![Indiana AAC Summit logo]

2017 Schedule & Session Descriptions
Subject to change

FRIDAY, SEPTEMBER 29
8:00-8:30 Registration and Light Breakfast

8:30-9:15 Welcome and Keynote Speaker (Room - King)

My name is Michael Ely and I am an AAC user. When I was a toddler, I began using AAC in the form of a communication board and then a communication book. Eventually, when the technology was available, I got a speech-generating device. In my keynote speech, I am going to talk about some of the problems that I have to endure on a daily basis. Then I'm going to discuss how I grew up with AAC. A little background about myself…I have an Associate's Degree in Computer Information Systems from Ivy Tech Community College. I am a member of the Moving Forward Room at Stone Belt where I am the layout editor for the Stone Belt newsletter. I also send weekly emails to local restaurants regarding the produce available in the South-Central Community Action Program greenhouse. I have designed and maintained websites for Self-Advocates of Monroe County and the AAC-In-Action project at Indiana University. I am also an advocate for people with disabilities and have traveled to the Indiana State House to speak with the Lieutenant Governor about pay increases for Direct Support Professionals. I hope to share more of my story with you at the 2017 Indiana AAC Summit!

9:15-9:30 Break

9:30-10:30 Breakout Session 1

Room - King	Room - Royal A	Room - Royal B
"The Amazing Race: Three C's for Communication, Collaboration, and Core Vocabulary" by Angela Sheets (Intense Interventions Teacher) and Amy Shane (SLPA) Staff members from Bluffton-Harrison Elementary will share their Amazing Race in implementing various methods of AAC use with their students who have a wide range of disabilities and needs. These methods will include no tech, low tech and high tech examples of AAC systems trialed and	**"Creating an AAC Friendly Preschool" by Dr. Amy Piper (Assistant Clinical Professor) and Heather Kensek (Early Childhood Special Educator)** When a successful device user in our classroom transitioned to public school, she struggled and her education team grappled to support her use of her device. In reflecting on our own practices, we realized there was more we could do on an everyday basis to be a model of an AAC friendly classroom. Over the course of the 2016-2017 school year, we set out to increase the visibility and	**"You Can't Spell Sexual Education Without AAC" by Conner Edwards (Life Skills Teacher) and Keshia Bell (Special Educator)** This presentation will introduce you to a month-long sexual education curriculum for high school life skills students who have limited functional speech as well as a variety of moderate-to-severe cognitive and physical impairments. Through the use of a variety of AAC strategies and systems, as well as peer models, students have demonstrated

utilized in the Intense Interventions class. This presentation will also include case studies and practical methods of utilizing AAC in the classroom using communication, collaboration and core vocabulary. The presenters will also share how they were able to gain administrative support for creating an AAC initiative within their school district.	integration of Words for Life/LAMP in our Language-Based Preschool Program and to ensure that device use was as visible and accessible as sign language and verbal communication.	an increase in the understanding of human anatomy, consent, and basic contraceptive usage. This presentation will demonstrate an overview of strategies utilized, as well as how to implement this type of program for students to better equip them for post-secondary life.

10:30-10:45 Break

10:45-11:45 Breakout Session 2		
Room - King	**Room - Royal A**	**Room – Royal B**
"Changing Minds through AAC" by Joanna Mulligan (Special Education Coordinator) and Abigail Campbell (Behavior Consultant) As a school district separating from a special education cooperative, we are beginning our own program of support for AAC users. Our journey has involved providing our staff with a better understanding of the importance of AAC in our classrooms, how to effectively meets the needs of our students with AAC needs, and tracking the positive outcomes of this program. We would like to have our teachers from preschool to high school highlight how modeling communication with our students has resulted in academic achievement and positive social interactions.	**"Describing the Level of Meaning-Making in Interactions Between Users of AAC and Their Communication Partners" by Dr. Erna Alant (Professor)** Students who use AAC often have significant difficulties in developing friendships with others. Although these users are able to exchange messages, they are not successful in sustaining their interactions with others. This presentation introduces a measurement tool to describe the level of meaning in interactions. After explaining the tool, participants will have opportunities to practice the use of the tool by exposing them to video interactions of users of AAC and their communication partners.	**"ABA and AAC: Thriving with LAMP in a Foreign Land" by Elizabeth Selge (SLP)** One area in which my team of colleagues has had difficulty is to work with the many ABA centers in the area, whose philosophy and approach to communication is often different than what an SLP would do. We have worked really hard on our approach to education so that our goals are carried out and communication devices are used while our patients are at ABA. It's still a work in progress, but we have "entered the foreign land" and are beginning to not only "survive" our encounters with our colleagues there, but "thrive," by using the same approach each time.

