pier 9
226			Video modelling and video self-modelling: Facilitating reciprocal conversation in adolescents with ASD using AAC	Pier 9
232			Communication at any time - Alternative access to communication boards and books	Metro East

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Monday August 8, 2016**

Sub ID	From	To	Title	Room
<b><u>14:00 - 15:30</u></b>				
420			Mindfulness + Compassion = Inner Peace	Yonge Room
68			Someone like Thomas Banks	Yonge Room
<b><u>15:00 - 17:00</u></b>				
<b>AAC Town Hall Meeting</b>				<b>Metro West</b>
<b><u>15:30 - 16:00</u></b>				
<b>Break PM -- Monday</b>				<b>Frontenac Foyer (Exhibit Booth Premium)</b>
<b><u>16:00 - 17:30</u></b>				
268			Predictable Chart Writing: From Ideas to Books (Including Digital Books!) for Emergent Writers	Metro Centre
415			Supporting a Team in Planning and Implementing AAC for a Child with Intellectual Disability	Metro Centre
101			Including persons with complex communication needs in research – a methodology based on Talking Mats	Pier 7
159			Keep your own voice as synthetic speech for use on your assistive device	Pier 7
430			Daily Decision Making of Adults with Severe Communication Problems: Perspectives from Professional Caregivers	Pier 7
333			Bringing Some Core AAC Issues and Blissymbolics Together	Pier 8
328			A cloud is water in the sky. Blissymbolics: A tool for teaching words and meanings	Pier 8
433			The use of Blissymbolics in a multilingual classroom	Pier 8
463			Experimental evaluation of a parent-implemented AAC intervention protocol for children with severe autism	Pier 9
327			AAC for Children with Autism: How Clinical Specialists Approach Assessment	Pier 9
402			Multiple approaches for vocabulary selection and organisation to meet the individual's varied, autonomous communication require	Metro East
136			Model for vocabulary selection of sensitive topics: An example from pain-related vocabulary	Metro East
431			The state of AAC in English-speaking countries: results of an online survey	Yonge Room
336			Designing AAC interventions and research to improve outcomes for individuals with complex communication needs	Yonge Room
388			Imaginative and creative participatory research in augmentative and alternative communication	Yonge Room
486			The Effects of Switch Training in AAC Intervention on Children with Severe Physical Disabilities	Queen's Quay
185			Characteristics of narratives by children who use communication books - a case study of two	Queen's Quay
297			Groupement du vocabulaire de base pour les jeunes enfants francophones	Queen's Quay

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Monday August 8, 2016**

Sub ID	From	To	Title	Room
<b><u>16:00 - 17:30</u></b>				
94			IKT and Establishing a Collaborative Research Team: Best Practices for Literacy	Queen's Quay
317			Systematic review of educator-reported outcomes for young people who use AAC in school activity settings	Queen's Quay
356			Communicative strategies of young aided communicators when describing visual scenes to different partners	Queen's Quay
302			Wucailu Autism Research and Intervention Center brings AAC to Chinese Children	Queen's Quay
324			Facilitating reading and writing in children with intellectual impairments: A South African study of Blissymbolics	Queen's Quay
505			THE COMMUNICATION OF A CHILD WITH AUTISM SPECTRUM DISORDER ON THE PROFESSIONAL'S PERCEPTION	Queen's Quay
465			Role Playing and AAC: A Therapeutic Approach to Improve Spontaneous Conversational Exchanges in Natural Contexts	Queen's Quay
466			Language use during mathematics activities: differences between directing and doing activities using a robot	Queen's Quay
408			Recounting of stories by children with Down Syndrome: influence of use of AAC	Queen's Quay
423			USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION WITH AUTISC STUDENTS IN REGULAR SCHOOL	Queen's Quay
1			Language Development and Social Identity for an Adolescent Using Augmentative Communication	Queen's Quay
266			Scoping review on augmentative and alternative communication (AAC) interventions in low-and-middle income countries	Queen's Quay
3			Functional Communication Training using image2talk app to reduce challenging behaviour	Queen's Quay
425			Interdisciplinary Teamwork and Parent-Professional Collaboration: Developing Individualized AAC Systems for Students with Multi	Queen's Quay
389			Identification performing of graphic scene symbols representing verbs for Korean children with intellectual disability	Queen's Quay
126			Parent Stress and Speech Generating Devices: The Effects of Child, Parent and Intervention-Related Factors	Queen's Quay
127			Effects of adapted books using AAC on the reading ability of a child with disabilities	Queen's Quay
209			Interagency Collaboration: AAC in Action from Classroom Implementation to Summer Camp!	Queen's Quay
131			Able to be Active Communicator: Blind get Bright Language	Queen's Quay
365			The improving Communication Skills through iPad with AAC Intervention for a Student with Down Syndrome	Queen's Quay
118			Le iPad, un CAA qui facilite l'intégration de jeunes sourds dans leur vie active	Queen's Quay
43			Language Components Targeted in IEP Goals/Objectives for Students Who Use AAC	Queen's Quay

