



**AGOSCI 11th
Biennial Conference
Hilton Sydney 1-4 May 2013**

Plain English Abstracts

DAY 2 – Friday 3rd May

A New Service to Help Teachers of Students who have Complex Communication Needs in Sydney Catholic Schools.

Lisa Boland

There are now more children with complex disabilities going to mainstream schools. Most teachers in mainstream schools do not get a lot of training about how to best teach students with communication disabilities. These teachers need to learn new skills about disabilities, communication and AAC so they can help these students do well in the classroom. Speech Pathologists and Occupational therapists, who understand about working in schools, can help teachers learn more about teaching students with disabilities.



The Sydney Catholic Education Office has started a new service to help teachers improve their skills in teaching students who have complex communication needs. This service is called *the Complex Communication Needs Support Service*. The service has a Speech Pathologist and an Occupational Therapist.

In this presentation you will hear about:

- The different ways the therapists work with mainstream teachers.
- The different ways the therapists assess student's needs in their classroom environments.
- The ways the therapists use technology to help teachers learn more about communication disabilities.
- The progress that the service has made so far.
- The important things the therapists have learned so far about working with teachers and students with communication disabilities in classrooms.

Helping a Boy in a Country School to Use Eyes to Communicate In a Different Way.

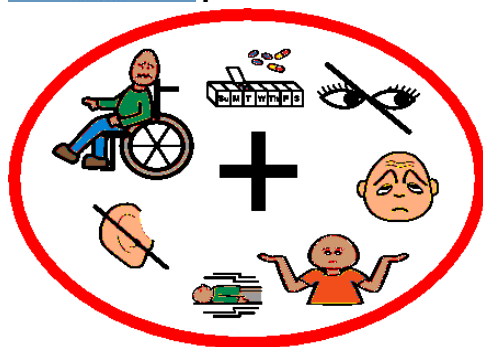
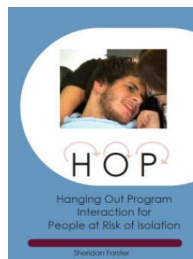
Alison Crispin

This is the story of helping a 6 year old boy with cerebral palsy to communicate in a different way. The boy goes to a regular school in the country and lives a long drive away from big cities.

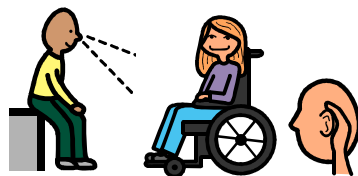
This boy can't talk or walk but he is very bright and is able to look at pictures to tell people what he wants. His family and school wanted him to be able to say what he wanted to people out loud but he could not talk. He needed a different way to be able to speak to people.

Effectiveness of HOP (Hanging Out Program) in Improving Interactions between Adults with Profound Intellectual and Multiple Disabilities and Support Workers

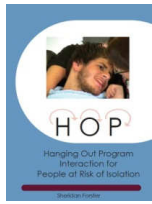
Sheridan Forster



Some people have lots of disabilities at the same time. They might be in a wheelchair. They might be blind and deaf. They might not understand or use any speech. Sometimes we can say that they have “profound intellectual and multiple disabilities”.

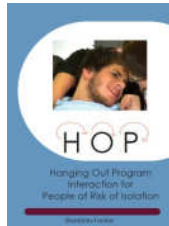


It is very hard for these people to communicate with other people, but they can. People have to watch them very closely to get to know them and understand them: what is their face doing, what sounds do they make, what do they seem to like and dislike? People have to think about how best to spend time with them: can they touch their hands, make special sounds, play small games? Sometimes the best thing to do is just hang out with them, to get to know them better.



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The Hanging Out Program or HOP is a special program for people with the most disabilities and their support workers. It is about spending 10 quality minutes with the person with a disability. It is about watching, listening, and being with the person. It is about writing down what happened, and thinking about how to do it better next time. It's not hard to do HOP. It is about making sure that people with profound intellectual and multiple disabilities don't miss out.



We want to find out if HOP works. We want to know if HOP makes the time that disability support workers spend with the people with the most disabilities better. We want to know if people with the most disabilities enjoy the time they spend with disability support workers. We want to know if their life gets better because disability support workers are using HOP.



We did a research study. We found out that the staff liked doing HOP. We are looking at videos of HOP to see if there are changes for the people with disabilities.

CONNECTING TO EDUCATION: ASSISTIVE TECHNOLOGY IN EARLY CHILDHOOD CENTRES

Haley Gozzard
Sentheesh Thiruchelvam
Terri Mears

We worked with 6 preschools. We helped the staff in the preschools to use technology with the children. We also helped the children and their families to use technology.

The technology included a computer, iPad, communication books and communication devices.

A communication book is a book with pictures. People use the communication book by pointing to the pictures to talk.

A communication device has buttons. When people press the buttons on the device, it speaks for them.

This technology is for people with a disability. But we helped the staff to use it with all the children.

In this talk, we will tell you about how we helped the staff. We will tell you what worked.

We will also tell you about how the technology helped the children to play and talk with their friends, family and the staff.

ETHICAL ISSUES IN AAC – IT'S IN EVERYONE'S INTERESTS

Bronwyn Hemsley

There is a lot of attention on the internet about AAC and there are always new 'Apps' for communication being made. A lot of people are writing about how a new 'App' for AAC might be useful for people who cannot speak. People who use AAC and their families are taking a more active role in finding and choosing AAC systems. Some Apps for AAC offer some features that they need, but not all of the things that a person might need for communication.

