

# InFOCUS

Winter 2016  
Issue 41 Volume 1



agosci  
inc.

## New lower cost eye-gaze systems

- All-in-one computer ideal for schools
- Powerful tablets for computer access
- Upgradeable IntelliGaze
- Start with what you need!
- For those who don't need Speech Generating Devices



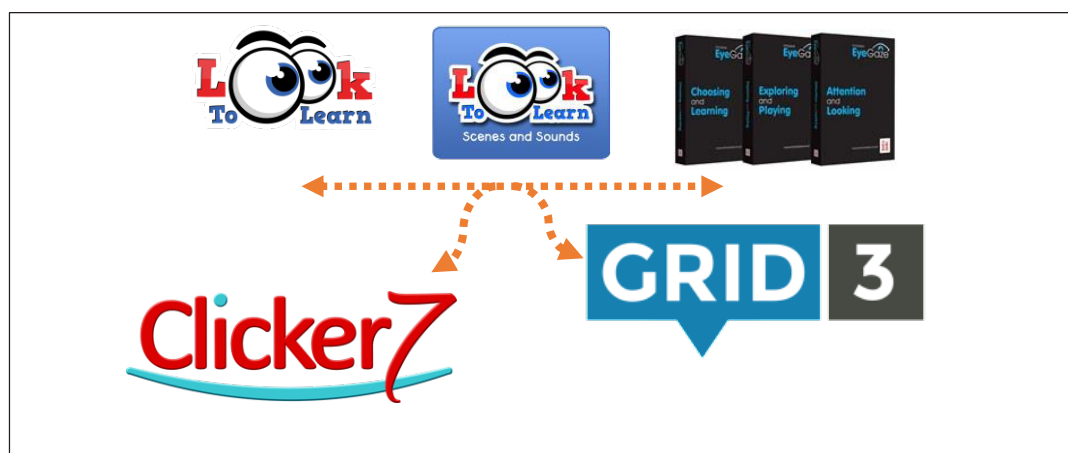
Start with interactive learning with eye gaze or use full computer control in Grid 3 or in the Alea Desktop. Please check the website for configurations and packages.

Navigate to [www.zytek.com.au](http://www.zytek.com.au) > products > eye gaze.

## Software for students

From early learning with eye gaze, to educational programs for literacy learning to AAC software. Available from Zytek. Look to Learn, Scenes and Sounds (Look to Learn expansion pack), Inclusive Technology's eye gaze suite, Clicker 7 and Grid 3 are all available from Zytek. Check out the website for free trials to download.

Navigate to [www.zytek.com.au](http://www.zytek.com.au) > products > software & apps



## Talking Mats

Tracey Bode is now a Talking Mats Accredited Trainer. Hopefully by the time you are reading this you will have heard much more about opportunities to learn how to use a Talking Mats. This is a wonderful tool with many relevant applications. Please contact Tracey at Zytek to discuss Talking Mats training.



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AGOSCI In Focus is the National Magazine of the AGOSCI Inc. (formerly Australian Group on Severe Communication Impairment). AGOSCI In Focus is a bi-annual magazine and is available to members of AGOSCI. It contains information from and about national seminars, research, new communication technology, resources in the AAC field, news from overseas, and contributions from people who use AAC.

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## Cover Photos



Sam Ren carves it up on his switch-adapted drumkit.

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## 2016 AGOSCI National Tours

### Registration OPEN for workshops in Melbourne, Brisbane and Perth

**2 Day Workshop Available: Multi-Modal Communication and Learning Strategies for Children who face Significant Challenges: Including Severe Multiple Disabilities and Children on the Autism Spectrum.**

This two day presentation will address questions such as: What are we learning from neurological research that can help us understand how children learn? How do we motivate children and provide opportunities for active learning? What strategies help give these children a sense of control and facilitate interaction and communication? How does the child on the severe end of the autism spectrum perceive the world and how does this impact learning and communication? How does Cortical Visual Impairment impact learning? How do you help children develop motor-cognitive learning and teach movements for communication and access?

Come experience a fast-paced look at creative and practical strategies to enable children who face severe challenges to overcome these complex barriers to access communication and learning.

**AGOSCI Member rate \$480**

**Non-member rate \$568**

**Parent/AAC User/Student/Carer rate \$220**

**[Click to Register](#)**

### Join Linda Burkhart of Simplified Technology

Private Consultant and Technology Integration Specialist, USA Linda Burkhart is an internationally known pioneer in the field of simplified technology for children with severe challenges. She has developed numerous adapted switches and innovative applications for using these devices with children. She is the author of a number of books and software titles on topics of assistive technology and augmentative communication.

## Chair Person's Report

Darren Trentepohl

It has been a busy 12 months for AGOSCI and its executive, and it will be into the next 12 months too. We have been planning the National Tour, the next two literacy intensives, the 2017 conference, and state-based events such as PODD workshops and AAC interest groups.

The executive continues to meet once every 2 months via video-teleconference, and once per year face-to-face for a Strategic Planning meeting. We continue to discuss and act on important AGOSCI matters, such as our education program, website, social media, online membership payments, NDIS, and a lobbyist. Recently we endorsed the payment of a few honorariums, to reflect the workload required by some of our executive positions, and we are confident that AGOSCI can afford this – in fact it needs to afford this. We are doing some promotional opportunities this year, to see if it improves our awareness amongst potential members, with the aim of increasing our membership numbers and attendees at educational events. And we have been preparing our new organisational rules which now accepted by the members at our AGM, will allow us to apply for DGR status, which will enable us to apply for more grants and receive donations – all to make AGOSCI sustainable and stronger into the future.

In particular the exec is constantly discussing the NDIS, and how AGOSCI can not only fit into an NDIS world, but also how it can provide a valuable service, and grow to be stronger in more ways than one. The NDIS is an opportunity for AGOSCI, and we need to rise to the challenge.

Our educational programs continue to be very well supported by the Australian AAC community, and serve to tell us that we must continue to provide this, and possibly expand it.

I'd like to say a big thanks to outgoing exec members from the last 12 months – Emily Wailes who was the NSW state co-rep for a few years, and especially Amy Martin, who has been our Treasurer for many years. Cecilia Rossi joined us mid-term to replace Emily, so welcome Cecilia. Other big thanks go out to Dana Spiers who is doing a marvellous job in our recently created AAC Communities Coordinator position, Kirsty Holcombe, who although was officially meant to hand over the AIF editor reins to Stella Martin, remains an active member of the executive in all but name; Kate Thompson who is in regular contact with our international speakers and AOM to ensure our big educational events can proceed; and Mel, our trusty Secretary, who keeps it all afloat. While finally, welcome to new exec members Tracey Hanigan as Treasurer (yay!) and Felicity Lovett, as Tasmania co-rep.

I would like to remind members that although we are now sitting back and enjoying the fruits of our Business Plan for 2015-2020, there is still plenty of scope for any member to offer their support to enact any aspect of it, or to offer

suggestions about how to make AGOSCI better.

I'm going to be at the AAC Summit in July, and ISAAC in August, so there will be some small opportunities to promote AGOSCI.

Cheers

Darren Trentepohl

## State Reports



VICTORIA

Merryn Horsfall

Most of the AGOSCI activity here in Victoria has been surrounding preparations for the 2017 AGOSCI Conference in Melbourne, as well as the fast-approaching National Tour (1<sup>st</sup> & 2<sup>nd</sup> September 2016). Here, in Melbourne, Linda Burkhart will be running a 2-day workshop on "Multi-Modal Communication and Learning Strategies for Children Who Face Significant Challenges: Including Severe Multiple Disabilities and Children on the Autism Spectrum". Registrations are already flying in for what is sure to be a fantastic experience, with a highly relevant topic for so many of our Victorian AGOSCI members.