**18:00 - 20:00**

ISAAC Conference 2016 Welcome Reception

Harbour Ballroom



## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Tuesday August 9, 2016**

Sub ID	From	To	Title	Room
<b>8:00 - 9:00</b>				
<b>Exhibitor and Sponsor Breakfast</b>				<b>Pier 5</b>
<b>8:30 - 10:30</b>				
338			Evidence-based Literacy Intervention and Apps for Individuals Who Require AAC	Metro Centre
188			Beyond Please & Thank You: The importance of teaching social communication to children using AAC	Harbour A
203			Putting Patient-Provider Communication at the Forefront: Overcoming Barriers through Phases of Pediatric Inpatient Program Dev	Harbour B
347			Coaching increased communication competence in AAC Users	Harbour C
284			Silent Witnesses: AAC and legal capacity	Pier 2
295			Developing a database of goals using the Visual Immersion System framework and Goal Attainment Scaling	Pier 2
479			Intersubjective Understanding and Collaborative Repair in Augmentative and Alternative Communication	Pier 2
303			Communication with Patients with Acquired Speech-Language Disorders in a Rehabilitation Hospital: Staff Perceptions and Practic	Pier 2
386			Semantic Intervention in AAC: Engaging Learners with Digital Media	Pier 3
451			Social Media and Scanning Access: Navigating Solutions Part II	Pier 3
392			The Words, Whys and Ways to Implement Core Word Vocabulary in Schools	Pier 4
186			Creating a non-English core word vocabulary: Challenges faced while developing the Spanish Proloquo2Go vocabulary	Pier 4
367			Teaching Core and Language in Bilingual Settings	Pier 4
152			Attitudes towards AAC among teachers/parents of children with disabilities and support analysis in China	Pier 7
351			Brazilian Family Attitudes toward Aided Communication intervention and Use	Pier 7
335			PARENTS OF CHILDREN WITH COMPLEX COMMUNICATION NEED: FAMILY STRESS AND QUALITY OF LIFE	Pier 7
9			The effect of non-powered mobility on the engagement of young children with severe mobility impairment.	Pier 8
150			Movement Matters!! Children with SSPI Use Hands-free Support Walkers to Move, Play, Interact, and Learn	Pier 8
285			AAC in mainstream schooling. Four motor disability cases.	Pier 8
354			Optimizing the interface of Augmentative and Alternative Communication devices in children with dyskinetic cerebral palsy	Pier 8
169			Using the Communication Matrix Suite to Improve Educational Goals and Outcomes for AAC Users	Pier 9
348			Using the ICF to improve language learning outcomes	Pier 9
279			Managing sensation for intelligible, autonomous/functional communication	Pier 9
112			Promoting Communication in Inclusive Settings: Collaboration and Peer Support for Students who use AAC	Pier 9

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Tuesday August 9, 2016**

Sub ID	From	To	Title	Room
<b><u>8:30 - 10:30</u></b>				
409			Balancing MultiModal Communication: What girls with Rett Syndrome are teaching the experts about eye-gaze etc.	Metro West
145			PoWRRS Play communication protocol for young children with physical disabilities: Moving evidence into practice	Metro East
<b><u>9:00 - 10:30</u></b>				
64			Experiences of people with Complex Communication Needs developing romantic or sexual relationships: Preliminary findings	Yonge Room
493			Importance of Interactions: A Few Examples of Unaccidental Encounters	Yonge Room
272			Building Lasting Relationships using Core Vocabulary	Yonge Room
<b><u>9:30 - 10:30</u></b>				
400			AAC for every kid! Creating an inclusive communicative pre-school environment using the CompAL-model	Pier 5
<b><u>10:30 - 11:00</u></b>				
			<b>Break AM -- Tuesday</b>	<b>Frontenac Foyer (Exhibit Booth Premium)</b>
<b><u>11:00 - 12:30</u></b>				
361			Emerging Identities in Interaction: AAC and stance	Metro Centre
419			Presence and use of AAC resources in public schools in São Paulo, Brazil	Metro Centre
462			Applying Cultural-Historical Activity Theory when Analysing Augmentative and Alternative Communication	Metro Centre
77			Improving the performance of Multifunctional Resource Rooms teachers in using AAC resources	Harbour A
499			Creatively Implement Communication in the Classroom	Harbour A
249			Teaching Students with Complex Communication Needs: Free Professional Development and Instructional Resources	Harbour B
165			COCP in the classroom: Effects of training and coaching teachers on equal participation in groups	Harbour B
251			"A Picture's Worth a Thousand Words." An AAC Intervention to increase participation for children	Harbour C
255			Exploring the Effect of Aided Language and Explicit Instruction Strategies on Children with Developmental disabilities	Harbour C
24			Using a Vocabulary File in Touch Chat for People with Aphasia: Case Studies	Pier 2
47			Aphasia iPad User Group: Establishing a Collaboration between Users, Therapists and Researchers	Pier 2
78			Steps Toward Preparing People with Complex Communication Needs for Emergencies and Medical Encounters	Pier 3
401			Core word templates to scaffold language development in Proloquo2Go	Pier 4

