

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
1	Language Development and Social Identity for an Adolescent Using Augmentative Communication	<a href="#">Submission 1 Materials</a>
2	Integrating Language Development and Technology for Students with Multiple Disabilities	<a href="#">Submission 2 Materials</a>
3	Functional Communication Training using image2talk app to reduce challenging behaviour	<a href="#">Submission 3 Materials</a>
4	Improving Communication and Participation in Mental Health & Social Justice Settings using Visual Support	<a href="#">Submission 4 Materials</a>
6	Improving Professional Development for School Staff: Supporting AAC Users in the Classroom	<a href="#">Submission 6 Materials</a>
8	Technology-Assisted Language Intervention for Children who are Deaf or Hard-of-Hearing	<a href="#">Submission 8 Materials</a>
9	The effect of non-powered mobility on the engagement of young children with severe mobility impairment.	<a href="#">Submission 9 Materials</a>
11	Language Sample Collection & Analysis (LSA) Using SALT Software With Children Using AAC Systems.	<a href="#">Submission 11 Materials</a>
12	Consent and Capacity Issues for People with Complex Communication Needs	<a href="#">Submission 12 Materials</a>
13	Communication Access: A Social Justice Issue	<a href="#">Submission 13 Materials</a>
16	Presuming Competence: Supporting Communication for All Students!	<a href="#">Submission 16 Materials</a>
17	AAC and Consultative Service Delivery: When Core Words Don't Work	<a href="#">Submission 17 Materials</a>
18	Aspects of learning in deafblindness - opportunities and limitations for persons with Alström syndrome.	<a href="#">Submission 18 Materials</a>
19	What is Your Plan? A Roadmap for Teaching AAC	<a href="#">Submission 19 Materials</a>
20	Communication Access to Justice	<a href="#">Submission 20 Materials</a>
21	A Systematic Review of Family-Led Interventions for Children with Complex Communication Needs.	<a href="#">Submission 21 Materials</a>
22	Interactive online training to parents to support the communication of children with complex communication needs	<a href="#">Submission 22 Materials</a>
23	Involvement in research: what helps or gets in the way for people who use AAC	<a href="#">Submission 23 Materials</a>
24	Using a Vocabulary File in Touch Chat for People with Aphasia: Case Studies	<a href="#">Submission 24 Materials</a>
25	"Guard Your Health": Who Takes Care of the therapist?!	<a href="#">Submission 25 Materials</a>
26	Training Communication Partners: A Natural Opportunities Model	<a href="#">Submission 26 Materials</a>
28	Leadership In ISAAC	<a href="#">Submission 28 Materials</a>
29	Using popular media apps to enhance social-emotional relationships of children with complex communication needs	<a href="#">Submission 29 Materials</a>
30	Why isn't eye gaze as simple as it looks? Challenges for adults with acquired conditions	<a href="#">Submission 30 Materials</a>
33	Integrating CVI Interventions, Strategies, and Accommodations into Instructional Programs for Students Who Rely on AAC	<a href="#">Submission 33 Materials</a>
34	Factors that enhance/inhibit children with cerebral palsy, to access switches for leisure and communication	<a href="#">Submission 34 Materials</a>
36	Theory-of-mind in individuals with Alström syndrome is related to executive functions and communicative skills	<a href="#">Submission 36 Materials</a>
37	Training police to obtain an effective statement from crime victims with CCN who use AAC	<a href="#">Submission 37 Materials</a>
39	Building and Sustaining AAC Capacity in a Large Urban School District	<a href="#">Submission 39 Materials</a>

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17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
41	Developing Participation: An AAC Model for Practitioners, Parents, and Children	<a href="#">Submission 41 Materials</a>
42	Using Visual Scene Displays to Improve Storytelling Conversations by Adults with Aphasia	<a href="#">Submission 42 Materials</a>
43	Language Components Targeted in IEP Goals/Objectives for Students Who Use AAC	<a href="#">Submission 43 Materials</a>
44	iPad Video Feedback: Make It Informative and Strategic (And FUN!)	<a href="#">Submission 44 Materials</a>
45	Chat with Me: Pragmatic Skill Intervention in Augmentative & Alternative Communication (AAC)	<a href="#">Submission 45 Materials</a>
46	AAC training for limited guardians	<a href="#">Submission 46 Materials</a>
47	Aphasia iPad User Group: Establishing a Collaboration between Users, Therapists and Researchers	<a href="#">Submission 47 Materials</a>
48	Enhancing Early Intervention: Engaging Early Childhood SLPs in the AAC process	<a href="#">Submission 48 Materials</a>
52	The 'Telling Stories' Project: Exploring narrative construction between children who use AAC and educational staff	<a href="#">Submission 52 Materials</a>
54	Come on Sign Out Loud	<a href="#">Submission 54 Materials</a>
56	Using Peer-mediated instruction with AAC to Support Students with Disabilities to participate in Science Activities	<a href="#">Submission 56 Materials</a>
58	Environmental Barriers and Facilitators in the use of AAC Brazilian Experience: SLP and families' perspective	<a href="#">Submission 58 Materials</a>
59	Comparing AAC devices from low to high technology for children with developmental disabilities	<a href="#">Submission 59 Materials</a>
60	Effectiveness of the "SClick" tablet-based app for communication with people with aphasia	<a href="#">Submission 60 Materials</a>
61	Evaluating an AAC training for special education teachers based in a low-resource country	<a href="#">Submission 61 Materials</a>
62	Reducing negative emotional reactions in a child with autism through AAC: Experiences from China	<a href="#">Submission 62 Materials</a>
64	Experiences of people with Complex Communication Needs developing romantic or sexual relationships: Preliminary findings	<a href="#">Submission 64 Materials</a>
65	Viva Peru! A Volunteer Trip to Peru Training Terapeutas de Lenguaje on AAC	<a href="#">Submission 65 Materials</a>
66	Gatherings for AAC-users bring social closeness, friendship and participation	<a href="#">Submission 66 Materials</a>
67	MESSAGE BANKING: COMPARING PERCEPTIONS OF PEOPLE WITH MND, SIGNIFICANT OTHERS AND SPEECH LANGUAGE PATHOLOGISTS.	<a href="#">Submission 67 Materials</a>
68	Someone like Thomas Banks	<a href="#">Submission 68 Materials</a>
69	Assessment of cognition and follow-up of AAC interventions in two children with visual impairments	<a href="#">Submission 69 Materials</a>
70	Video Mentoring Process during Intensive Interaction	<a href="#">Submission 70 Materials</a>
73	The MELD Project: A Language and Literacy Initiative for PreK Children with Complex Communication Challenges	<a href="#">Submission 73 Materials</a>
74	AAC Considerations in Advance of a Child's Upcoming Hospital Admission: Preparing Early to Enhance Care	<a href="#">Submission 74 Materials</a>