The 2017 Conference Planning Committee, consisting of a large group of dedicated and enthusiastic AGOSCI members, has been working hard to put together an exciting program for our Melbourne event. We have been meeting regularly in person, and thanks to some nifty online meeting software, are able to catch up frequently online. I'm excited about the scope of topics that attendees can expect to experience, thanks to the valuable ideas contributed by members of the committee. Thanks to our capable convenors, Karen Bloomberg and Bron Jones, for keeping things on track!

Even with these exciting events coming up, I'm always looking for more ways to connect AGOSCI members in Victoria. If you would be interested in participating in a special interest group, journal club, or have a new idea for a local event or activity, I'd love to hear from you! Please contact me at [agoscivic@agosci.org.au](mailto:agoscivic@agosci.org.au).

## State Reports



### QUEENSLAND

Julie Crawford & Erin Boreham

This past year has been a good building year after the successful conference in May 2015. A video to encourage more AAC users and supporters to attend future conferences is in the final approval stage before going live on the website soon. A big thanks to Laura Yin Foo and Wendy Webster for pulling the project together, and of course, all the people whom shared their conference experiences.

At the NDIS New World Conference in Brisbane, 27-29 October 2015 we supported a group of AAC users to attend, even getting a couple wearing AGOSCI T-shirts into the conference highlight video – [www.ndis.gov.au/ndis-new-world-conference-2015](http://www.ndis.gov.au/ndis-new-world-conference-2015) Check it out to see our stars.

We have been busy attending the Executive Planning Meeting in February 2016 and keeping up-to-date with national events at the AGOSCI Executive Meetings, also building and planning for the many upcoming Queensland events for 2016. There are **PODD Beginner Workshops being held in Brisbane and Rockhampton** in the immediate months. The **AGOSCI Literacy Intensive course** occurred on **4<sup>th</sup>-8<sup>th</sup> July 2016**, and we had an amazing amount of applications. There was such a fabulous response that it has brought forward plans for the next Literacy Intensive course. Keep an eye on social media for updates to get your applications in early.

A few Queenslanders will be braving the cold, brushing up their skills with Minspeak and representing AGOSCI at the **Liberator AAC Summit in Melbourne**, on the **21<sup>st</sup> & 22<sup>nd</sup> July 2016**. We will then welcome **Linda Burkhart to Queensland** for the **National Tour**, who is presenting in **Townsville** on the **5<sup>th</sup> September 2016** and in **Brisbane** on the **7<sup>th</sup> & 8<sup>th</sup> September 2016**.

We next then celebrate Disability Action Week by having an **AGOSCI display** and information at the **Queensland Disability Network Expo in North Lakes**, on **Friday 16<sup>th</sup> September 2016**. Then for AAC Awareness Week we will be holding our **first AAC Interest Group meeting** at the **Garden City Library, Mt Gravatt, on the 9<sup>th</sup> October 2016**. We are planning to trial regional connections to the group.

We have a new AGOSCI baby committee member to welcome to Queensland, congratulations to Erin Boreham (AGOSCI QLD Co-Rep) and her family. We also have expanded our AGOSCI representatives' influence in the state by having Kate Thomson in Townsville - keep up your great work in promoting AGOSCI in North Queensland.

This past year, we enjoyed meeting so many new people at the Brisbane AGOSCI conference and especially the new to AAC users and supporters. It has been a privilege to help support therapists, teachers, parents and AAC users on their AAC journey of learning. We look forward to the exciting changes to Queensland with the NDIS to now start in our state as we start riding the wave of change. Please contact us if you have any AGOSCI questions, I (Julie) especially know lots of really smart people that I can ask for help if I can't help you immediately.

**See you at the next AGOSCI Biennial Conference in Melbourne, 17<sup>th</sup> – 20<sup>th</sup> May 2017.**

## CONSUMER REPRESENTATIVE

### Robert Oakman

I have been glad to be the Consumer Representative of AGOSCI this past year. I enjoyed meeting the committee members at the Brisbane AGOSCI Conference professionally in 2015. However, at the dinner I got to meet a whole different side of the group. I really enjoyed the informal chats, a couple of drinks and dancing. It was my first experience being a presenter alongside other people with disabilities and colleagues. I have had some difficulties with email contact though.

I also love mentoring young AAC users to show what my device can do. Look forward to next year's AGOSCI Biennial Conference in Melbourne so I can learn more about AAC and maybe present again. If you would like any help or device with anything, please don't resist to let me know!

## COMMENTS FROM THE EDITOR

### Stella Martin

I'm Stella Martin, the new editor of In Focus magazine. I have been handed the reins by the illustrious Kirsty Holcombe, who has been the editor of In Focus for the past several years. I will try my best to continue providing a platform for people with complex communication needs, as well as the people that support them, to be heard on all different matters. AGOSCI In Focus has always had an equal interest in hearing about people's perspectives on the current issues as well as providing insight into the latest research and supports out in the community.

If you are interested in contributing an article, please contact me via email or phone and I would be happy to chat about it with you. In fact, I'd be thrilled! Please enjoy the Winter Edition of the AGOSCI In Focus magazine.

 WESTERN AUSTRALIA  
Yvette Theodorsen & Freya Allen

Your WA State Reps have been slightly distracted by newborn babies so unfortunately our efforts to coordinate the AGOSCI WA AAC Interest Group fell by the way side in recent months. This event was very much missed by our WA members! However, the group met on 30<sup>th</sup> May and was well attended by a mix of speech pathologists and teachers. Many thanks to the ILC Tech staff who hosted the event and contributed their value knowledge and resources, and thank you to all participants for the valuable discussion regarding AAC and the NDIS. More information about future meetings will be available on the AGOSCI website and via the Listserv.

May was a busy month, with Yvette also representing AGOSCI at our exhibit at the Speech Pathology Australia Conference in Perth. She was wonderfully supported by Laura Jones, lecturer of the Graduate Certificate in Complex Communication Needs at Edith Cowan University, and a keen AGOSCI WA supporter, who stepped in for Freya whilst she is taking some time out with her new baby.

The AAC community in WA has pushed forward in promoting best practice and making communication accessible to all. The Independent Living Centre of WA has continued with its 'AAC in Schools' projects, providing many AAC users with more intensive in-school support with additional funding from a Non-Government Centre Support (NGCS) grant. This project has led to a number of new resources being produced and shared on their website. The ILC also hosted two Introductory PODD workshops due to increasing demand, largely due to the some of the special education settings adopting this communication tool into their teaching practices. Local AAC user Eli Dickenson's business 'Merger of Minds' has continued to expand and is now providing support to two other communication communities, in Fremantle and Broome. The Graduate Certificate of Education: Complex Communication Needs commenced its second year of running at Edith Cowan

University, and recently announced the availability of scholarship support. These are just a snapshot of some of the wonderful initiatives being undertaken across the WA disability and education sectors, which are collectively advancing the AAC practices in WA.

The WA Reps continue to manage the AGOSCI Listserv and website portfolio. The Listserv is a popular forum for information sharing and support, with 822 people currently subscribed. We are currently liaising with our web developer about bringing the AGOSCI website into the future, to allow for more frequent updates, improved accessibility and better compatibility with mobile devices. We are also in the process of investigating improved data management systems and payment gateways to improve our membership processes and payments for events.