11:45-1:15 Lunch on-your-own

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1:15-2:15 Breakout Session 3		
Room - King	**Room -Royal A**	**Room – Royal B**
"It's Not Me, It's You – Decision Making for AAC Systems" by Kim Hurley (SLP) With the proliferation of AAC apps, the evaluation process has become complex and at times confusing; but the vast variety also provides the Speech Language Pathologist a range of options to find a good fit between the AAC user and technology. Having a clear decision-making process for reviewing AAC options can streamline this process for everyone.	**"Building a Strong Foundation" by Angela Sheets (Intense Interventions Teacher) and Nicole Wingate (SLP)** Bluffton Harrison Elementary School Educators will walk participants through the building process of creating a fully functional curriculum map that includes AAC instruction and aligns to the Indiana State Content Connectors, as well as, IEP goals. Beginning at square one, presenters will help draft the blueprints of a yearlong structure that will meet the rigor of the Content Connectors and incorporate a variety of individualized communication options. Presenters will share lesson components, curriculum pieces, and organizational tips to make the construction process easier and more functional.	**"The Bridge to Literacy: Literacy Assessment for Individuals Who Use AAC" by Beth Waite-Lafever (SLP/AT/AAC Specialist)** It is well-known that literacy skills are very difficult for nonverbal individuals to obtain. Yet it is through literacy that they reach higher levels of independence in communication, academics, employment, managing healthcare, and overall quality of life. Where do you begin? How do you teach reading and writing to those with significant physical and/or cognitive deficits? This session shares literacy assessment tools that help determine goals and objectives while monitoring progress for nonverbal students. We will walk across The Bridge: a free literacy assessment. See specific examples for various components, and learn how to make an organized literacy portfolio for nonverbal students.
2:15-2:30 Break		
2:30-3:30 Breakout Session 4		
Room - King	**Room - Royal A**	**Room - Royal B**
"Obtaining Funding for SGDs Without Losing Your Mind!" by Beth Browning (SLP) Funding for SGDs can be confusing, time-consuming, and	**"PODD Forward – The March Continues" by Lisa Kloc (PT/AT Consultant)** The goal of PODD (Pragmatic Organization Dynamic Display) is genuine communication. (NOTE:	**"An Approach to Literacy with an Eye Gaze User" by Justin Rust (SLP), Christy Woods (Paraprofessional), and Samantha McGuire (Mother)** This

frustrating, especially if you aren't familiar with the process. In this session, you will learn how to identify funding sources, assemble an evaluation team, prepare a funding packet, and respond to deferrals/denials. Report-writing suggestions and examples will be provided to help you avoid time delays and common pitfalls. You will also learn about current issues/concerns regarding Indiana funding sources and how they are affecting the SGD funding process.	This is not an Introduction to PODD training.) This presentation will provide an overview of PODD in paper and App form. We will address questions that are common when considering the selection of a communication system, including but not limited to: Who should be considered as a PODD candidate? What is a "smart partner"? Why should we present communication alternatives? Can PODD be used with individuals with vision impairments? And, is there a best way to do PODD? Examples of use will be provided.	session describes pre-reading activities performed with eye-gaze as the primary mode of communication. Literacy activities are based on the Four Blocks Literacy Model. A case history with low-tech beginnings is presented, to show the advantage of high-tech eye-gaze technology in decreasing user workload and accessing books and literacy material. Strategies for positioning and developing a reliable means of response are discussed. Videos will be shown of the eye-gaze user taking reading comprehension tests, writing, paging through e-books, and answering phonics questions.

3:30-4:00 Day 1 Wrap-up and Prizes (must be present to win)

SATURDAY, SEPTEMBER 30

9:00-9:30 Registration and Light Breakfast

9:30-10:30 Welcome and All-Group Session 5 (Room - King)

"Re-use, Reduce, Recycle: Use Descriptive Teaching for AAC Instruction for More with Less" by Beth Waite-Lafever (SLP/AT/AAC Specialist) Descriptive teaching is a method of instruction that is "open" and encourages the person who uses AAC to talk using words in their speech generating device rather than needing specific, short term words for a lesson or task.   Instructors often measure knowledge or progress by asking referential questions about material that requires fringe words often not found in a student's system; or, they add words for a monthly lesson that the student doesn't have time to learn and won't need after the lesson is over. This session will show participants how to re-use core vocabulary, reduce the need for additional programming or supplemental communication pages and recycle words in the student's communication system by changing the teaching method to increase interaction and lighten the workload for all!