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Tuesday August 9, 2016

Sub ID	From	To	Title	Room
<b>11:00 - 12:30</b>				
444			"Efshar Lomar" A robust core vocabulary display design supporting languages with rich morphology	Pier 4
200			Basic Concept Depiction: The Study of Iconicity	Pier 4
250			How AAC Brought Us Together – Vocabulary Development and Language Acquisition in Early Family-Child Interaction	Pier 5
161			Reading-Related Phonological Processing Interventions for Individuals who use AAC	Pier 5
142			Toward clarification of augmented input techniques for persons with developmental disabilities who use aided AAC	Pier 7
331			Augmentative and Alternative Communication for Adults with Total Locked-In Syndrome	Pier 7
359			Transforming a Snoezelen Room: Creating Opportunities for Early Communication and Switch Skills	Pier 8
202			Moving Beyond the Device Mentality for AAC	Pier 8
435			KinesicMouse: More-Than-Meets-the-Eye Head and Face Controlled Mouse	Pier 8
106			Access to AAC in a geographical sample of children with CP	Pier 9
177			A SPEECH-TO-IMAGE APP FOR COMMUNICATION PARTNERS TO FOSTER MODELING AND TO SUPPORT RECEPTIVE COMMUNICATI	Pier 9
313			ComAlong PIMD – evaluation of a communication course for parents of children with multiple disabilities	Pier 9
432			Teaching Movements for Communication for Individuals who have Rett Syndrome	Metro West
412			Parent Communication During Shared Book Reading with Girls with Rett Syndrome	Metro West
315			A Comparison of graphic symbol learning by children without disabilities across two instructional strategies.	Metro East
173			Introducing CommuniKate: The Open, Transferable, Symbol based, Page Set	Metro East
154			EASY BOARD – A NEW APPROACH TO THE PRODUCTION OF ALTERNATIVE COMMUNICATION BOARDS	Metro East
144			Speaking Musically - Goes without Saying!	Yonge Room
417			The journey of the Imagining Possibilities Leadership Team	Yonge Room
344			Parent-reported effectiveness of AAC interventions for youth: A systematic review of outcome measures	Queen's Quay
437			Why do we want to talk about sexuality?	Queen's Quay
158			How do the participants make aided conversations in their everyday interaction? A research plan.	Queen's Quay
298			Self-reports of adults with developmental disability using mobile technology for independence and community living	Queen's Quay
403			Breathing new life into communication: Making an old book new again	Queen's Quay
125			Dialogic Reading for Children with Autism Spectrum Disorders: A Review of AAC Needs and Interventions	Queen's Quay
319			From experience to communication	Queen's Quay
223			AAC services via mobile health technology applications: SLP and caregiver perceptions in rural South Africa.	Queen's Quay

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Tuesday August 9, 2016**

Sub ID	From	To	Title	Room
--------	------	----	-------	------

**11:00 - 12:30**

238			Implementation of AAC aids in schools for students with special educational needs: teachers' perceptions	Queen's Quay
286			Developing communication support for elderly people with cognitive impairments in the IN LIFE project	Queen's Quay
58			Environmental Barriers and Facilitators in the use of AAC Brazilian Experience: SLP and families' perspective	Queen's Quay
325			LITERACY DEVELOPMENT IN CHILDREN WITH AUTISTIC SPECTRUM DISORDERS : CASE STUDENT	Queen's Quay
377			Millars' Eastern Tour	Queen's Quay
115			Meaning-making and AAC Intervention: Engagement and Participation	Queen's Quay
128			Quality of Life of Children who use AAC: Child, Sibling, and Caregiver	Queen's Quay
311			LIFE After High School and AAC	Queen's Quay
458			"It's not our children, but we who are really disabled": Parent perspectives from India	Queen's Quay

**12:45 - 14:00**

			Chapter Meetings (Group One): ISAAC-USA (USSAAC)	Harbour A
			Chapter Meetings (Group Two): ISAAC-India	Pier 2
			Chapter Meetings (Group One): ISAAC-Brazil	Pier 3
			Chapter Meetings (Group One): ISAAC-Canada	Pier 4
			Chapter Meetings (Group One): ISAAC-Australia	Pier 5
			Chapter Meetings (Group One): ISAAC-Denmark	Pier 7
			Finland Meeting	Pier 8
			Chapter Meetings (Group One): ISAAC-FSC (French-Speaking Countries)	Pier 9

**14:00 - 15:30**

			ISAAC Outstanding Consumer Lecture Award	Metro Ballroom
--	--	--	--	----------------

**15:30 - 16:00**

			Break PM -- Tuesday	Frontenac Foyer (Exhibit Booth Premium)
--	--	--	---------------------	---

**16:00 - 17:30**

213			Speech Generating Device Funding in the United States: Current Opportunities and Issues	Harbour A
-----	--	--	---	-----------

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Tuesday August 9, 2016**

Sub ID	From	To	Title	Room
<b>16:00 - 17:30</b>				
454			Students with Communication, Intellectual & Physical Challenges CAN Read - Phonics Instruction WITHOUT the Drill!	Harbour B
369			Consistent Structure – Individual Trainings	Harbour C
509			Reclaiming Life: Use of AAC after Stroke or Brain Injury to Restore Participation in Life	Pier 2
375			Learning Effect of Sentences Production by the Voice-Output Communication Aid in a Stroke Patient	Pier 2
85			Look What Eye Can Communicate! Eye Tracking Technology for Girls With Rett Syndrome	Pier 3
323			Parent Report of Potential Communicative Acts in Individuals with CHARGE Syndrome	Pier 3
320			Structured use of eyegaze-technology for beginning (early) users and people with ambiguous consciousness	Pier 3
73			The MELD Project: A Language and Literacy Initiative for PreK Children with Complex Communication Challenges	Pier 4
191			Supporting language/literacy skills of people who use AAC: What's cooking?	Pier 4
259			Building communication accessible school communities	Pier 5
438			"Just-in-time" programming: developmental appropriateness and implications for beginning communicators	Pier 5
473			Using the iPad to support peer interaction for preschool children with complex communication needs	Pier 5
<b>Executive Board (EB) Meet and Greet</b>				<b>Pier 7</b>
341			Collaborating for Success: Regional Collaborative Service Delivery for Children and Youth with CCN in Alberta	Pier 7
355			Producing a Bilingual Training Video: A Cross-Border Collaboration	Pier 8
34			Factors that enhance/inhibit children with cerebral palsy, to access switches for leisure and communication	Pier 8
62			Reducing negative emotional reactions in a child with autism through AAC: Experiences from China	Pier 9
382			"It's a Magic Board!" Introducing Augmentative and Alternative Communication (AAC) to Preschoolers with Autism	Pier 9
460			Putting the Social into Social Media: How to Make Connections Online and In-Person	Yonge Room
416			Anthony's Story: AAC Access and Beyond	Yonge Room
<b>19:00 - 22:00</b>				
<b>Social Event</b>				<b>Steamwhistle</b>