**Yvette Theodorsen & Freya Allen**

**AGOSCI – Making Waves at the Speech Pathology Australia 2016 Conference**

AGOSCI decided to test the waters at the Making Waves Speech Pathology Australia Conference held in Perth recently, by hosting a display in the exhibition hall. Laura Jones, lecturer of the Graduate Certificate in Complex Communication Needs at Edith Cowan University and an avid AGOSCI WA supporter, joined Yvette Theodorsen, one of our WA Reps, to raise awareness of our unique organisation, promoting the membership benefits to the many speech pathologists who attended. It was surprising just how many speech pathologists who support people with complex communication needs had never heard of AGOSCI!

Visitors to the exhibit were treated to AGOSCI 'I have something to say' wristbands, back copies of the wonderful InFocus Magazine and a delightful spiel about why people might choose to support AGOSCI in our efforts to enhance the participation of all people with complex communication needs. Many were excited to hear about our upcoming professional development events, particularly the 2016 National Tour with Linda Burkhart.







## 2016 AGOSCI National Tours

### Registration OPEN! Calling all those in Townsville, Canberra and Adelaide

**Workshop Available: Multi-Modal Communication and Access for Children who have severe physical challenges and Cortical Visual Impairment**

Many students with severe physical and multiple challenges have difficulties accessing communication devices and computer software. Their ability to even access a single switch can be problematic because of their physical challenges. Vision challenges such as Cortical Visual Impairment (CVI) add to the complexity of these challenges.

This presentation will look at the characteristics of Cortical Visual Impairment for those children who also experience severe motor challenges. How do children learn? How do you plan for motivation and active engagement? How does CVI impact learning? What types of communication and access supports are most effective?

Come learn practical strategies for engaging these children in the learning process. Explore Communication strategies that will increase interaction and participation.

**AGOSCI Member rate \$275**

**Non-member rate \$363**

**Parent/AAC User/Student/Carer rate \$110**

**[Click to Register](#)**

### Join Linda Burkhart of Simplified Technology

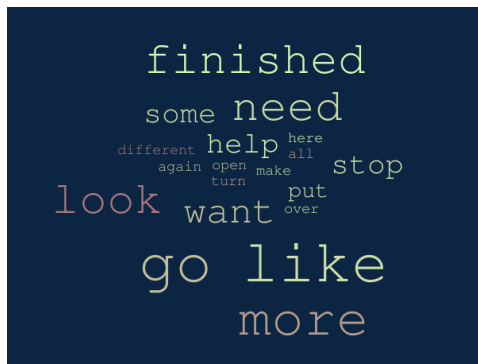
Private Consultant and Technology Integration Specialist, USA Linda Burkhart is an internationally known pioneer in the field of simplified technology for children with severe challenges. She has developed numerous adapted switches and innovative applications for using these devices with children. She is the author of a number of books and software titles on topics of assistive technology and augmentative communication.

# What IS core vocabulary - is it the flavour of the month or something everyone who uses and/or teaches AAC should consider?

By Jessica Preston, Speech Pathologist, Brisbane, QLD

## Overview

Jessica Preston (Speech Pathologist) discusses **what IS core vocabulary, who can use core vocabulary and what is the research backing it up**. This article discusses the power of teaching core, some of the challenges, where to go for support, ideas and how to get started. It also outlines some of the frequently asked questions regarding core and what systems are already using it.



## Core vocabulary

“Core vocabulary refers to words that are high-frequency, multipurpose, commonly occurring words from a range of word classes.” (Beukelman, Solo, Zangari and Reichie, 2009). Core vocabulary words are “words and messages that are commonly used by a range of individuals” (Beukelman & Mirenda, 2013). Kate Ahern, author of blog ‘Teaching Learners with Multiple Needs’ and parent of an AAC user stated in one presentation that “you can talk to practically anyone about practically anything using core words... as long as you have enough of them!”

A number of studies have been completed regarding the most frequently-occurring words in spoken language. One of the most recent studies was conducted Karen Erickson and her peers at University of North Carolina School of Medicine (Dynamic Learning Maps Core Vocabulary in 2013). Studies show that core vocabulary accounts for 78% or more of what toddlers, adults and the elderly say (see Table 1). This is amazing. Imagine for a moment if all AAC intervention focused much of its teaching on targeting this vocabulary. As part of my daily practice as a speech pathologist working with individuals with complex communication needs, I determine if the vocabulary I am teaching fits within the definition of a core word.

Participants	# of words in list	% of language sample take up by core
Toddlers (Banajee, 2003)	23	96%
Pre-school (Marvin, 1994)	<333	80%
Adults on work break (Balandin, 1992)	347	78%
Seniors (Stuart, 1997)	250	78%
AAC users (Hill, 2001)	250	78%

Table 1

**TIP:** For a copy of the word lists commonly used to create core check out the following link from blog: <http://practicalaac.org/practical/aac-vocabulary-lists/>.

Words such as ‘go’, ‘look’, ‘finished’, ‘some’, ‘I’, ‘like’, ‘more’, ‘put’ and ‘help’ all fit within the given definitions of core vocabulary.

**TIP:** Looking at examples of low-tech core vocabulary boards and page sets from Speech Generating Devices programmed with core is one of the most helpful ways to wrap your head around core (add in screen shots of pictures on final page).

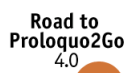
Check list for Core Vocab word
Can it be used:
<input type="checkbox"/> to refer to more than one thing?
<input type="checkbox"/> in different contexts/ for different meanings?
<input type="checkbox"/> In multiple different opportunities?
<input type="checkbox"/> combination potential?
<input type="checkbox"/> to do more than just label or request?

While the idea of core vocabulary is not new, the popularity and the understanding of its benefits have gradually become more accepted in the general AAC community in the last 4 to 5 years. A look at some of the major updates made to language sets in communication devices evidences this change and push for more access to core words. Trends in popular communication support blogs, Facebook groups and other social media also show the peaked interest in the idea of incorporating 'core' into everyday AAC. Understanding and utilizing core vocabulary is no longer just an AAC specialist 'game', it is on the radar of many self-educated parents, carers, and teachers. With the increased availability and accessibility of communication software and apps to the general public many companies are selling their products based on their ability to incorporate core vocabulary into their systems. For example:

### Road to Proloquo2Go 4 – The Three Vocabularies

Posted Wednesday 11 Feb 2015

Last week we introduced the new vocabulary levels that will be available in Proloquo2Go 4: Basic Communication, Intermediate Core and Advanced Core. So what is the difference between these vocabularies and how do you decide which to use?



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Compass Overview Compass App Communication Tools Pagesets Premium Pagesets Additional Voices Stroke and Brain Injury Solution Learning Supports

#### MEET THE CORE FIRST™ PAGESET – THE FIRST OF ITS KIND!

The new Tobii Dynamox Core First pageset is unlike any others because it allows the user to start where their skills are and then encourages a systematic progression of skills, which keeps them moving forward!

### The benefits

The benefits of using core have been clearly outlined by Hatch, Dennis and Cummings in their presentation "Journey to the Core: Developing a Core Vocabulary for the Common Core" at the 2013 ASHA conference. These benefits include:

- the variety of word classes included (as opposed to the more historical 'noun-heavy' vocabulary selections);

- the variety communication functions that can be utilized (requesting, commenting, refusing/ rejecting, seeking information);

- the usefulness of vocabulary across environments;

- the ability to combine large amounts of core vocabulary with little 'context-specific' words to increase semantic and syntactic complexity.