75	The attitudes toward and perceived communicative competence of individuals with aphasia using speech generating devices	<a href="#">Submission 75 Materials</a>
76	EFFECTS OF A TRAINING PROGRAM FOR RESOURCE ROOM TEACHERS ON CONCEPTUALIZING ASSISTIVE TECHNOLOGY AND AAC	<a href="#">Submission 76 Materials</a>
77	Improving the performance of Multifunctional Resource Rooms teachers in using AAC resources	<a href="#">Submission 77 Materials</a>
78	Steps Toward Preparing People with Complex Communication Needs for Emergencies and Medical Encounters	<a href="#">Submission 78 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

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79	Nurses' perspectives toward patient communication using a low technology communication board in an ICU.	<a href="#">Submission 79 Materials</a>
80	Testifying in court: Vocabulary required by illiterate individuals with complex communication needs	<a href="#">Submission 80 Materials</a>
82	Comparison and structural alignment processes of learning new relational concepts in children with ASD	<a href="#">Submission 82 Materials</a>
83	The effectiveness of a phonological reading program among Hebrew and Arabic speaking children with IDD	<a href="#">Submission 83 Materials</a>
84	Concrétisation d'un processus de veille pour les aides à la communication.	<a href="#">Submission 84 Materials</a>
85	Look What Eye Can Communicate! Eye Tracking Technology for Girls With Rett Syndrome	<a href="#">Submission 85 Materials</a>
86	Talking about advanced care planning	<a href="#">Submission 86 Materials</a>
87	Research and Development Project Update of the Rehabilitation Engineering Research Center for AAC	<a href="#">Submission 87 Materials</a>
88	Partners in Storytelling: An exploration of narratives with peers, parents and professionals	<a href="#">Submission 88 Materials</a>
89	Towards Getting it 'Write': Designing Effective Writing Instruction for Students with CCN and SSPI	<a href="#">Submission 89 Materials</a>
90	Use Picture Exchange Communication System associated with the Video Modeling in children with Down syndrome	<a href="#">Submission 90 Materials</a>
91	Acquisition of Play Actions and Vocabulary Using Different Speech-generating Displays for one Child with Autism	<a href="#">Submission 91 Materials</a>
92	The Right to Be Heard- Access to Justice in Israel for people who use AAC	<a href="#">Submission 92 Materials</a>
93	Best Laid Plans of Mice and Men – and Parents with a Speech Disability	<a href="#">Submission 93 Materials</a>
94	IKT and Establishing a Collaborative Research Team: Best Practices for Literacy	<a href="#">Submission 94 Materials</a>
95	The complicated relationship between construction and interpretation of graphic symbol utterances in 4- to 9-year-olds.	<a href="#">Submission 95 Materials</a>
96	Trying to Stay In-Time: Review and Study of SGD Use During In-Person Interaction	<a href="#">Submission 96 Materials</a>
97	Are Children Seeing the Same Thing as Adults? Comparing Eye-movements During a Symbol Search Task	<a href="#">Submission 97 Materials</a>
99	Voices: An innovative path for expression	<a href="#">Submission 99 Materials</a>
100	Building Bridges: A Bridge for Effective Inclusion	<a href="#">Submission 100 Materials</a>
101	Including persons with complex communication needs in research – a methodology based on Talking Mats	<a href="#">Submission 101 Materials</a>
102	A web forum for communication apps – development and design	<a href="#">Submission 102 Materials</a>
103	Apps for communication – project results and user cases	<a href="#">Submission 103 Materials</a>
105	Effects of storytelling intervention using AAC on narrative skills of young adults with intellectual disability	<a href="#">Submission 105 Materials</a>
106	Access to AAC in a geographical sample of children with CP	<a href="#">Submission 106 Materials</a>
107	Effects of Teaching Partner-focused Questions on the Communicative Competence of a Student with Cerebral Palsy	<a href="#">Submission 107 Materials</a>
108	Effects of AAC intervention on the communicative function of children with disabilities at perlocutionary stage	<a href="#">Submission 108 Materials</a>
109	The relationship between concepts and visual-spatial perception in children using aided communication	<a href="#">Submission 109 Materials</a>
110	Expectations of relevance and truthfulness - partners in conversations between aided and naturally speaking communicators	<a href="#">Submission 110 Materials</a>

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17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
111	IPAACKS: identifying and profiling AAC knowledge and skills	<a href="#">Submission 111 Materials</a>
112	Promoting Communication in Inclusive Settings: Collaboration and Peer Support for Students who use AAC	<a href="#">Submission 112 Materials</a>
113	Augmentative and Alternative Communication in Russia	<a href="#">Submission 113 Materials</a>
114	Speech Generating and Assistive Technology Device training for Interdisciplinary Evaluations and Recommendations	<a href="#">Submission 114 Materials</a>
115	Meaning-making and AAC Intervention: Engagement and Participation	<a href="#">Submission 115 Materials</a>
116	An Online Three-Class Transcranial Doppler Ultrasound Brain Computer Interface	<a href="#">Submission 116 Materials</a>
117	Two Case Studies Explaining the Importance of Hardware in AAC Decision Making	<a href="#">Submission 117 Materials</a>
118	Le iPad, un CAA qui facilite l'intégration de jeunes sourds dans leur vie active	<a href="#">Submission 118 Materials</a>
119	Promoting Communicative Development in Toddlers with Down Syndrome by Integrating Physical Therapy and Sign Intervention	<a href="#">Submission 119 Materials</a>
120	Incorporating augmentative and alternative communication in books for Arab and Jewish toddlers with complex disabilities	<a href="#">Submission 120 Materials</a>
121	Korea as a developing nation in AAC, possibility of success: AAC apps & wide cooperation	<a href="#">Submission 121 Materials</a>
122	AAC brought us together -and changed our lifes	<a href="#">Submission 122 Materials</a>
123	"There is always time to stop for ten minutes". Supporting interaction with a HYP model	<a href="#">Submission 123 Materials</a>
124	A Systematic Review of Aided Modeling for Children and Youth with Complex Communication Needs	<a href="#">Submission 124 Materials</a>
125	Dialogic Reading for Children with Autism Spectrum Disorders: A Review of AAC Needs and Interventions	<a href="#">Submission 125 Materials</a>
126	Parent Stress and Speech Generating Devices: The Effects of Child, Parent and Intervention-Related Factors	<a href="#">Submission 126 Materials</a>
127	Effects of adapted books using AAC on the reading ability of a child with disabilities	<a href="#">Submission 127 Materials</a>
128	Quality of Life of Children who use AAC: Child, Sibling, and Caregiver	<a href="#">Submission 128 Materials</a>