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Wednesday August 10, 2016

Sub ID	From	To	Title	Room
<b>8:30 - 10:30</b>				
340			Designing effective AAC systems for young children with complex communication needs to support communication development	Metro Centre
475			Teaching Conversational Skills for AAC users through Video Modeling	Harbour A
446			Where are the Books for Students with Complex Communication and Physical Needs?	Harbour B
201			Importance of and strategies to support social media use for individuals who use AAC	Harbour C
264			An AAC social media intervention for people with primary progressive aphasia	Pier 2
42			Using Visual Scene Displays to Improve Storytelling Conversations by Adults with Aphasia	Pier 2
4			Improving Communication and Participation in Mental Health & Social Justice Settings using Visual Support	Pier 2
261			Early Development of Emotional Competence Tool for Children with Complex Communication Needs: Development and Evidence	Pier 3
6			Improving Professional Development for School Staff: Supporting AAC Users in the Classroom	Pier 3
278			ToneTable – starting a hands on conversation about tone of voice in AAC	Pier 4
329			The meaning of voice in the lives of young people who speak through SGDs	Pier 4
2			Integrating Language Development and Technology for Students with Multiple Disabilities	Pier 5
54			Come on Sign Out Loud	Pier 5
41			Developing Participation: An AAC Model for Practitioners, Parents, and Children	Pier 7
283			AAC as a support during clinical assessment and intervention within child psychiatry	Pier 7
137			Comprehension, Technology, Research and Practice: Bring it All Together for Students who use AAC	Pier 7
502			Vision technology: Exploring the software, potential issues,	Pier 8
69			Assessment of cognition and follow-up of AAC interventions in two children with visual impairments	Pier 8
436			Meeting the Communication Needs of AAC Users with Low Vision or Blindness	Pier 8
20			Communication Access to Justice	Pier 9
80			Testifying in court: Vocabulary required by illiterate individuals with complex communication needs	Pier 9
67			MESSAGE BANKING: COMPARING PERCEPTIONS OF PEOPLE WITH MND, SIGNIFICANT OTHERS AND SPEECH LANGUAGE PATHOLO	Pier 9
219			Providing Communication Access for Patients: The Role of AAC Across Healthcare Settings	Metro West
262			Problem-solving access for students with complex communication, sensory and motor challenges in inclusive school settings	Metro East
357			Young Aided Communicators Narrating Events from Videos	Yonge Room
476			The Power of Humor When the Going Gets Tough: One Teen AAC User Shares	Yonge Room
122			AAC brought us together -and changed our lives	Yonge Room

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Wednesday August 10, 2016**

Sub ID	From	To	Title	Room
<b>10:30 - 11:00</b>				
			<b>Break AM -- Wednesday</b>	<b>Frontenac Foyer (Exhibit Booth Premium)</b>
<b>11:00 - 12:30</b>				
510	ALL:	Accessible Literacy Learning for ALL Learners		Metro Centre
395	The Bridge:	Informal, Structured-Portfolio Assessment of Emergent Literacy		Metro Centre
97	Are Children Seeing the Same Thing as Adults?	Comparing Eye-movements During a Symbol Search Task		Harbour A
411	A Comparison of Low-Tech Eye Gaze Methods			Harbour A
366	Technology supports for language development in AAC users			Harbour B
364	AAC Service Delivery: Caregiver Coaching Works!			Harbour C
194	Changing systems for individual outcomes			Harbour C
30	Why isn't eye gaze as simple as it looks?	Challenges for adults with acquired conditions		Pier 2
391	AAC pathway in patients with ALS: the experience at a neuromuscular dedicated clinic (NEMO Center)			Pier 2
472	Results of a 3 years study of a BCI-based communicator for advanced ALS patients			Pier 2
103	Apps for communication – project results and user cases			Pier 3
489	Teaching Young Children to Ask Inverted Yes-No Questions using Apps: An Aided AAC Modeling Intervention			Pier 3
504	Fluid speech, the Holy Grail of AAC communications			Pier 4
241	Alternative and augmentative communication in higher education - AAC awareness			Pier 4
245	AAC in low income countries: Understanding the Context			Pier 5
157	Current augmentative and alternative communication practices: South African speech language pathologists' perceptions			Pier 5
381	Alternative and Augmentative Communication in Croatia			Pier 5
8	Technology-Assisted Language Intervention for Children who are Deaf or Hard-of-Hearing			Pier 7
424	Keeping in Touch and Growing Together: Deafblind AAC Camp			Pier 7
512	Tools and strategies to support communication, writing and independence for a student who is Blind			Pier 7
88	Partners in Storytelling: An exploration of narratives with peers, parents and professionals			Pier 8
160	An Evening of AAC: Developing parents knowledge of AAC through storybook-based online training			Pier 8
129	The communication partner's modeling of communication aid use in everyday contexts			Pier 8
89	Towards Getting it 'Write': Designing Effective Writing Instruction for Students with CCN and SSPI			Pier 9