A beautiful document which was created and presented in Oakland Public School's presentation "A Framework for Success in AAC" gave clear examples of the number of phrases able to be created using just 32 core words (date and author unknown). This powerful representation of the amount of things that can be said with so few words speaks for itself (listed at the end of the article).

When the core vocabulary is well-designed, quick and efficient for the communicator, the programming and vocabulary selections is largely completed (80%) of words. Motor planning principles are often utilized in core vocabulary communication tools and simplified systems can be easy stepping stones onto more comprehensive communication systems.

**Case example:** *Emily is a 4-year-old girl with a variety of complex disability support needs, including sensory, vision and behavioural difficulties. She has been assessed and supported by an AAC specialist and a multidisciplinary team. A variety of communication systems had been trialed. Like many children with complex communication support needs Emily would really benefit from a robust high-tech communication system. Unfortunately, the family are under a lot of external stress at present and just aren't ready to introduce a device into the house (yet). When presented with a core vocabulary board with 50 cells of 'always accessible core' and further core and situation specific vocabulary in categories' the family started to experience fantastic connections with their little girl. They found modeling the language to her and having the board accessible was achievable through starting small and moving at a pace that suited their family. 6 months down the road of their communication journey with core and they are feeling more confident about trialing some devices and incorporating them into their lives.*

### Who is using core vocabulary and who could benefit from using it?

Every person with complex communication needs can benefit from utilizing core vocabulary as part of a robust AAC system. There are multiple examples of very small children, school-aged children, adolescents and adults utilizing core vocabulary. These individuals come from a range of socioeconomic backgrounds, diagnoses, and who present with a range of complex support needs. These individuals are using a range of systems, both low and high-tech. Individuals who have previously shown no success or competence with smaller vocabularies (which are often heavy in situation-specific vocabulary) can go on to succeed via utilizing a core vocabulary approach. Families and carers who have previously experienced difficulties modeling other systems have been shown to 'take off' with core vocabulary. One parent stated to me *'this (core vocabulary) makes sense to me and my husband... it doesn't take me hours to research or learn about how the system works. For our busy family this fits. I think she (5 year old AAC user) can sense that we are not stressed out about using it either'*. Gail Van Tatenhove provides some fantastic quotes from schools regarding their thoughts about core vocabulary on her website (<http://www.vantatenhove.com>).

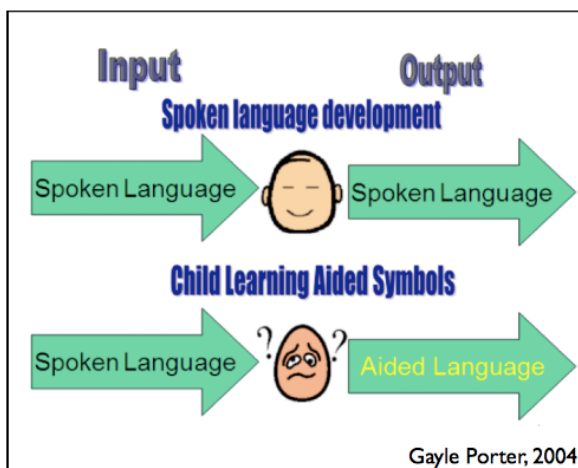
## Teaching and modeling core vocabulary

Hatch et al. 2013 discussed the teaching and modeling of core vocabulary. As with any AAC, using a Core Vocabulary Approach will only be successful with consistent modeling and teaching. Sennott, Ramsey Musselwhite, Burkhart, & Cafiero (2010) stated "AAC users learn language the same way typical children use language - through natural interaction in a language immersion environment". Core vocabulary is taught to individuals the same way any language is taught - through natural interactions, across a variety of settings and during a range of interactions and activities. Maureen Nevers (2010) eloquently describes these three strategies for enhancing modelling with individuals using core.

**Expand** on what an individual has already communicated. (e.g. Individual: shakes his head 'no' Communication partner: models on board you 'not' 'want' that.)

**Connect** by giving language to what is happening around an individual (e.g. you 'see' 'that' bird);

- **Correction**



## Where to start and what to search for online training?

- Angelman Syndrome Foundation Communication Training Series ([www.angelman.org](http://www.angelman.org))
- AAC Language Lab
- PrAACtical AAC blog <http://praacticalaac.org>

In the last 2 years, some wonderful online training series have been developed to educate and support the use of aided language stimulation and core vocabulary into everyday lives. This is a perfect place to start for anyone including parents, therapists and carers.

## Which core is key?

While personal (e.g. key people, places and things) and situation-specific vocabulary is still required for any robust communication system when nearly 80% of what we say is accounted for by core vocabulary, the amount of programming is a lot less. Building competency with "approximately 300-500 core words gives people to vocabulary they need to function in any environment" (Ahern n.d).

### Q: Do I need Core Vocabulary?

A: Yes, if you've said...

*"How do I know what vocabulary to teach?"*

*"How can I possibly include all the words she'll need?"*

*"We never seem to have the right words available"*

*"What words should I program into the device?"*

*"What are the most important messages to include on the communication board?"*

*"He really only makes requests."*

The size of the core vocabulary that you start with varies from individual to individual. Many of the resources listed in this article can help you to determine what a good starting point is for the individual you are supporting. Various strategies can be utilised to support growth a large core vocabulary. This includes masking, introducing core vocabulary in 'sets' of words which can be combined, using babbling features in devices and many more.

## FAQs: Frequently Asked Questions

### Question 1: What Apps and communication programs use core vocab?

The following is by no means an exhaustive list but it does provide a starting point. Many apps will have a website or YouTube video of its 'core vocabulary sets'. This is a great way to browse apps when they are not available for trial.

- LAMP Words for Life
- Customised Go Talk Now app
- Word Power
- Proloquo2go
- SonoFlex Lite
- Sonoflex Vid
- SGD device with Core Vocabulary
- Devices with Unity software (e.g. Accent 800,

Accent 1000, Vantage)

- Wordpower
- Nova Chat -Touch Chat Word Power
- Speak for yourself

**Question 2: Are there low-tech boards pre-made with core vocabulary or do I have to start from scratch?**

There are a number of existing templates for core vocabulary boards available that have been developed based on research and years of clinical experience. There are also boards that have been put together with less of an ‘evidence-base’ behind them. There are boards that you will find that suit your needs better than others. Visit the website ‘PrAACtical AAC’ to find a great blog post on pre-existing core vocab boards (<http://praacticalaac.org/praactical/core-samples/>).

**Question 3: Do PODD communication books use core?**

PODD stands for ‘Pragmatic Organisation Dynamic Display’. PODD is an extensive core vocabulary. The organization is with PODD unique and utilizes predictably-associated core vocabulary in each section. As you progress into the larger number of cells per page you will see more and more ‘core’ vocabulary available at all times. It is very difficult to compare PODD with other core language systems (such as Minspeak) as each follow differing but fundamental and evidence-based language principles. What remains the same across these approaches is the understanding that language can not be expected to be learnt unless the AAC user is surrounded by models of the language they are being expected to use.

**Question 4: Where can I see core in action & who are the ‘gurus’ of core vocabulary?**

YouTube (search for LAMP, Minspeak, Unity, Core Vocab, or specific apps such as ‘Speak For Yourself’).