129	The communication partner's modeling of communication aid use in everyday contexts	<a href="#">Submission 129 Materials</a>
130	AAC to support communication between children and parents with a neurodegenerative disease	<a href="#">Submission 130 Materials</a>
131	Able to be Active Communicator: Blind get Bright Language	<a href="#">Submission 131 Materials</a>
132	SUPPORTING ADULT AAC DEVICE USERS THROUGH A PEER GROUP AND CONSULTING	<a href="#">Submission 132 Materials</a>
133	A Valuation Tool for accessible education in preschools, schools and adult education	<a href="#">Submission 133 Materials</a>
134	Patterns of Reading with eye-tracking at school age children's with cerebral palsy	<a href="#">Submission 134 Materials</a>
135	Pain communication of children with cerebral palsy in South African school settings: AAC implications	<a href="#">Submission 135 Materials</a>
136	Model for vocabulary selection of sensitive topics: An example from pain-related vocabulary	<a href="#">Submission 136 Materials</a>
137	Comprehension, Technology, Research and Practice: Bring it All Together for Students who use AAC	<a href="#">Submission 137 Materials</a>
138	Experiences of Volunteers and Individuals with Complex Communication Needs: Perspectives Across Settings of Active Recreation	<a href="#">Submission 138 Materials</a>
140	Developing an Arabic Symbol Dictionary for AAC users: Bridging the Cultural, Social and Linguistic Gap.	<a href="#">Submission 140 Materials</a>

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17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
141	Consumer Wireless Technology Use by Adults Who Use AAC	<a href="#">Submission 141 Materials</a>
142	Toward clarification of augmented input techniques for persons with developmental disabilities who use aided AAC	<a href="#">Submission 142 Materials</a>
143	“Just-in-Time” Supports: Delivery and Use through Wearable Technology	<a href="#">Submission 143 Materials</a>
144	Speaking Musically - Goes without Saying!	<a href="#">Submission 144 Materials</a>
145	PoWRRS Play communication protocol for young children with physical disabilities: Moving evidence into practice	<a href="#">Submission 145 Materials</a>
146	AAC, Communicating with the world	<a href="#">Submission 146 Materials</a>
147	Share it any way you want: Capturing Recreational Experiences to Support Interpersonal and Digital Connections	<a href="#">Submission 147 Materials</a>
148	It Takes a Village: Creating a Complete Language Learning Environment	<a href="#">Submission 148 Materials</a>
150	Movement Matters!! Children with SSPI Use Hands-free Support Walkers to Move, Play, Interact, and Learn	<a href="#">Submission 150 Materials</a>
151	Patient-centered conversations with a patient who has multiple disabilities in a medical setting	<a href="#">Submission 151 Materials</a>
152	Attitudes towards AAC among teachers/parents of children with disabilities and support analysis in China	<a href="#">Submission 152 Materials</a>
153	ASSESSMENT PROTOCOL FOR ALTERNATIVE COMMUNICATION IN THE HOSPITAL SETTING	<a href="#">Submission 153 Materials</a>
154	EASY BOARD – A NEW APPROACH TO THE PRODUCTION OF ALTERNATIVE COMMUNICATION BOARDS	<a href="#">Submission 154 Materials</a>
155	ALTERNATIVE COMMUNICATION AT THE EXHIBITION CIDADE ACESSÍVEL BY CASA DA CIÊNCIA, RIO DE JANEIRO, BRAZIL	<a href="#">Submission 155 Materials</a>
156	ACE-LP: Augmenting Communication using Environmental Data to drive Language Prediction	<a href="#">Submission 156 Materials</a>
157	Current augmentative and alternative communication practices: South African speech language pathologists’ perceptions	<a href="#">Submission 157 Materials</a>
158	How do the participants make aided conversations in their everyday interaction? A research plan.	<a href="#">Submission 158 Materials</a>
159	Keep your own voice as synthetic speech for use on your assistive device	<a href="#">Submission 159 Materials</a>
160	An Evening of AAC: Developing parents knowledge of AAC through storybook-based online training	<a href="#">Submission 160 Materials</a>
161	Reading-Related Phonological Processing Interventions for Individuals who use AAC	<a href="#">Submission 161 Materials</a>
164	ACCESSIBILISER la Communication : PULSE, des documents légaux et personnalisables en Communication adaptée	<a href="#">Submission 164 Materials</a>
165	COCP in the classroom: Effects of training and coaching teachers on equal participation in groups	<a href="#">Submission 165 Materials</a>
166	Using Automated Data Logging to Track Progress and Plan Intervention: A Case Study	<a href="#">Submission 166 Materials</a>
167	Qualitative methodologies and mixed method designs as a means of increasing participation for AAC users	<a href="#">Submission 167 Materials</a>
168	AAC Success: Building Competent Communicators in the Classroom	<a href="#">Submission 168 Materials</a>
169	Using the Communication Matrix Suite to Improve Educational Goals and Outcomes for AAC Users	<a href="#">Submission 169 Materials</a>
170	Measuring Phonemic Awareness without Speech Responses: Investigating the Validity of a New Assessment	<a href="#">Submission 170 Materials</a>
171	International Applications of an Online Community Benefitting Individuals with Complex Communication Needs	<a href="#">Submission 171 Materials</a>
172	Understanding Eyegaze Systems	<a href="#">Submission 172 Materials</a>

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17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
173	Introducing CommuniKate: The Open, Transferable, Symbol based, Page Set	<a href="#">Submission 173 Materials</a>
174	All about AAC: 10 Years of Supporting Community Professionals in the field of AAC	<a href="#">Submission 174 Materials</a>
175	Animated PowerPoint Lessons: A Powerful Tool for Promoting Literacy, Language and AAC in the Classroom!	<a href="#">Submission 175 Materials</a>
177	A SPEECH-TO-IMAGE APP FOR COMMUNICATION PARTNERS TO FOSTER MODELING AND TO SUPPORT RECEPTIVE COMMUNICATION	<a href="#">Submission 177 Materials</a>
179	"Dominating Interactions"- Identity and AAC- A Review of the Literature	<a href="#">Submission 179 Materials</a>
180	"Helpful to do it together": Ensuring teams are equipped to support people who use AAC	<a href="#">Submission 180 Materials</a>
181	Teaching aided communication: self-report and intervention by SLPs	<a href="#">Submission 181 Materials</a>
182	Implementation of an Eyegaze Loan Program to increase exposure, access and experience with eyegaze technology	<a href="#">Submission 182 Materials</a>
183	Using AAC to Teach Job Skills to Young Adults Who Have Autism Spectrum Disorders	<a href="#">Submission 183 Materials</a>
184	Effects of Peer Support Interventions on the Communication of Preschoolers with ASD: A Systematic Review	<a href="#">Submission 184 Materials</a>
185	Characteristics of narratives by children who use communication books - a case study of two	<a href="#">Submission 185 Materials</a>
186	Creating a non-English core word vocabulary: Challenges faced while developing the Spanish Proloquo2Go vocabulary	<a href="#">Submission 186 Materials</a>