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Wednesday August 10, 2016

Sub ID	From	To	Title	Room
<b>11:00 - 12:30</b>				
421			Click2Speak: From personal experience to AAC product, writing software using only your eyes	Pier 9
192			Out and About Turns 20! Community Outings to Support AAC Learning and Generalization	Metro West
379			The "pharmacy-project" as an example of a community based approach of AAC	Metro West
384			Digital Framework for Accessible Information	Metro East
474			VoIP software as an accessible way of communication	Metro East
330			An Flexible Open Source Sensor Hub for AAC	Metro East
496			Being Together. The Illusion of Loneliness and AAC.	Yonge Room
233			No Further On After 30 Years, Still Can't Speak Fast Enough	Yonge Room
442			Do Students Really Need Communication Devices? Paraprofessionals' Perspectives on AAC and Interaction	Queen's Quay
174			All about AAC: 10 Years of Supporting Community Professionals in the field of AAC	Queen's Quay
253			Language Activity Monitoring (LAM): Extended Data Logging to Handle Character-based Languages	Queen's Quay
450			Development of a questionnaire to measure the product opinions of youth who use AAC devices	Queen's Quay
124			A Systematic Review of Aided Modeling for Children and Youth with Complex Communication Needs	Queen's Quay
190			Communication partner's other-initiations of repair in AAC conversation	Queen's Quay
254			The Quality of the Evidence Supporting the Use of High-Tech AAC with People with ASD	Queen's Quay
116			An Online Three-Class Transcranial Doppler Ultrasound Brain Computer Interface	Queen's Quay
407			Protocol for assessing oral comprehension and reading in speech difficulties	Queen's Quay
441			'A triple hermeneutic?: Levels of interpretation in qualitative data gathering with AAC users'	Queen's Quay
198			Friendships among Children who Use AAC and Their Peers: Research Review and Future Directions	Queen's Quay
212			Expressive vocabulary of aided communicators when instructing physically able partners to construct physical models	Queen's Quay
426			A Narrative Review of Research on the Play of Children with Cerebral Palsy	Queen's Quay
210			Pediatric Nurses' Perceptions and Experiences with AAC	Queen's Quay
117			Two Case Studies Explaining the Importance of Hardware in AAC Decision Making	Queen's Quay
471			BRIEF INTERNATIONAL LITERATURE REVIEW ON SELECTIVE MUTISM	Queen's Quay
156			ACE-LP: Augmenting Communication using Environmental Data to drive Language Prediction	Queen's Quay
372			Maternal Language Input to Young Children with ASD: Supporting the Transition to Early Word Combinations	Queen's Quay
265			Tempt-Trigger Intervention to Promote Intentional Communication in Three Young Children with ASD	Queen's Quay



## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Wednesday August 10, 2016**

Sub ID	From	To	Title	Room
<b><u>11:00 - 12:30</u></b>				
230	PROPOSE OF AN ASSISTIVE TECHNOLOGY DEVICE FOR ACCESS TO THE TABLET: SINGLE-CASE RESEARCH DESIGN			Queen's Quay
61	Evaluating an AAC training for special education teachers based in a low-resource country			Queen's Quay
<b><u>12:45 - 14:00</u></b>				
Chapter Meetings (Group Two): ISAAC-Israel				Pier 2
Chapter Meetings (Group Two): ISAAC-Italy				Pier 3
Chapter Meetings (Group Two): ISAAC-UK (Communication Matters)				Pier 4
Chapter Meetings (Group Two): ISAAC-Sweden				Pier 5
Chapter Meetings (Group Two): ISAAC-Netherlands and Flanders				Pier 7
Chapter Meetings (Group Two): ISAAC-Taiwan				Pier 8
Chapter Meetings (Group Two): ISAAC-Norway				Pier 9
<b><u>14:15 - 15:45</u></b>				
ISAAC Membership and Awards Meeting				Harbour A and B
<b><u>15:30 - 16:00</u></b>				
Break PM -- Wednesday				Frontenac Foyer (Exhibit Booth Premium)
<b><u>16:00 - 17:00</u></b>				
ISAAC Conference 2018 Meeting				Pier 7
Meeting of the Friends of ISAAC				Pier 8
<b><u>16:00 - 17:30</u></b>				
220	Interactive Phonemic Awareness for Students with Complex Communication Needs: Apps Included			Harbour A
102	A web forum for communication apps – development and design			Harbour A
346	Just-in-time programming of AAC apps for children with complex communication needs			Harbour B
29	Using popular media apps to enhance social-emotional relationships of children with complex communication needs			Harbour B
506	Using Data Visualization with AAC Devices across Different Languages			Harbour C