- Gail Van Tatenhove <http://www.vantatenhove.com>
- AAC Language Lab - <https://aaclanguagelab.com>
- The Centre for AAC & Autism - <http://www.aacandautism.com>
- Kate Ahern - <http://teachinglearnerswithmultipleneeds.blogspot.com.au>
- Minspeak - <http://www.minspeak.com>
- LAMP - [http://www.liberatorsupport.com/downloads/lamp/lamp\\_resources\\_pack.pdf](http://www.liberatorsupport.com/downloads/lamp/lamp_resources_pack.pdf)
- Prentke Romic - <https://www.prentrom.com>
- Angelman Communication Training Series - <http://www.angelman.org/resources-education/communication-training-series>
- PrAACtical AAC - <http://praacticalaac.org>

There are many knowledgeable AAC specialists who have a keen interest in core vocabulary and aided language stimulation. The following list of names is not exhaustive and I feel like there are a few people who are on the tip of my tongue whom I have forgotten. Please forgive me for those who didn’t make the list. Gail Van Tatenhove, Caroline Ramsey Musselwhite, Samuel Sennott, Joanne Cafiero, Linda Burkhart, Kate Ahern, Maureen Nevers, Mary-Louise Bertram, Gayle Porter, Erin Sheldon, Karen Erickson, and Carole Zangari.

**Question 5: Is there such thing as being too core focused?**

Yes, of course like any AAC strategy, it is important to consider core vocabulary as part of a much larger tool kit of strategies and foundations. There is approximately 20% of our vocabulary that is not ‘core-specific’. In 2015, Carole Zangari, of the PrAACtical AAC website, wrote an informative post titled “The Baby, The Bathwater, and Core Vocabulary”. It is a must-read for any person who is ready to take on core vocabulary. <http://praacticalaac.org/praactical/the-baby-the-bathwater-and-core-vocabulary/>

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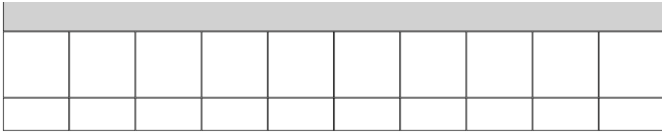
From Oakland Public Schools presentation handouts for “A Framework for Success in AAC” [bit.ly/frameworkAAC](http://bit.ly/frameworkAAC)

Sennott, S., Ramsey Musselwhite, C., Burkhart, L., & Cafiero, J. (2010). Aided Language Stimulation: Research To Practice. Assistive Technology Industry Association Conference: Orlando.

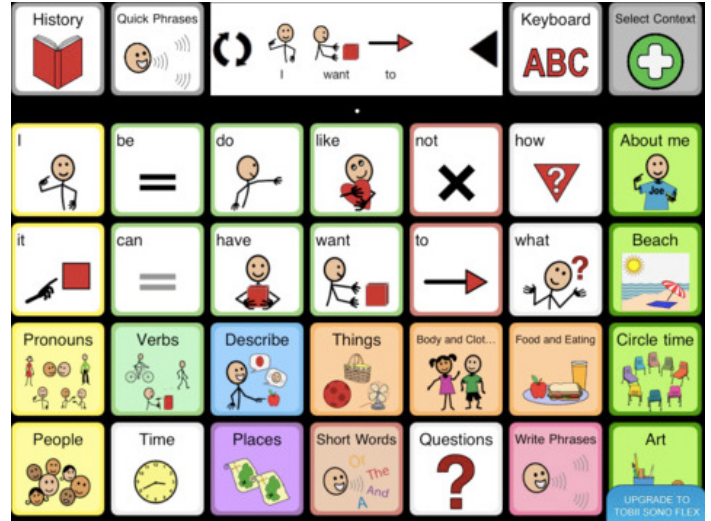
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Blogs: PrAACtical AAC, <http://teachinglearnerswithmultipleneeds.blogspot.com.au>

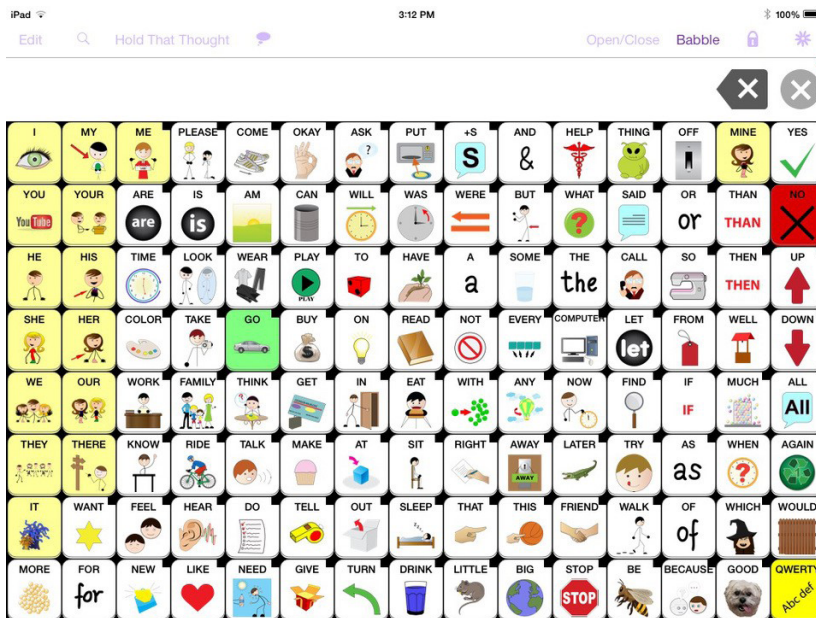
Picture examples of core vocabulary systems:



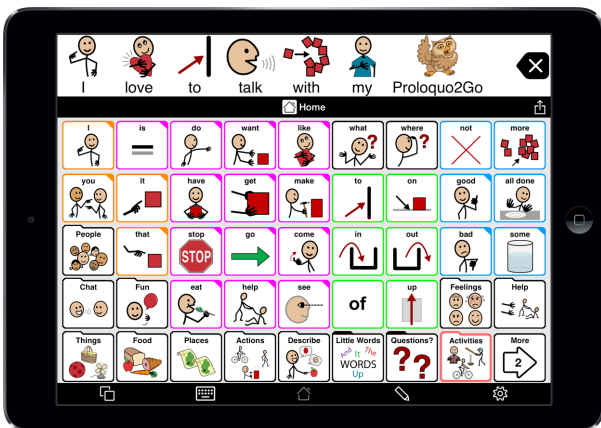
Pixion Communication Board - Pixion Project Kit 1



SonoFlexLite App 1



Speak For Yourself App 1



Proloquo2go App - core pages 1



Unity 45 - 1 hit 1

# ACCESS TO DRUMMING

By Sam Ren

**M**y name is Sam Ren. I have cerebral palsy. Ever since I was a kid I have always wanted to play music but my family didn't know how we were ever going to achieve this long-term goal of mine. We also didn't know anyone who could assist us either. In 2009, I met David Skirving, the leader of a local church in my area. David invited me to the evening service and when I got there I was excited to see a contemporary band up front on the stage, playing songs for people to sing as part of their worship. I started going to church every Sunday evening. I can remember watching the music team and praying that God would find a way of getting me involved in the band. After a while, the church people got to know me and I got to know them as well. One day, Brent Joubert from church said to me "Can you play the drums?" as a joke. I said, "I would if I could" so he made me a wheelchair foot drum, which was awesome and I played that for a few years. I have a long-term background in assistive technology (I have been using assistive technology since I was six years old). I can remember my first computer it was a DOS and it only could type words but as technology got better and I got better, my OT started to introduce other forms of assistive technology. From that I slowly developed my own

knowledge in the area so from that I knew that I could be doing more. One day I was chatting with another person from church, with an engineering background, Karl Lorenz, and he agreed to work with me on a switch-adapted drum kit. Karl had no experience with assistive technology before so he had to learn very quickly how to do things and use skills that he never thought that he had! Now we are working on a remote for my TV, which I am designing, with Karl's help. It is all my idea but Karl is helping me bring it to life. Who knows what we will do next?