187	Effects of training paraprofessionals to use low-tech visual scene displays (VSDs)	<a href="#">Submission 187 Materials</a>
188	Beyond Please & Thank You: The importance of teaching social communication to children using AAC	<a href="#">Submission 188 Materials</a>
190	Communication partner's other-initiations of repair in AAC conversation	<a href="#">Submission 190 Materials</a>
191	Supporting language/literacy skills of people who use AAC: What's cooking?	<a href="#">Submission 191 Materials</a>
192	Out and About Turns 20! Community Outings to Support AAC Learning and Generalization	<a href="#">Submission 192 Materials</a>
193	Bilingual Supports, Strategies and Tips for Proloquo2Go, WordPower Español and Puente PRC	<a href="#">Submission 193 Materials</a>
194	Changing systems for individual outcomes	<a href="#">Submission 194 Materials</a>
195	Self-Selected Reading: Curating books for every reader	<a href="#">Submission 195 Materials</a>
196	"More to say:" enabling functional communication through aided language stimulation for a child with Autism.	<a href="#">Submission 196 Materials</a>
197	Word commonality for High Frequency Words comparing an Individual to the Composite samples	<a href="#">Submission 197 Materials</a>
198	Friendships among Children who Use AAC and Their Peers: Research Review and Future Directions	<a href="#">Submission 198 Materials</a>
199	'Me and my extended shadow' - Building relationships with Personal Assistants	<a href="#">Submission 199 Materials</a>
200	Basic Concept Depiction: The Study of Iconicity	<a href="#">Submission 200 Materials</a>
201	Importance of and strategies to support social media use for individuals who use AAC	<a href="#">Submission 201 Materials</a>
202	Moving Beyond the Device Mentality for AAC	<a href="#">Submission 202 Materials</a>
203	Putting Patient-Provider Communication at the Forefront: Overcoming Barriers through Phases of Pediatric Inpatient Program Development	<a href="#">Submission 203 Materials</a>
206	Can we, should we and how? Considering stakeholder perspectives to launch AAC Innovations	<a href="#">Submission 206 Materials</a>

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International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
208	Considerations for the Multilingual AAC User: Research & Practice	<a href="#">Submission 208 Materials</a>
209	Interagency Collaboration: AAC in Action from Classroom Implementation to Summer Camp!	<a href="#">Submission 209 Materials</a>
210	Pediatric Nurses' Perceptions and Experiences with AAC	<a href="#">Submission 210 Materials</a>
211	Participation of communication partners when supporting physical exploration and instruction by aided communicators	<a href="#">Submission 211 Materials</a>
212	Expressive vocabulary of aided communicators when instructing physically able partners to construct physical models	<a href="#">Submission 212 Materials</a>
213	Speech Generating Device Funding in the United States: Current Opportunities and Issues	<a href="#">Submission 213 Materials</a>
216	AAC and MND/ALS: Seeking Improved Outcomes through Early Engagement in Assessment, System Design and Implementation	<a href="#">Submission 216 Materials</a>
217	The Use of Text-to-Speech Devices by Adults with Developmental Disabilities	<a href="#">Submission 217 Materials</a>
218	Peer to Peer On-line Communication for Users with Complex Communication Needs	<a href="#">Submission 218 Materials</a>
219	Providing Communication Access for Patients: The Role of AAC Across Healthcare Settings	<a href="#">Submission 219 Materials</a>
220	Interactive Phonemic Awareness for Students with Complex Communication Needs: Apps Included	<a href="#">Submission 220 Materials</a>
222	Characterising supported decision-making for people who communicate informally	<a href="#">Submission 222 Materials</a>
223	AAC services via mobile health technology applications: SLP and caregiver perceptions in rural South Africa.	<a href="#">Submission 223 Materials</a>
224	Communication Circles: Rehearsing, Practicing, Modeling and USING AAC with Friends!	<a href="#">Submission 224 Materials</a>
225	Fight, Flight, Fright: police officers' perceptions interviewing individuals with CCN reporting being victims of crime	<a href="#">Submission 225 Materials</a>
226	Video modelling and video self-modelling: Facilitating reciprocal conversation in adolescents with ASD using AAC	<a href="#">Submission 226 Materials</a>
228	Communication Matters (ISAAC UK) and BUILD European Subcommittee Collaboration Supporting AAC Developing Nations	<a href="#">Submission 228 Materials</a>
230	PROPOSE OF AN ASSISTIVE TECHNOLOGY DEVICE FOR ACCESS TO THE TABLET: SINGLE-CASE RESEARCH DESIGN	<a href="#">Submission 230 Materials</a>
231	The Revised Communication Bill of Rights: An Advocacy Tool	<a href="#">Submission 231 Materials</a>
232	Communication at any time - Alternative access to communication boards and books	<a href="#">Submission 232 Materials</a>
233	No Further On After 30 Years, Still Can't Speak Fast Enough	<a href="#">Submission 233 Materials</a>
235	Supporting Personal Narrative Elicitation: Identifying Discrete Moment of Interest Event Cues Within Digital Video Footage	<a href="#">Submission 235 Materials</a>
236	Communication practices and needs of multilingual persons in need of/using AAC	<a href="#">Submission 236 Materials</a>
237	Build Your Own Regional AAC Summit from the Ground Up	<a href="#">Submission 237 Materials</a>
238	Implementation of AAC aids in schools for students with special educational needs: teachers' perceptions	<a href="#">Submission 238 Materials</a>
239	Comparative Effects of two AAC systems on vocal productions of children with Motor Speech Disorders	<a href="#">Submission 239 Materials</a>
240	Integrating a Person Who Uses AAC into University Employment	<a href="#">Submission 240 Materials</a>
241	Alternative and augmentative communication in higher education - AAC awareness	<a href="#">Submission 241 Materials</a>
242	Communication matrix as assessment tool for children with special needs	<a href="#">Submission 242 Materials</a>

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17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
244	Core vocabulary for students with significant cognitive disabilities: Essential tools, teaching strategies and assessment components	<a href="#">Submission 244 Materials</a>
245	AAC in low income countries: Understanding the Context	<a href="#">Submission 245 Materials</a>
246	First Contact Survey: Profiles of Students with Significant Cognitive Disabilities and Complex Communication Needs	<a href="#">Submission 246 Materials</a>
247	Core vocabulary for Zulu speaking preschoolers in need of AAC	<a href="#">Submission 247 Materials</a>
249	Teaching Students with Complex Communication Needs: Free Professional Development and Instructional Resources	<a href="#">Submission 249 Materials</a>