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Wednesday August 10, 2016**

Sub ID	From	To	Title	Room
<b>16:00 - 17:30</b>				
491			Optimizing Device Success for People with Aphasia	Pier 2
75			The attitudes toward and perceived communicative competence of individuals with aphasia using speech generating devices	Pier 2
56			Using Peer-mediated instruction with AAC to Support Students with Disabilities to participate in Science Activities	Pier 3
211			Participation of communication partners when supporting physical exploration and instruction by aided communicators	Pier 3
306			AAC Bootcamp: A Communication Partner Training Program to improve Augmentative and Alternative Communication Skills	Pier 3
393			Using Digital Media in Preservice AAC Education	Pier 4
414			AAC and the Community of Practice paradigm: how newcomers learn from veterans	Pier 4
76			EFFECTS OF A TRAINING PROGRAM FOR RESOURCE ROOM TEACHERS ON CONCEPTUALIZING ASSISTIVE TECHNOLOGY AND AAC	Pier 4
495			Establishing a Virtual Community of Practice: Enhancing AAC Intervention through Online Collaboration	Pier 5
494			Consumer health informatics for people who use AAC: Views on eHealth records at home	Pier 5
484			Service Delivery: Improving Access to Care and Outcomes in Augmentative and Alternative Communication	Pier 5
490			EyeGaze: The Newest Addition to the Classroom Access Toolkit	Pier 9
134			Patterns of Reading with eye-tracking at school age children's with cerebral palsy	Pier 9
28			Leadership In ISAAC	Yonge Room
66			Gatherings for AAC-users bring social closeness, friendship and participation	Yonge Room
60			Effectiveness of the "SClick" tablet-based app for communication with people with aphasia	Queen's Quay
151			Patient-centered conversations with a patient who has multiple disabilities in a medical setting	Queen's Quay
256			Issues in Evaluating and Placing AAC Devices for People with ALS and FTD	Queen's Quay
217			The Use of Text-to-Speech Devices by Adults with Developmental Disabilities	Queen's Quay
183			Using AAC to Teach Job Skills to Young Adults Who Have Autism Spectrum Disorders	Queen's Quay
231			The Revised Communication Bill of Rights: An Advocacy Tool	Queen's Quay
360			Together We Can Build an Universal Access Operating System For AAC	Queen's Quay
449			Building A Mentorship Program for Adolescents and Young Adults Who Use AAC in Alberta, Canada	Queen's Quay
396			Selection of AAC app post TBI: asking and answering the right questions for new technologies	Queen's Quay
153			ASSESSMENT PROTOCOL FOR ALTERNATIVE COMMUNICATION IN THE HOSPITAL SETTING	Queen's Quay
342			Presentation of a speech therapy planning for insertion of the AAC in a rearguard hospital	Queen's Quay
339			Vocabulary Needs of People with Late-Stage ALS: Synchronous and Asynchronous Data Collection	Queen's Quay

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Wednesday August 10, 2016**

Sub ID	From	To	Title	Room
<b><u>16:00 - 17:30</u></b>				
132			SUPPORTING ADULT AAC DEVICE USERS THROUGH A PEER GROUP AND CONSULTING	Queen's Quay
467			Cultural influence of picture-based symbols for the Korean and English social words	Queen's Quay
105			Effects of storytelling intervention using AAC on narrative skills of young adults with intellectual disability	Queen's Quay
123			"There is always time to stop for ten minutes". Supporting interaction with a HYP model	Queen's Quay
276			The Interpretation and Use of Emoji emoticons (Emojis) in Augmentative and Alternative Communication (AAC)	Queen's Quay
<b><u>19:00 - 22:00</u></b>				
<b>ISAAC Conference 2016 President's Reception</b>				<b>Metro Ballroom</b>

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Thursday August 11, 2016

Sub ID	From	To	Title	Room
<b>8:00 - 9:00</b>				
<b>ISAAC AAC Associate Editors (AE) Meeting</b>				<b>Pier 7</b>
<b>8:30 - 10:30</b>				
224			Communication Circles: Rehearsing, Practicing, Modeling and USING AAC with Friends!	Metro Centre
267			Promoting Intentional Communication in Children with CCN: Matching Strategies to Potential Sources of Difficulty	Harbour A
175			Animated PowerPoint Lessons: A Powerful Tool for Promoting Literacy, Language and AAC in the Classroom!	Harbour B
33			Integrating CVI Interventions, Strategies, and Accommodations into Instructional Programs for Students Who Rely on AAC	Harbour C
45			Chat with Me: Pragmatic Skill Intervention in Augmentative & Alternative Communication (AAC)	Harbour C
222			Characterising supported decision-making for people who communicate informally	Pier 2
86			Talking about advanced care planning	Pier 2
148			It Takes a Village: Creating a Complete Language Learning Environment	Pier 4
171			International Applications of an Online Community Benefitting Individuals with Complex Communication Needs	Pier 4
140			Developing an Arabic Symbol Dictionary for AAC users: Bridging the Cultural, Social and Linguistic Gap.	Pier 5
155			ALTERNATIVE COMMUNICATION AT THE EXHIBITION CIDADE ACESSÍVEL BY CASA DA CIÊNCIA, RIO DE JANEIRO, BRAZIL	Pier 5
459			Interpreting the meaning of communication and its impairments, held by parents from Kerala, India.	Pier 5
167			Qualitative methodologies and mixed method designs as a means of increasing participation for AAC users	Pier 8
208			Considerations for the Multilingual AAC User: Research & Practice	Pier 8
274			Coming of Age- The Australian Communication Access Symbol	Pier 9
350			Using peers to support increased AAC use	Pier 9
87			Research and Development Project Update of the Rehabilitation Engineering Research Center for AAC	Metro West
513			Enhancing Function and Participation for Children with CCN and CVI: Frameworks for Success	Metro East
<b>8:30 - 11:00</b>				
111			IPAACKS: identifying and profiling AAC knowledge and skills	Pier 3
166			Using Automated Data Logging to Track Progress and Plan Intervention: A Case Study	Pier 3
11			Language Sample Collection & Analysis (LSA) Using SALT Software With Children Using AAC Systems.	Pier 3
318			Publishing in the AAC Journal - Strategizing for Success	Pier 3