## 2016 AGOSCI National Tours

### Registration OPEN! Calling all those in Sydney

#### Workshop Available: Motor Cognitive Learning: Switch Access for Children with Significant Motor and Multiple Challenges

It is time to stop chasing the myth of finding the “perfect switch site” and begin looking for some good sites to teach children to use effectively and apply what we know about positioning and movement patterns. Instead of assuming that automaticity of a motor skill is going to spontaneously develop, we should be actively engaged in setting up motor / cognitive learning experiences for children to develop motor access skills that they can use for real purposes in a variety of contexts.

This session will address the early steps and strategies needed to help children make the motor / cognitive connection and provide appropriate opportunities for learning switch access, switch scanning, and eventually develop the motor automaticity needed to use switches for communication, curriculum access and demonstrating knowledge. A range of technologies from ‘light tech’ to ‘high tech’ will be demonstrated in this session. The 9 essentials from Anat Baniel, and the Stepping Stone Process for Switch Access by Linda Burkhart will be used to illustrate effective strategies.

**AGOSCI Member rate \$275**

**Non-member rate \$363**

**Parent/AAC User/Student/Carer rate \$110**

[Click to Register](#)

### Join Linda Burkhart of Simplified Technology

Private Consultant and Technology Integration Specialist, USA Linda Burkhart is an internationally known pioneer in the field of simplified technology for children with severe challenges. She has developed numerous adapted switches and innovative applications for using these devices with children. She is the author of a number of books and software titles on topics of assistive technology and augmentative communication.

Visit [www.agosci.org.au](http://www.agosci.org.au) for further information

All Occasions Management

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## WHAT'S NEW!

# Introducing the new AGOSCI Facebook Groups

By Dana Spiers

In my role as AAC Communities Coordinator I have been involved in some exciting new adventures to link AAC communities together.

Most recently is the creation of two new AGOSCI Facebook Groups.

Firstly, is our AGOSCI Parent Support Group - AGOSCI has created this group to give family members and carers of AAC users the opportunity to share information, stories, ask questions and support each other in a safe, non-judgmental environment.



Secondly, is our AGOSCI AAC User Chat Group - AGOSCI has created this group to give AAC users the opportunity to chat, make friends, ask questions and share stories in a safe environment.



On requesting to join, or being invited to join one of these groups, you will be sent a message from the Group Administrator asking for you to confirm you fit the specific group profile (i.e. AAC User, family members or carer) in an effort to minimise the risk of inappropriate requests as we want to make our group safe. The group's rules will also be sent to you or can be found on the Facebook page. It is a requirement of AGOSCI that you follow these rules.

You don't have to be a member to join one of these groups however we would love you to be a part of our wonderful organisation and benefit from the advantages of being a member of AGOSCI. These benefits include receiving the AGOSCI's In Focus magazine twice a year, discounts at AGOSCI events, your State Representative will keep you informed (by email preferably) of any events in your state, you will have access to AGOSCI's Listserv and you will be able to network and share information about complex communication needs with others.

We always want more members to our Groups so please spread the word!

**Dana Spiers**

**AAC Communities Coordinator**

# Introducing the Graduate Certificate in Education: Special Education (Complex Communication Needs) at Edith Cowan University

By Laura Jones, Lecturer, Edith Cowan University

The new Graduate Certificate in Education: Special Education (Complex Communication Needs) is now running in its second year at Edith Cowan University (ECU) with both face-to-face teaching at the Mount Lawley campus (Perth, Western Australia) and online distance-learning study modes available. This Graduate Certificate specializing in Complex Communication Needs (CCN) is the first of its kind in Australia and came into being through the collaboration of concerned professionals, family and community members in response to the services that students with Complex Communication Needs were able to access. The Graduate Certificate in CCN has been developed to create a pathway for professionals and community members alike to engage collaboratively in highly practical learning opportunities which aim to enhance the quality of the support they are able to provide to people with CCN. Ultimately, the aim of this Graduate Certificate is to promote lasting positive change in the practice of those supporting or education students with Complex Communication Needs (at any age) in order that they are afforded the best possible chance of developing communicative competence, strong social networks and conventional literacy skills.

## School of Education

The Graduate Certificate is set in the School of Education at ECU for a number of reasons. We want to effect maximum change for students with CCN and school personnel (classroom teachers and education assistants) have the most contact with school-aged people with disabilities compared to other professions – both in terms of frequency and duration of contact. This is particularly true in regional areas where there is a chronic shortage of Speech Pathologists but not classroom teachers. Furthermore, schools naturally form the hub of a community in a way that other important services do not. Because schools are such an important focal point of communities, it is essential that we support schools and teachers to get communication right for students with CCN. With opportunities to develop effective communication skills, young people with can participate in the social process of learning and build social networks that in turn strengthen their communicative competence and enhance their learning outcomes. In the words of Principal Craig Woodfall (as cited by Bird, 2015):

“You can’t have education without communication, you can’t have relations, you can’t have anything.”

## Brief background to the Graduate Certificate

The driving force behind the development of this Graduate Certificate was the collective experience of a group of concerned parents, disability advocates, educators, and therapists of young people with CCN who came together to act as a think tank in 2012 to discuss the following issues they faced:

1. A shortage of professionals adequately trained in supporting people with CCN through Augmentative or Alternative Communication (AAC).
2. A lack of community awareness and support for individuals to use (and learn to use) AAC.
3. Service delivery models that did not facilitate adequate training and support of the community members who could provide ongoing support to people with CCN learning to use AAC.

These issues were not unique to Western Australia, rather they were consistent with both the national and international experience at the time (Moore, 2008; ATIA, 2012) and indeed continue to be relevant today because, despite the progress that has been made in the field,

“People with severe disabilities... continue to have significant communication support needs that remain unmet” (Brady et al, 2016, p2).

## Communication Partner Training

There is no doubt that communication partner training is essential for AAC learners and users to have the support they need to develop their communication skills and achieve their potential (Farrall, 2015; Beukelman & Mirenda, 2013; Speech Pathology Australia, 2013; McNaughton et al 2008; Light & Drager 2007). People with CCN need multiple and varied skilled communication partners – what Burkhart et al (2012) refer to as a “community” of communication partners who interact in a way that supports the learning and use of Augmentative and Alternative Communication (AAC). The reality for many people with CCN however is that their most skilled communication partners are not necessarily their preferred partners, nor do they spend most of their time with their most skilled partners (Blackstone and Berg, 2012). Furthermore, it is common to find that the communication partners people with CCN most want to spend time with and their communication partners most willing to be trained are frequently not the individuals offered training and support (Blackstone and Berg, 2012).