250	How AAC Brought Us Together – Vocabulary Development and Language Acquisition in Early Family-Child Interaction	<a href="#">Submission 250 Materials</a>
251	“A Picture’s Worth a Thousand Words.” An AAC Intervention to increase participation for children	<a href="#">Submission 251 Materials</a>
252	Using Core Vocabulary During Shared Reading and Guided Reading	<a href="#">Submission 252 Materials</a>
253	Language Activity Monitoring (LAM): Extended Data Logging to Handle Character-based Languages	<a href="#">Submission 253 Materials</a>
254	The Quality of the Evidence Supporting the Use of High-Tech AAC with People with ASD	<a href="#">Submission 254 Materials</a>
255	Exploring the Effect of Aided Language and Explicit Instruction Strategies on Children with Developmental disabilities	<a href="#">Submission 255 Materials</a>
256	Issues in Evaluating and Placing AAC Devices for People with ALS and FTD	<a href="#">Submission 256 Materials</a>
258	Challenges and opportunities in creating synergy between AAC and brain-computer interfaces	<a href="#">Submission 258 Materials</a>
259	Building communication accessible school communities	<a href="#">Submission 259 Materials</a>
260	Continuous training program for teachers working with AAC : changing speeches and practices	<a href="#">Submission 260 Materials</a>
261	Early Development of Emotional Competence Tool for Children with Complex Communication Needs: Development and Evidence	<a href="#">Submission 261 Materials</a>
262	Problem-solving access for students with complex communication, sensory and motor challenges in inclusive school settings	<a href="#">Submission 262 Materials</a>
263	Prediction of Communication Risk Before 12 months with the ISCBS: Group Outcomes at 3 Years	<a href="#">Submission 263 Materials</a>
264	An AAC social media intervention for people with primary progressive aphasia	<a href="#">Submission 264 Materials</a>
265	Tempt-Trigger Intervention to Promote Intentional Communication in Three Young Children with ASD	<a href="#">Submission 265 Materials</a>
267	Promoting Intentional Communication in Children with CCN: Matching Strategies to Potential Sources of Difficulty	<a href="#">Submission 267 Materials</a>
268	Predictable Chart Writing: From Ideas to Books (Including Digital Books!) for Emergent Writers	<a href="#">Submission 268 Materials</a>
269	The Effects of Robot-based AAC symbols Intervention on Learning Action Word for Children with ASDs	<a href="#">Submission 269 Materials</a>
270	Coming together – how teachers can assist CCNs in transition from school to work	<a href="#">Submission 270 Materials</a>
273	Effects of introducing AAC resources in the preschool and daycare	<a href="#">Submission 273 Materials</a>
274	Coming of Age- The Australian Communication Access Symbol	<a href="#">Submission 274 Materials</a>
275	Visual scene displays versus grid layouts to teach requesting to preschool children with ASD	<a href="#">Submission 275 Materials</a>
276	The Interpretation and Use of Emoji emoticons (Emojis) in Augmentative and Alternative Communication (AAC)	<a href="#">Submission 276 Materials</a>
277	Systematic review of factors influencing health care professionals in provision of assistive technology to children	<a href="#">Submission 277 Materials</a>



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17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
278	ToneTable – starting a hands on conversation about tone of voice in AAC	<a href="#">Submission 278 Materials</a>
279	Managing sensation for intelligible, autonomous/functional communication	<a href="#">Submission 279 Materials</a>
282	Testing to Fail: Exacerbating disability through inappropriate assessment	<a href="#">Submission 282 Materials</a>
283	AAC as a support during clinical assessment and intervention within child psychiatry	<a href="#">Submission 283 Materials</a>
284	Silent Witnesses: AAC and legal capacity	<a href="#">Submission 284 Materials</a>
285	AAC in mainstream schooling. Four motor disability cases.	<a href="#">Submission 285 Materials</a>
286	Developing communication support for elderly people with cognitive impairments in the IN LIFE project	<a href="#">Submission 286 Materials</a>
287	Using Communication Supports to Enhance Communication Effectiveness of People with Severely Dysarthric Speech	<a href="#">Submission 287 Materials</a>
289	AAC as universal design within dental services for children	<a href="#">Submission 289 Materials</a>
290	Cognitive and Navigational Skills of Children who have Complex Communication Needs	<a href="#">Submission 290 Materials</a>
291	iCan Communicate: Expanding Service Delivery Models to Include Telepractice	<a href="#">Submission 291 Materials</a>
292	“Expanding Boundaries” – A Communication School for Parents	<a href="#">Submission 292 Materials</a>
293	Gaze toward Social Interactions in Photographs by Individuals with Autism: Implications for AAC design	<a href="#">Submission 293 Materials</a>
296	Successful Employment of Individuals with Autism Spectrum Disorder who Use Augmentative and Alternative Communication	<a href="#">Submission 296 Materials</a>
297	Groupe ment du vocabulaire de base pour les jeunes enfants francophones	<a href="#">Submission 297 Materials</a>
298	Self-reports of adults with developmental disability using mobile technology for independence and community living	<a href="#">Submission 298 Materials</a>
300	Phonological Awareness in Preschool Age Children with Developmental Disabilities	<a href="#">Submission 300 Materials</a>
301	All together now: participation and group work!!	<a href="#">Submission 301 Materials</a>
302	Wucailu Autism Research and Intervention Center brings AAC to Chinese Children	<a href="#">Submission 302 Materials</a>
303	Communication with Patients with Acquired Speech-Language Disorders in a Rehabilitation Hospital: Staff Perceptions and Practices	<a href="#">Submission 303 Materials</a>
304	Visual scene displays: Searching for evidence of developmental consequences	<a href="#">Submission 304 Materials</a>
306	AAC Bootcamp: A Communication Partner Training Program to improve Augmentative and Alternative Communication Skills	<a href="#">Submission 306 Materials</a>
308	Combining Pivotal Response Training and pragmatic communication book in communication intervention	<a href="#">Submission 308 Materials</a>
309	Lessons learned from applying a comprehensive assistive technology delivery and training protocol	<a href="#">Submission 309 Materials</a>
310	SantéBD : Penser l'accès aux soins pour tous types de handicap	<a href="#">Submission 310 Materials</a>
311	LIFE After High School and AAC	<a href="#">Submission 311 Materials</a>
312	Emergence of graphic symbol combinations by toddlers in parent coached AAC language intervention	<a href="#">Submission 312 Materials</a>
313	ComAlong PIMD – evaluation of a communication course for parents of children with multiple disabilities	<a href="#">Submission 313 Materials</a>