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Thursday August 11, 2016**

Sub ID	From	To	Title	Room
<b><u>9:00 - 10:30</u></b>				
141			Consumer Wireless Technology Use by Adults Who Use AAC	Yonge Room
240			Integrating a Person Who Uses AAC into University Employment	Yonge Room
<b><u>9:30 - 10:30</u></b>				
193			Bilingual Supports, Strategies and Tips for Prologuo2Go, WordPower Español and Puente PRC	Pier 7
<b><u>10:30 - 11:00</u></b>				
<b>Break AM -- Thursday</b>				
<b>Frontenac Foyer (Exhibit Booth Premium)</b>				
<b><u>11:00 - 12:30</u></b>				
287			Using Communication Supports to Enhance Communication Effectiveness of People with Severely Dysarthric Speech	Metro Centre
196			"More to say:" enabling functional communication through aided language stimulation for a child with Autism.	Metro Centre
270			Coming together – how teachers can assist CCNs in transition from school to work	Harbour A
147			Share it any way you want: Capturing Recreational Experiences to Support Interpersonal and Digital Connections	Harbour A
275			Visual scene displays versus grid layouts to teach requesting to preschool children with ASD	Harbour B
488			Using Visual Supports to Enhance Participation and Decrease Challenging Behavior in Individuals with Autism&CCN	Harbour B
304			Visual scene displays: Searching for evidence of developmental consequences	Harbour B
195			Self-Selected Reading: Curating books for every reader	Harbour C
235			Supporting Personal Narrative Elicitation: Identifying Discrete Moment of Interest Event Cues Within Digital Video Footage	Harbour C
404			The New Three Rs in Assistive Technology for Post Secondary School Student Success	Harbour C
25			"Guard Your Health": Who Takes Care of the therapist?!	Pier 2
277			Systematic review of factors influencing health care professionals in provision of assistive technology to children	Pier 2
225			Fight, Flight, Fright: police officers' perceptions interviewing individuals with CCN reporting being victims of crime	Pier 2
114			Speech Generating and Assistive Technology Device training for Interdisciplinary Evaluations and Recommendations	Pier 3
133			A Valuation Tool for accessible education in preschools, schools and adult education	Pier 3
383			AAC for children with progressive conditions due to a neurodegenerative disorder –examples of (best) practice	Pier 3
332			Parents' and Speech-Language Pathologists' Perceptions of Children's Communication Skills Using a Tablet with Communication A	Pier 4
44			iPad Video Feedback: Make It Informative and Strategic (And FUN!)	Pier 4

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Thursday August 11, 2016

Sub ID	From	To	Title	Room
<b>11:00 - 12:30</b>				
121			Korea as a developing nation in AAC, possibility of success: AAC apps & wide cooperation	Pier 4
90			Use Picture Exchange Communication System associated with the Video Modeling in children with Down syndrome	Pier 5
326			Film and Tell! Self-Created Film as Assistive tool in AAC, Research-project My Film, My Story	Pier 5
204			Pre-AAC Training	Pier 7
172			Understanding Eyegaze Systems	Pier 7
237			Build Your Own Regional AAC Summit from the Ground Up	Pier 8
22			Interactive online training to parents to support the communication of children with complex communication needs	Pier 8
26			Training Communication Partners: A Natural Opportunities Model	Pier 8
291			iCan Communicate: Expanding Service Delivery Models to Include Telepractice	Pier 9
289			AAC as universal design within dental services for children	Pier 9
452			AAC Bootcamps for Professionals	Metro West
74			AAC Considerations in Advance of a Child's Upcoming Hospital Admission: Preparing Early to Enhance Care	Metro West
487			Providing Access to AAC Systems for Users with CCN	Metro East
447			AAC apps' salient features, accessibility issues and possible solutions	Yonge Room
12			Consent and Capacity Issues for People with Complex Communication Needs	Yonge Room
334			Improving Assistive Technology including AAC Clinical Practices and Professional Education: Weekly ECHO in AT	Queen's Quay
312			Emergence of graphic symbol combinations by toddlers in parent coached AAC language intervention	Queen's Quay
439			Supporting literacy and AAC: A case study of an individual with cortical visual impairment	Queen's Quay
429			AUGMENTATIVE AND ALTERNATIVE COMMUNICATION THERAPEUTIC EXPERIENCE: INDIVIDUAL AND GROUP SPACES IN MENTAL HEALTH	Queen's Quay
362			Training SLPs to recognize early communicative behaviors in children with physical disabilities: Which techniques work?	Queen's Quay
397			Two Words for Everything; the importance of yes/no choices	Queen's Quay
498			Communication Patterns of Young Non-Verbal Individuals in Hungary	Queen's Quay
376			The emergence of augmentative and alternative communication in Kyrgyzstan	Queen's Quay
197			Word commonality for High Frequency Words comparing an Individual to the Composite samples	Queen's Quay
182			Implementation of an Eyegaze Loan Program to increase exposure, access and experience with eyegaze technology	Queen's Quay
18			Aspects of learning in deafblindness - opportunities and limitations for persons with Alström syndrome.	Queen's Quay
164			ACCESSIBILISER la Communication : PULSE, des documents légaux et personnalisables en Communication adaptée	Queen's Quay