There is then, a significant need for more numerous and more varied people across the social networks of people with CCN - professionals and community members alike - who have an understanding of CCN with knowledge and practical skill in AAC (Beukelman & Mirenda, 2013). There is a need for more AAC experts who can provide specialist support to both people with CCN, their families and support teams; there is also the need for increased awareness and skill amongst the non-specialist professionals (including therapists and educators) and amongst the varied communication partners in their communities too including but not limited to immediate and extended family members, paid and voluntary support personnel, peers. Students enrolling in the Graduate Certificate over the last three semesters have included teachers, speech pathologists and occupational therapists from varied settings including early intervention, private practice, not for profit therapy providers, mainstream schools, education support centres and advisory teacher roles from both the Public and Catholic education systems across Australia. Alongside these professionals there have been parents of children with CCN enrolled as postgraduate students, as well as parents, education assistants, support workers, advocates and personal assistants to people with CCN (school aged through to adulthood) attending as auditors.



### Auditors

The auditor placements are a significant feature of this Graduate Certificate, giving an opportunity to communication partners who do not hold a professional Bachelor's degree or equivalent in a related field yet may spend considerable time with people with CCN to access more sustained training and support than current service delivery models allow. Furthermore, with auditors taking part in the groups assignments, there is the potential for greater authenticity and value to the projects as the group works to solve communication access issues or plan appropriate literacy instruction for a real student – often related or personally known to an auditor in the small group. It should be noted that whilst auditors contribute to group assignments, they are not formally assessed in anyway.

The Graduate Certificate in CCN aims to meet this real need for a training pathway that can be accessed by a wide range of people regardless of their prior knowledge or skills in the field of CCN and AAC. Some of our students are extremely skilled when they start the course and relish the opportunity to learn more, engage with the course content, core readings and beyond and consider how to not only improve their own (already honed) skills as communication partners but how to coach and facilitate skill growth across the social networks of the people with CCN with whom they work. Other students are very much focused on developing their own skill set as they begin their AAC journey. The diversity in the cohort is extremely valuable in helping all students and auditors understand the process of learning new skills, particularly how it feels at different stages of skill development from unconsciously unskilled through to unconsciously skilled (Burch as cited by Adams, 2011) and even 'enlightened' competence.

### Design of communication partner skill development unit

Joyce and Showers (2002) note that most teacher development opportunities do not in fact lead to the changes in practice that is actually needed to have an impact on student achievement. This is also the case for the professional team and family members of people with CCN - even communication partners who receive training and support in AAC/AT report feeling unable to support the long term development of communication goals for the individual with CCN and often fail to implement targeted effective interaction skills describing multiple barriers in using their knowledge outside the controlled training environment (ATIA 2012; Lund & Light, 2006).

Joyce and Showers (2002) also highlight however that it *is* possible for professional development to be designed "that *will* affect student learning, and not a little - large changes can be made." p35 Joyce and Showers (2002). A key feature in the design of the practical CCN units has been to follow research-based methods for effective training that maximizes large and lasting positive changes in the everyday interactions of the communication partners supporting people with CCN (be they professional, familial or social).

### Effective Training

Training is considered effective if there is lasting positive change in attitude, knowledge and understanding, skill level and application of knowledge in daily practice. For students taking the Graduate Certificate in CCN, we will know if the training is effective if we see changes in the following:

- *attitude* - specifically a positive attitude shift towards

teaching students with CCN, towards using AAC particularly aided language stimulation

- **increased knowledge and understanding** – particularly in relation to communication, CCN, the myths of AAC and balanced literacy instruction for both emergent and conventional readers and writers with CCN)
- **skill level** - improved practical skills as a communication partner and literacy educator
- **application of knowledge and understanding in daily practice** - determined through a reflective practice process

The literature highlights a number of features of effective training programs:

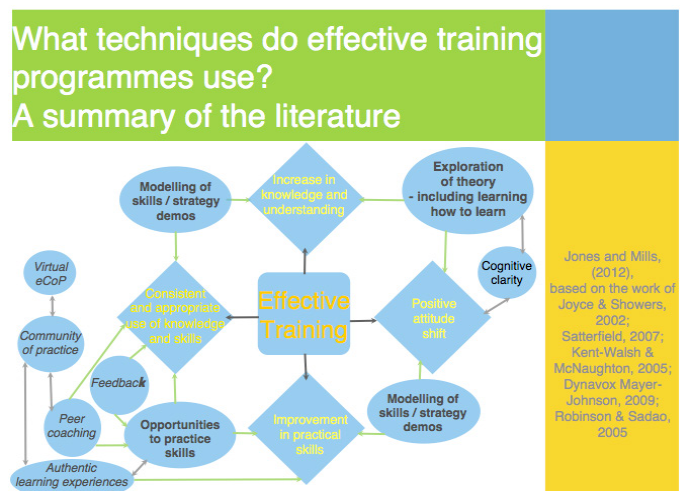
- Exploration of theory behind skills and strategies to be learned
- Cognitive clarity around need to learn new skills established
- Model provided of skills or strategy demonstration
- Opportunities to practice skills in a controlled environment
- Feedback on performance of skills from ‘expert’
- Opportunities to practice skills in the authentic environment
- Advanced feedback on skills demonstrated in the authentic environment
- Peer coaching
- Authentic learning experiences

Both dedicated CCN units have been designed to include these features, for example, to build cognitive clarity and theory behind the skills and strategies to be taught, a combination of lectures and tutorials are provided alongside strategy learning workshops. Within the strategy learning workshops, video models are presented and strategies demonstrated. The strategy learning workshops then include opportunities to practice the skills described and demonstrated and to receive feedback from the course tutor, guest expert practitioners as well as from fellow students as a Community of Practice is developed. The study schedule is planned to allow enough time to take the skills back into the workplace, home or community and practice them within an authentic situation for a recommended 8-10 weeks (Kent-Walsh & McNaughton, 2005).

The Community of Practice requires students to film their own practice (whether as communication partners or in aspects of literacy instruction such as Shared Reading or

Shared Writing) and to share these clips with the learning community (either in class or online through a virtual electronic or e-community of practice). Videos don’t need to be perfect, they need to be real. When communication is authentic, communication is nearly always messy. Often, the best learning happens when reviewing what went ‘wrong’. As communication partners, learning how to reflect on one’s own practice is important in order to self-identify how to keep improving. By sharing together, students become part of a genuine community of practice, one which will stay with them beyond the unit – students who completed the CCN units last year have created a private group on social media through which they provide each other with ongoing support.

### Effective training techniques: A summary of the literature



Jones et al (2013) based on the work of Joyce and Showers, 2002; Kent-Walsh McNaughton, 2005; Robinson & Sadao, 2005.

### In Summary: Key Features of the Graduate Certificate (CCN)

- Set in the School of Education, intended for education, therapy and other professionals from varied fields with an interest or experience in supporting people with CCN.
- Teaching adapted to accommodate varied prior knowledge and practical skills in the field of CCN and AAC with beginners learning alongside those more expert knowledge and skills.
- Post-graduate professionals study with and alongside auditors representing varied roles within the social networks of people with CCN, providing greater insight into the roles other professionals, family members and community members play in genuine teams supporting people with CCN.
- Practical group assignments focus on collaborative problem solving to meet the interaction, communication,

language and literacy needs of a specific person with CCN. These tasks reflect the need for training in this field to be authentic and to develop team-work and collaboration with other members of a communication team including family members (Robinson & Sadao, 2005; McNaughton et al 2008).

- Two highly practical, dedicated CCN units (EDU5310: Complex Communication Needs - Becoming a competent communication partner and EDU5315: Complex Communication Needs - Literacy, Language and Communication Instruction for All); one core theoretical unit (EDU5373: Foundation studies and current issues in special education) with an expectation that students will connect these issues to those faced people with CCN at different phases of school or education) and one elective unit with opportunities for action research in the field of CCN and AAC.