314	AAC Assessment and Training: Mentors, Speech Pathologists, Families and Educators in an Inclusive Team Approach	<a href="#">Submission 314 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
315	A Comparison of graphic symbol learning by children without disabilities across two instructional strategies.	<a href="#">Submission 315 Materials</a>
317	Systematic review of educator-reported outcomes for young people who use AAC in school activity settings	<a href="#">Submission 317 Materials</a>
318	Publishing in the AAC Journal - Strategizing for Success	<a href="#">Submission 318 Materials</a>
319	From experience to communication	<a href="#">Submission 319 Materials</a>
320	Structured use of eyegaze-technology for beginning (early) users and people with ambiguous consciousness	<a href="#">Submission 320 Materials</a>
323	Parent Report of Potential Communicative Acts in Individuals with CHARGE Syndrome	<a href="#">Submission 323 Materials</a>
324	Facilitating reading and writing in children with intellectual impairments: A South African study of Blissymbolics	<a href="#">Submission 324 Materials</a>
325	LITERACY DEVELOPMENT IN CHILDREN WITH AUTISTIC SPECTRUM DISORDERS : CASE STUDENT	<a href="#">Submission 325 Materials</a>
326	Film and Tell! Self-Created Film as Assistive tool in AAC, Research-project My Film, My Story	<a href="#">Submission 326 Materials</a>
327	AAC for Children with Autism: How Clinical Specialists Approach Assessment	<a href="#">Submission 327 Materials</a>
328	A cloud is water in the sky. Blissymbolics: A tool for teaching words and meanings	<a href="#">Submission 328 Materials</a>
329	The meaning of voice in the lives of young people who speak through SGDs	<a href="#">Submission 329 Materials</a>
330	An Flexible Open Source Sensor Hub for AAC	<a href="#">Submission 330 Materials</a>
331	Augmentative and Alternative Communication for Adults with Total Locked-In Syndrome	<a href="#">Submission 331 Materials</a>
332	Parents' and Speech-Language Pathologists' Perceptions of Children's Communication Skills Using a Tablet with Communication App	<a href="#">Submission 332 Materials</a>
333	Bringing Some Core AAC Issues and Blissymbolics Together	<a href="#">Submission 333 Materials</a>
334	Improving Assistive Technology including AAC Clinical Practices and Professional Education: Weekly ECHO in AT	<a href="#">Submission 334 Materials</a>
335	PARENTS OF CHILDREN WITH COMPLEX COMMUNICATION NEED: FAMILY STRESS AND QUALITY OF LIFE	<a href="#">Submission 335 Materials</a>
336	Designing AAC interventions and research to improve outcomes for individuals with complex communication needs	<a href="#">Submission 336 Materials</a>
338	Evidence-based Literacy Intervention and Apps for Individuals Who Require AAC	<a href="#">Submission 338 Materials</a>
339	Vocabulary Needs of People with Late-Stage ALS: Synchronous and Asynchronous Data Collection	<a href="#">Submission 339 Materials</a>
340	Designing effective AAC systems for young children with complex communication needs to support communication development	<a href="#">Submission 340 Materials</a>
341	Collaborating for Success: Regional Collaborative Service Delivery for Children and Youth with CCN in Alberta	<a href="#">Submission 341 Materials</a>
342	Presentation of a speech therapy planning for insertion of the AAC in a rearguard hospital	<a href="#">Submission 342 Materials</a>
343	AAC in cerebral palsy: its effects of using and not using in a Brazilian institution	<a href="#">Submission 343 Materials</a>
344	Parent-reported effectiveness of AAC interventions for youth: A systematic review of outcome measures	<a href="#">Submission 344 Materials</a>
346	Just-in-time programming of AAC apps for children with complex communication needs	<a href="#">Submission 346 Materials</a>
347	Coaching increased communication competence in AAC Users	<a href="#">Submission 347 Materials</a>
348	Using the ICF to improve language learning outcomes	<a href="#">Submission 348 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
349	Family education program about language and alternative communication: an e-learning Brazilian model.	<a href="#">Submission 349 Materials</a>
350	Using peers to support increased AAC use	<a href="#">Submission 350 Materials</a>
351	Brazilian Family Attitudes toward Aided Communication intervention and Use	<a href="#">Submission 351 Materials</a>
352	How Cognition Impacts Navigational Skills of Young Children: Taxonomic Versus Schematic Organization	<a href="#">Submission 352 Materials</a>
353	Strategies used by Brazilian aided communicators in naming drawings using graphic symbols	<a href="#">Submission 353 Materials</a>
354	Optimizing the interface of Augmentative and Alternative Communication devices in children with dyskinetic cerebral palsy	<a href="#">Submission 354 Materials</a>
355	Producing a Bilingual Training Video: A Cross-Border Collaboration	<a href="#">Submission 355 Materials</a>
356	Communicative strategies of young aided communicators when describing visual scenes to different partners	<a href="#">Submission 356 Materials</a>
357	Young Aided Communicators Narrating Events from Videos	<a href="#">Submission 357 Materials</a>
359	Transforming a Snoezelen Room: Creating Opportunities for Early Communication and Switch Skills	<a href="#">Submission 359 Materials</a>
360	Together We Can Build an Universal Access Operating System For AAC	<a href="#">Submission 360 Materials</a>
361	Emerging Identities in Interaction: AAC and stance	<a href="#">Submission 361 Materials</a>
362	Training SLPs to recognize early communicative behaviors in children with physical disabilities: Which techniques work?	<a href="#">Submission 362 Materials</a>
363	The Effect of a Checklist on School-Based Speech-Language Pathologists' Descriptions of AAC Assessment	<a href="#">Submission 363 Materials</a>
364	AAC Service Delivery: Caregiver Coaching Works!	<a href="#">Submission 364 Materials</a>
365	The improving Communication Skills through iPad with AAC Intervention for a Student with Down Syndrome	<a href="#">Submission 365 Materials</a>
366	Technology supports for language development in AAC users	<a href="#">Submission 366 Materials</a>
367	Teaching Core and Language in Bilingual Settings	<a href="#">Submission 367 Materials</a>
369	Consistent Structure – Individual Trainings	<a href="#">Submission 369 Materials</a>
370	Symbol-Infused Play for Young Children with Complex Communication Needs	<a href="#">Submission 370 Materials</a>
372	Maternal Language Input to Young Children with ASD: Supporting the Transition to Early Word Combinations	<a href="#">Submission 372 Materials</a>
374	Visual scenes - an alternative to displays organised in grids?	<a href="#">Submission 374 Materials</a>
375	Learning Effect of Sentences Production by the Voice-Output Communication Aid in a Stroke Patient	<a href="#">Submission 375 Materials</a>
376	The emergence of augmentative and alternative communication in Kyrgyzstan	<a href="#">Submission 376 Materials</a>