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

**Thursday August 11, 2016**

Sub ID	From	To	Title	Room
<b><u>11:00 - 12:30</u></b>				
260			Continuous training program for teachers working with AAC : changing speeches and practices	Queen's Quay
263			Prediction of Communication Risk Before 12 months with the ISCBS: Group Outcomes at 3 Years	Queen's Quay
119			Promoting Communicative Development in Toddlers with Down Syndrome by Integrating Physical Therapy and Sign Intervention	Queen's Quay
113			Augmentative and Alternative Communication in Russia	Queen's Quay
107			Effects of Teaching Partner-focused Questions on the Communicative Competence of a Student with Cerebral Palsy	Queen's Quay
<b><u>12:00 - 13:00</u></b>				
			ISAAC Publications Committee Meeting	Metro East
<b><u>12:30 - 13:30</u></b>				
			ISAAC Research Committee Meeting	Pier 7
<b><u>12:45 - 14:00</u></b>				
			Striving for Thriving: An Open Forum on Families of All Kinds, hosted by the Family Engagemen	Pier 8
			ISAAC BUILD Committee Meeting	Pier 9
<b><u>13:00 - 14:00</u></b>				
			ISAAC AAC Reviewers Meeting	Metro East
<b><u>13:30 - 14:30</u></b>				
			ISAAC Early Career Researchers Meeting	Pier 7
<b><u>14:00 - 15:30</u></b>				
301			All together now: participation and group work!!	Metro Centre
508			Teaching Social Skills to Individuals Using High-Tech AAC	Metro Centre
236			Communication practices and needs of multilingual persons in need of/using AAC	Harbour A
228			Communication Matters (ISAAC UK) and BUILD European Subcommittee Collaboration Supporting AAC Developing Nations	Harbour A
273			Effects of introducing AAC resources in the preschool and daycare	Harbour B

## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Thursday August 11, 2016

Sub ID	From	To	Title	Room
<b>14:00 - 15:30</b>				
349			Family education program about language and alternative communication: an e-learning Brazilian model.	Harbour B
353			Strategies used by Brazilian aided communicators in naming drawings using graphic symbols	Harbour B
46			AAC training for limited guardians	Harbour C
65			Viva Peru! A Volunteer Trip to Peru Training Terapeutas de Lenguaje on AAC	Harbour C
394			AAC Training School at Centro Benedetta D'Intino Onlus: 20 Years of Experience	Harbour C
36			Theory-of-mind in individuals with Alström syndrome is related to executive functions and communicative skills	Pier 2
146			AAC, Communicating with the world	Pier 2
385			AAC in facilities for adults with disabilities in Dortmund/ Germany - establishment, implementation and networking	Pier 2
511			Evaluation of Receptive and Expressive Language of a Child User of Alternative Communication System	Pier 3
363			The Effect of a Checklist on School-Based Speech-Language Pathologists' Descriptions of AAC Assessment	Pier 3
246			First Contact Survey: Profiles of Students with Significant Cognitive Disabilities and Complex Communication Needs	Pier 3
218			Peer to Peer On-line Communication for Users with Complex Communication Needs	Pier 4
390			Granted - not used - Speech Interpreter Services for people with complex communication needs	Pier 4
143			"Just-in-Time" Supports: Delivery and Use through Wearable Technology	Pier 5
309			Lessons learned from applying a comprehensive assistive technology delivery and training protocol	Pier 5
478			Effects of an AAC program for parents of children with autism in Brazil	Pier 5
99			Voices: An innovative path for expression	Pier 8
180			"Helpful to do it together": Ensuring teams are equipped to support people who use AAC	Pier 8
282			Testing to Fail: Exacerbating disability through inappropriate assessment	Pier 8
443			Une communication très spéciale : avant et après. L'histoire personnelle d'un proche aidant.	Pier 9
84			Concrétisation d'un processus de veille pour les aides à la communication.	Pier 9
310			SantéBD : Penser l'accès aux soins pour tous types de handicap	Pier 9
179			"Dominating Interactions"- Identity and AAC- A Review of the Literature	Metro West
206			Can we, should we and how? Considering stakeholder perspectives to launch AAC Innovations	Metro West
290			Cognitive and Navigational Skills of Children who have Complex Communication Needs	Metro West
258			Challenges and opportunities in creating synergy between AAC and brain-computer interfaces	Metro East
13			Communication Access: A Social Justice Issue	Yonge Room



## SCHEDULE OF SESSIONS

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Thursday August 11, 2016**

Sub ID	From	To	Title	Room
<b><u>14:00 - 15:30</u></b>				
37			Training police to obtain an effective statement from crime victims with CCN who use AAC	Yonge Room
<b><u>14:30 - 15:30</u></b>				
Future Forms and Formats of the Research Symposium Meeting				Pier 7
<b><u>15:30 - 16:00</u></b>				
			Break PM -- Thursday	Frontenac Foyer (Exhibit Booth Premium)
<b><u>16:00 - 17:00</u></b>				
Closing Ceremonies				Metro Ballroom

**SCHEDULE OF SESSIONS**

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Friday August 12, 2016**

Sub ID	From	To	Title	Room
	<u>9:00</u>	<u>18:30</u>		
			Research Symposium -- Day 1	Pier 3, 4, and 5

**SCHEDULE OF SESSIONS**

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication



**Saturday August 13, 2016**

Sub ID	From	To	Title	Room
--------	------	----	-------	------

9:00 - 15:00

Research Symposium -- Day 2

Pier 3, 4, and 5