- Practical skill development planned using strategies known to maximize positive lasting change to practice

### Reflections from past and present students:

“There have been so many ‘light-bulb’ moments where ideas have finally clicked into place - and I’m really excited about this.”

*Speech Pathologist, Brisbane, QLD.*

“I have found this course to be extremely informative and very inspiring.”

*Teacher, Geraldton, WA.*

“The course has expanded my skills to be an effective communication partner and I absolutely love sharing the knowledge and resources I’ve come across with my colleagues, other educators and people in the community.”

*Occupational Therapist, Perth, WA.*

Taking part has been a great motivator and I am using it [client’s AAC system] so much more - still plenty of room for improvement, but I am loving seeing the results.

*Support Worker to young adult with CCN (Auditor) Perth, WA.*

I loved attending the course face to face with like minded people. It felt extremely satisfying knowing that the knowledge learnt was being used to better the quality of communication with so many people including my own son. It made me feel like a family leader to be part of something so important and necessary.

*Parent of a child with CCN (Auditor) Rockingham, WA.*

I had wanted some more structure in teaching people how to model AAC to students & also some strategies to give more opportunities to students with CCN to improve their literacy skills. As it turned out I have gained much more than I expected.

*Speech Pathologist, Adelaide, South Australia*

I have loved this unit [EDU5315], I have gained so much knowledge. I’m so excited about my teaching now. I feel like I have the right ‘map’ to follow. I have a clear plan and I am now very confident in my approach to my teaching and planning tasks. I have learnt so much this semester - it has been so empowering.

*Teacher (Education Support), Albany, Western Australia*

I have thoroughly enjoyed this unit [EDU5315], though have found it at times challenging. I have changed my practice as a speechie in Early Intervention to focus more on shared reading strategies, aided language stimulation and emergent writing opportunities with my groups, 1:1 clients and their families. I am seeing such exciting results. I am feeling so enthusiastic about my role again.

*Speech Pathologist, Sydney, NSW*

As an occupational therapist working in the field of paediatrics and disability, completing this graduate certificate has been a wonderful opportunity to discover and learn more about the beautiful world of AAC! It has been a delight to work with a group of passionate educators and learn more about how to support people with complex communication needs in my field of work.

*Occupational Therapist, Perth, Western Australia*

Thanks to the CCN course last year I am making a huge difference to these students that have had at least 4 years of schooling yet limited means to communicate. I have a student who has had serious behaviour issues over the last 3 years. He is showing great interest in the class [robust AAC system] and is responding to questions during four blocks activities using that and activity specific boards. His behaviour issues are minor - he is engaged. My new EAs this year are embracing AAC and doing really well, they can see the benefits to [the students] in such a short time.

*Teacher (Education Support) Perth, Western Australia*

My child’s communication skills have improved because I became a better communication partner. I enjoyed working in collaboration with teachers, support workers and therapists as an equal partner. We not only created strategies and ideas, but formed friendships too. I would highly recommend this course. If you have the chance to attend the course, it will empower you, go for it!

*Parent of a child with CCN (Auditor) Rockingham, WA.*



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## AGOSCI 13th Biennial Conference

17-20 May 2017

The Grand Hyatt, Melbourne, VIC Australia



# KEYNOTE SPEAKER ANNOUNCEMENT

The organising committee are pleased to announce the following three keynote speakers as part of the fantastic 2017 Conference Program!



**Cathy Binger** Cathy Binger, Ph.D., CCC-SLP, is an associate professor at the University of New Mexico who specializes in augmentative and alternative communication (AAC). She has been a speech-language pathologist for over 20 years and has expertise in building functional communication skills with individuals who use AAC. Dr. Binger is an active researcher who develops and evaluates the effectiveness of intervention programs designed to enhance the language skills of children who use AAC. Her work also focuses on developing partner instruction programs – that is, programs designed to teach educators and families how to communicate more effectively with children who use AAC. In addition to her research, Dr. Binger teaches a graduate course in AAC. Dr. Binger has co-authored two books and two book chapters on AAC and has published numerous research articles in both peer-reviewed journals and clinician-oriented newsletters. Currently, Dr. Binger is planning a large research project designed to teach preschoolers to build complete sentences using AAC.

**Fiona Given** is the president and founding member of AAC Voice, a non-profit social and advocacy association formed to raise community awareness, acceptance and support for people with complex communication needs who use AAC.

Fiona completed her Arts/Law degree at Macquarie University in 2003. During her time at university, Fiona developed a keen interest in the disability rights movement. She has served as board member of People with Disability Australia and a member of the NSW Disability Council. Fiona has also worked at the NSW Crown Solicitor's Office, and as policy officer at the Australian Centre for Disability Law. Fiona is currently working as a General member (community) of the Guardianship Division of the NSW Civil and Administrative Tribunal.



**Jacinta Douglas**, Associate Professor at La Trobe University, is the Summer Foundation Research Chair (Living Well with Brain Injury) and leads the theme 'Building the evidence base for participation and inclusion' at La Trobe University's Living with Disability Research Centre.

Jacinta has qualifications in the disciplines of speech pathology and clinical neuropsychology. She has extensive research and clinical experience in rehabilitation of adults with acquired brain injury. Jacinta's research interests involve evidence-based practice, cognitive-communication disorders and living well with acquired brain injury. Her work focuses on measurement of perceived social communication deficits (the La Trobe Communication Questionnaire), coping with communication breakdown, self concept following acquired brain injury and community inclusion of people with brain injury. Jacinta is a Fellow of the Australasian Society for the Study of Brain Impairment and the Speech Pathology Association of Australia and is founding co-editor of the journal Brain Impairment.





# Liberator

A Prentke Romich Company

Communication without limitations

## AAC

Melbourne - 21<sup>st</sup> & 22<sup>nd</sup> July 2016

The Treacy Centre, 126 The Avenue, Parkville VIC

Join the Liberator team in Melbourne to be part of a new, fresh way of gaining and exchanging knowledge, experiences and practical insight. Come and immerse yourself in an atmosphere of discussion and debate generated by the very best clinicians in the field. Intense and interactive, this inaugural Summit includes presentations, workshops and discussions from international presenters, as well as professionals and people who use AAC from Australia.

### Keynote Presentations

**'Choosing the Least Restrictive Option'** - Christopher Bugaj - *Speech Pathologist and founding member of the Assistive Technology Team for Loudon County Public Schools.*

**'Strengthening Your Core: Teaching Core Vocabulary'** – Sarah Wilds & Cynthia Heryanto – *Speech Pathologists and regional consultants for the Prentke Romich Company.*

### 2 Day Registration

**Standard Registration:** \$440

**People who use AAC Devices:** FREE

**Attendant carers with people who use AAC:** \$220

For more information, visit <http://liberator.net.au/aac-summit> or email [info@liberator.net.au](mailto:info@liberator.net.au).

## LAMP Words for Life

The Minspeak® based LAMP WFL is now available on multiple dedicated device platforms, exclusively through Liberator. These vocabularies contain three separate, phased vocabulary sets, and are devised specifically for people with Autism.

Trial LAMP WFL on our Accent range (8, 10 and 14 inch screens), the new Chat Fusion, and coming soon – the tough Liberator Rugged 8. Subscribe to our newsletter to hear about LAMP training in your state.



Contact Mel (08 8431 5478 / [mel@liberator.net.au](mailto:mel@liberator.net.au)) to arrange a free four week trial of our dedicated communication devices. Head to our website to get in touch with your local consultant for onsite & virtual training.