377	Millars' Eastern Tour	<a href="#">Submission 377 Materials</a>
379	The “pharmacy-project” as an example of a community based approach of AAC	<a href="#">Submission 379 Materials</a>
380	SIMPLIFY THE ROAD TO COMMUNICATIVE AUTONOMY Making PODD material easy accessible	<a href="#">Submission 380 Materials</a>
382	“It’s a Magic Board!” Introducing Augmentative and Alternative Communication (AAC) to Preschoolers with Autism	<a href="#">Submission 382 Materials</a>
383	AAC for children with progressive conditions due to a neurodegenerative disorder –examples of (best) practice	<a href="#">Submission 383 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
384	Digital Framework for Accessible Information	<a href="#">Submission 384 Materials</a>
385	AAC in facilities for adults with disabilities in Dortmund/ Germany - establishment, implementation and networking	<a href="#">Submission 385 Materials</a>
386	Semantic Intervention in AAC: Engaging Learners with Digital Media	<a href="#">Submission 386 Materials</a>
388	Imaginative and creative participatory research in augmentative and alternative communication	<a href="#">Submission 388 Materials</a>
389	Identification performing of graphic scene symbols representing verbs for Korean children with intellectual disability	<a href="#">Submission 389 Materials</a>
390	Granted - not used - Speech Interpreter Services for people with complex communication needs	<a href="#">Submission 390 Materials</a>
391	AAC pathway in patients with ALS: the experience at a neuromuscular dedicated clinic (NEMO Center)	<a href="#">Submission 391 Materials</a>
392	The Words, Whys and Ways to Implement Core Word Vocabulary in Schools	<a href="#">Submission 392 Materials</a>
393	Using Digital Media in Preservice AAC Education	<a href="#">Submission 393 Materials</a>
394	AAC Training School at Centro Benedetta D'Intino Onlus: 20 Years of Experience	<a href="#">Submission 394 Materials</a>
395	The Bridge: Informal, Structured-Portfolio Assessment of Emergent Literacy	<a href="#">Submission 395 Materials</a>
397	Two Words for Everything; the importance of yes/no choices	<a href="#">Submission 397 Materials</a>
398	A new "way to say" AAC - A multi-disciplinary approach to AAC	<a href="#">Submission 398 Materials</a>
399	Core Vocabularies: Same or different for Bilingual Language Learning and Literacy Skill building with Symbols?	<a href="#">Submission 399 Materials</a>
400	AAC for every kid! Creating an inclusive communicative pre-school environment using the ComPAL-model	<a href="#">Submission 400 Materials</a>
401	Core word templates to scaffold language development in Proloquo2Go	<a href="#">Submission 401 Materials</a>
402	Multiple approaches for vocabulary selection and organisation to meet the individual's varied, autonomous communication requirements	<a href="#">Submission 402 Materials</a>
403	Breathing new life into communication: Making an old book new again	<a href="#">Submission 403 Materials</a>
404	The New Three Rs in Assistive Technology for Post Secondary School Student Success	<a href="#">Submission 404 Materials</a>
406	Engaging Adolescent Learners With ASD and CCN in Literacy Instruction: Effects of Adapted Instruction	<a href="#">Submission 406 Materials</a>
407	Protocol for assessing oral comprehension and reading in speech difficulties	<a href="#">Submission 407 Materials</a>
408	Recounting of stories by children with Down Syndrome: influence of use of AAC	<a href="#">Submission 408 Materials</a>
409	Balancing MultiModal Communication: What girls with Rett Syndrome are teaching the experts about eye-gaze etc.	<a href="#">Submission 409 Materials</a>
410	Autoscopy as a tool for teacher training in Recursos Multifunction room in Rio de Janeiro	<a href="#">Submission 410 Materials</a>
411	A Comparison of Low-Tech Eye Gaze Methods	<a href="#">Submission 411 Materials</a>
412	Parent Communication During Shared Book Reading with Girls with Rett Syndrome	<a href="#">Submission 412 Materials</a>
414	AAC and the Community of Practice paradigm: how newcomers learn from veterans	<a href="#">Submission 414 Materials</a>
415	Supporting a Team in Planning and Implementing AAC for a Child with Intellectual Disability	<a href="#">Submission 415 Materials</a>
416	Anthony's Story: AAC Access and Beyond	<a href="#">Submission 416 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
417	The journey of the Imagining Possibilities Leadership Team	<a href="#">Submission 417 Materials</a>
418	Technology, AAC Application and Community Inclusion in Thailand and South East Asia	<a href="#">Submission 418 Materials</a>
419	Presence and use of AAC resources in public schools in São Paulo, Brazil	<a href="#">Submission 419 Materials</a>
420	Mindfulness + Compassion = Inner Peace	<a href="#">Submission 420 Materials</a>
421	Click2Speak: From personal experience to AAC product, writing software using only your eyes	<a href="#">Submission 421 Materials</a>
422	How and What do SLPs and Parents Learn about AAC Online?	<a href="#">Submission 422 Materials</a>
423	USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION WITH AUTISC STUDENTS IN REGULAR SCHOOL	<a href="#">Submission 423 Materials</a>
424	Keeping in Touch and Growing Together: Deafblind AAC Camp	<a href="#">Submission 424 Materials</a>
425	Interdisciplinary Teamwork and Parent-Professional Collaboration: Developing Individualized AAC Systems for Students with Multiple Disabilities	<a href="#">Submission 425 Materials</a>
426	A Narrative Review of Research on the Play of Children with Cerebral Palsy	<a href="#">Submission 426 Materials</a>
429	AUGMENTATIVE AND ALTERNATIVE COMMUNICATION THERAPEUTIC EXPERIENCE: INDIVIDUAL AND GROUP SPACES IN MENTAL HEALTH IN BRAZIL	<a href="#">Submission 429 Materials</a>
430	Daily Decision Making of Adults with Severe Communication Problems: Perspectives from Professional Caregivers	<a href="#">Submission 430 Materials</a>
431	The state of AAC in English-speaking countries: results of an online survey	<a href="#">Submission 431 Materials</a>
432	Teaching Movements for Communication for Individuals who have Rett Syndrome	<a href="#">Submission 432 Materials</a>
433	The use of Blissymbolics in a multilingual classroom	<a href="#">Submission 433 Materials</a>
434	Evaluating AAC Interventions Through Research Syntheses: Key Components and Critical Issues	<a href="#">Submission 434 Materials</a>
435	KinesicMouse: More-Than-Meets-the-Eye Head and Face Controlled Mouse	<a href="#">Submission 435 Materials</a>
436	Meeting the Communication Needs of AAC Users with Low Vision or Blindness	<a href="#">Submission 436 Materials</a>
437	Why do we want to talk about sexuality?	<a href="#">Submission 437 Materials</a>
438	"Just-in-time" programming: developmental appropriateness and implications for beginning communicators	<a href="#">Submission 438 Materials</a>
439	Supporting literacy and AAC: A case study of an individual with cortical visual impairment	<a href="#">Submission 439 Materials</a>