10:30-10:45 Break

10:45-11:45 Breakout Session 6		
Room - KIng	**Room – Royal A**	**Room – Royal B**
"Every Move DOES Count: An Examination of How Combining Teacher/Therapist 'Moves' with our Student's 'Moves' Can Result in Improved Communication Skills for our Students with Significant Needs" by Anne Fletcher (Lifeskills Teacher) and Leta Donica (AT Coordinator) In our presentation, we will discuss and show video examples of the communication assessment, "Every Move Counts" and the online tool, "Communication Matrix" for use in evaluating students with significant communication needs. We will highlight three student case studies. We will use the data from our evaluations to determine programming and strategies for all three students to improve their communication. Examples of programming and videos of strategies will be shared with the audience. Teacher, therapist and classroom staff roles will be examined.	**"All Aboard" by Nicole Wingate (SLP) and Heather Stoppenhagen (SLPA)** Educators from Bluffton Harrison Elementary School will present their AAC journey that includes experimentation, education, assessment, and growth. Participants will determine their departure and destinations, present levels of performance and aspired level of participation. Presenters will demonstrate creative methods to increase AAC usage across multiple settings (home, school, community) with a variety of ages, levels of cognitive performance, and physical and sensory needs. Along the journey, participants will examine data collection procedures to help guide instruction. Additionally, presenters will demonstrate methods to educate and encourage non-AAC instructors to become vested participants in the AAC journey.	**"Amazing Grace: A Journey to Communicate through Eye Gaze" by April Newton (SLP/AAC Consultant), Marissa Caldwell (Teacher of the Orthopedically Impaired), and Micah Gallion (Grace's Mother)** Eye gaze can empower individuals with motor difficulties to reach increased independence including access to environment, recreation, vocation, and education. Review of literature includes requirements, factors, and considerations. This session provides a brief review literature; an overview of high tech eye gaze options, assessment, challenges, initial implementation suggestions and resources. A single case example of a student with cerebral palsy who recently acquired an eyegaze system will be shared. A panel of her mom, teacher of record and an AAC consultant will share information, video examples, and discuss considerations and challenges.
11:45-1:15 Lunch on-your-own		

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1:15-2:15 Breakout Session 7		
Room - King	**Room – Royal A**	**Room – Royal B**
"Where to Start and How to Move Forward with Core Words" by Laura Kingsley (Special Educator) and Sara Coggins (Special Educator) Are you overwhelmed with where and how to start implementing the use of core vocabulary in your classroom? This presentation, by two life skills classroom teachers (elementary and middle school) will provide you with practical steps to creating activities for use in your classroom using supplies you already have. Every participant will walk away with 25 mini-lessons as well as the tools required to create your own mini-lessons using core vocabulary. Participants will also have the opportunity to practice creating a mini-lesson with a small group.	**"AAC: A Different Method but the Same Message (and Why it Matters)" by Sharon Mankey (Continuing Lecturer/Clinic Director) and Mariesa Rang (Limited Term Lecturer)** Our study was conducted to determine what first responders knew about augmentative/alternative communication (AAC) and how to interact with individuals who use it by assessing their knowledge before and after participating in a lecture and hands-on activity. The results of the study will be explained and information will be shared on how SLPs can also inform their communities of this valuable information that will give people, who sometimes cannot speak up for themselves, a voice in emergency situations.	**"Gear Up for AAC: Mechanical and Electrical Tools to Support your AAC Equipment" by Dave Lafever (Rehabilitation Engineer)** Supporting AAC users of high-tech devices requires not only knowledge of how the device works and ways to teach communication, but also the right hardware tools for evaluation, maintenance, and support. This session will show you the most important tools, when and where to use them, as well as electrical items to support AAC equipment, and inexpensive, easy-to-build frames and holders to keep your AAC user talking and participating in educational and recreational activities.
2:15-3:00 Closing: Evaluations, Certificates, & Prizes (must be present to win)		