441	'A triple hermeneutic?: Levels of interpretation in qualitative data gathering with AAC users'	<a href="#">Submission 441 Materials</a>
442	Do Students Really Need Communication Devices? Paraprofessionals' Perspectives on AAC and Interaction	<a href="#">Submission 442 Materials</a>
443	Une communication très spéciale : avant et après. L'histoire personnelle d'un proche aidant.	<a href="#">Submission 443 Materials</a>
444	"Efshar Lomar" A robust core vocabulary display design supporting languages with rich morphology	<a href="#">Submission 444 Materials</a>
446	Where are the Books for Students with Complex Communication and Physical Needs?	<a href="#">Submission 446 Materials</a>
447	AAC apps' salient features, accessibility issues and possible solutions	<a href="#">Submission 447 Materials</a>
448	Linguistic competence and AAC: A mentoring program to provide increased number of functional communication opportunities.	<a href="#">Submission 448 Materials</a>
449	Building A Mentorship Program for Adolescents and Young Adults Who Use AAC in Alberta, Canada	<a href="#">Submission 449 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
450	Development of a questionnaire to measure the product opinions of youth who use AAC devices	<a href="#">Submission 450 Materials</a>
451	Social Media and Scanning Access: Navigating Solutions Part II	<a href="#">Submission 451 Materials</a>
452	AAC Bootcamps for Professionals	<a href="#">Submission 452 Materials</a>
454	Students with Communication, Intellectual & Physical Challenges CAN Read - Phonics Instruction WITHOUT the Drill!	<a href="#">Submission 454 Materials</a>
458	"It's not our children, but we who are really disabled": Parent perspectives from India	<a href="#">Submission 458 Materials</a>
459	Interpreting the meaning of communication and its impairments, held by parents from Kerala, India.	<a href="#">Submission 459 Materials</a>
460	Putting the Social into Social Media: How to Make Connections Online and In-Person	<a href="#">Submission 460 Materials</a>
461	Ready, Set, Write! – Alternative Pencils & Writing for Students with the Most Significant Needs	<a href="#">Submission 461 Materials</a>
462	Applying Cultural-Historical Activity Theory when Analysing Augmentative and Alternative Communication	<a href="#">Submission 462 Materials</a>
463	Experimental evaluation of a parent-implemented AAC intervention protocol for children with severe autism	<a href="#">Submission 463 Materials</a>
465	Role Playing and AAC: A Therapeutic Approach to Improve Spontaneous Conversational Exchanges in Natural Contexts	<a href="#">Submission 465 Materials</a>
466	Language use during mathematics activities: differences between directing and doing activities using a robot	<a href="#">Submission 466 Materials</a>
467	Cultural influence of picture-based symbols for the Korean and English social words	<a href="#">Submission 467 Materials</a>
468	Youth who use AAC articulate beliefs regarding the value of inclusion: implications for practice	<a href="#">Submission 468 Materials</a>
469	Two Girls Who Use Communication Aids Interact with Peers and Adults: A story of discernment	<a href="#">Submission 469 Materials</a>
471	BRIEF INTERNATIONAL LITERATURE REVIEW ON SELECTIVE MUTISM	<a href="#">Submission 471 Materials</a>
472	Results of a 3 years study of a BCI-based communicator for advanced ALS patients	<a href="#">Submission 472 Materials</a>
473	Using the iPad to support peer interaction for preschool children with complex communication needs	<a href="#">Submission 473 Materials</a>
474	VoIP software as an accessible way of communication	<a href="#">Submission 474 Materials</a>
475	Teaching Conversational Skills for AAC users through Video Modeling	<a href="#">Submission 475 Materials</a>
476	The Power of Humor When the Going Gets Tough: One Teen AAC User Shares	<a href="#">Submission 476 Materials</a>
477	Classmates' significance to reach inclusive education	<a href="#">Submission 477 Materials</a>
483	Program Of Alternative Communication To Partners Communication from Students with Autism	<a href="#">Submission 483 Materials</a>
484	Service Delivery: Improving Access to Care and Outcomes in Augmentative and Alternative Communication	<a href="#">Submission 484 Materials</a>
486	The Effects of Switch Training in AAC Intervention on Children with Severe Physical Disabilities	<a href="#">Submission 486 Materials</a>
487	Providing Access to AAC Systems for Users with CCN	<a href="#">Submission 487 Materials</a>
488	Using Visual Supports to Enhance Participation and Decrease Challenging Behavior in Individuals with Autism&CCN	<a href="#">Submission 488 Materials</a>
489	Teaching Young Children to Ask Inverted Yes-No Questions using Apps: An Aided AAC Modeling Intervention	<a href="#">Submission 489 Materials</a>
490	EyeGaze: The Newest Addition to the Classroom Access Toolkit	<a href="#">Submission 490 Materials</a>

## SCHEDULE OF SESSIONS (by Submission ID)

17<sup>th</sup> Biennial Conference

International Society for Augmentative and Alternative Communication

Sub ID	Title	DropBox Hyperlink
491	Optimizing Device Success for People with Aphasia	<a href="#">Submission 491 Materials</a>
492	Communication Challenges of an AAC-using College Student: How I Handle Brush-offs and Interruptions	<a href="#">Submission 492 Materials</a>
493	Importance of Interactions: A Few Examples of Unaccidental Encounters	<a href="#">Submission 493 Materials</a>
494	Consumer health informatics for people who use AAC: Views on eHealth records at home	<a href="#">Submission 494 Materials</a>
495	Establishing a Virtual Community of Practice: Enhancing AAC Intervention through Online Collaboration	<a href="#">Submission 495 Materials</a>
496	Being Together. The Illusion of Loneliness and AAC.	<a href="#">Submission 496 Materials</a>
499	Creatively Implement Communication in the Classroom	<a href="#">Submission 499 Materials</a>
502	Vision technology: Exploring the software, potential issues,	<a href="#">Submission 502 Materials</a>
505	THE COMMUNICATION OF A CHILD WITH AUTISM SPECTRUM DISORDER ON THE PROFESSIONAL'S PERCEPTION	<a href="#">Submission 505 Materials</a>
506	Using Data Visualization with AAC Devices across Different Languages	<a href="#">Submission 506 Materials</a>
508	Teaching Social Skills to Individuals Using High-Tech AAC	<a href="#">Submission 508 Materials</a>
509	Reclaiming Life: Use of AAC after Stroke or Brain Injury to Restore Participation in Life	<a href="#">Submission 509 Materials</a>
510	ALL: Accessible Literacy Learning for ALL Learners	<a href="#">Submission 510 Materials</a>
511	Evaluation of Receptive and Expressive Language of a Child User of Alternative Communication System	<a href="#">Submission 511 Materials</a>
512	Tools and strategies to support communication, writing and independence for a student who is Blind	<a href="#">Submission 512 Materials</a>
513	Enhancing Function and Participation for Children with CCN and CVI: Frameworks for Success	<a href="#">Submission 513 Materials</a>