AAC team members and people who need to use AAC to communicate need to work together to decide which communication option might best meet the person's needs. Sometimes, an AAC 'App' is described as being 'easy to use' or 'cheap' but it might be hard to use, or might be limited in what it can actually do for communication. The cost of the 'App' should not be the only thing that helps a person to decide which AAC system might be the best one for them.

Sometimes there are features in the AAC system or 'App' that can be a risk to the person's privacy of the messages that they communicate. If the system or App keeps a record of every message in a 'history' section, the person using the system needs to be able to turn the 'history' feature on or off – to decide if the messages are kept in the system.

This paper will highlight some of the issues that people who use AAC and their families need to consider when they read about a 'new App' for AAC. The information will help people know the risks and benefits of looking at all available options, before making a decision about which AAC system might be the best one for the person who needs AAC.

IMPLEMENTATION OF SPEECH GENERATING DEVICES – Facilitating Function

Diana Limbrey
Anna Bech
Alana Bain

People who have difficulty speaking can use a communication device. Communication devices speak so other people know what the person is saying. We know that learning to use a communication device can be difficult. This can take a long time. Support and training are needed. Speech Pathologists or other people who work with the person can provide this support. Sometimes this support doesn't work and the person continues to have trouble using their device. This might be because

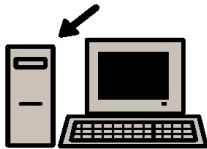
the speech pathologist needs more ideas of what they can do to help. This presentation will tell you what the speech pathologist can think about when helping someone use a communication device. With the right support and training, people can use their communication device well.

The Writing is now on the Wall: Getting Pencils, Processes and Purposeful Writing on the Agenda. The ongoing development of a whole school approach to writing.

Polly Morgan
Lesley Prout

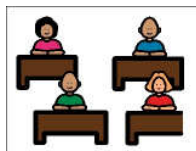


We will show some of the changes in student writing after we started a whole school approach to writing. We based our approach on The 4 Blocks model (Erickson and Koppenhaver, 2007).



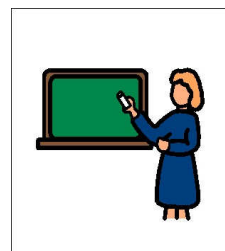
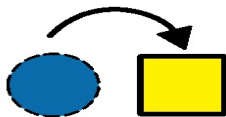
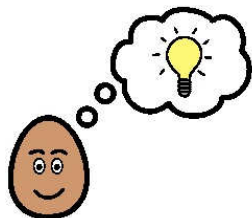
We will look at some of the technology like computers and light tech e.g. communication books, alphabet books we use to help with writing at Glenroy Specialist School.

Glenroy Specialist School has 150 students. These students have physical disabilities. They can also have health, communication, cognitive (thinking) and sensory (hearing, touch and vision) difficulties. We have a therapy service at our school. The organisation YOORALLA provides therapy for our school. Many students at our school did not write.



Many students did not have a way of writing. We did not make the best use of our technology. We did not provide enough times for students to learn to write. We had some different ideas about how to teach writing. Our school wanted our students to be more independent writers.

We looked at how we teach writing and made some changes.



We did some training (2008 AGOSCI Literacy Winter Intensive and day seminars) and started our new program in 2009. We collected student's writing, talked to teachers, watched writing lessons etc. We will show the steps we took to start our

new writing program (based on the 4 Blocks approach). It will talk about the way we teach and the technology (computer programs, light tech) we use now. It will show some before and after writing examples. It will show some different types of writing. It will show writing at different levels from beginning (scribbling, looking at letters) to more advanced writing (choosing letters, writing words and sentences). We will talk about where we will go next.

Connecting People2People

Aaron Overington
Harmony Turnbull

People have always shared ideas, thoughts and knowledge.

In 2013 the ways we connect have changed but the reasons we connect are the same. We can now use tools like Facebook, Twitter, blogs, wikis and discussion forums. We want share ideas as much as ever.

Communities of Practice (CoPs) are groups of people in similar situations who share ideas, problems, what they do & how they do it.

Our presentation will show tools from the internet that help people start or join a CoP. We think that CoPs are better if there are also face-to-face meetings but that doesn't have to happen.

Technology helps people communicate. It gives some people a voice they never had. It gives other people a voice they have lost. Technology can make difficult things easier and impossible things possible.

To Teach or Not To Teach: the Benefits and Challenges of Offering Tertiary Style Intervention (Plain English Version)

Chantelle Robards
Susan Perry

Research tells us that children with a disability reach their potential when:

- Interventions happen within every day activities that are meaningful
- Carers understand how best to help them
- Goals are set with participation in mind

The speech pathologist worked with teachers from a School for Specific Purposes (SSP). She helped the teachers to decide on an everyday activity to work on with their students.

The students were all non-verbal.

The teachers learned to use some assessments.

The teachers were already good at working with Alternative and Augmentative Communication.

They were supported to choose goals for the students.

The students all improved.

The teachers all enjoyed the project and shared this with the other teachers at the school.

The school has asked for the speech pathologist to keep coming to the school to work together with the teachers.

Making Adelaide West a better school for students with Complex Communication Needs

Jennifer Young
Leanne Shane

1. Introducing our school. We will describe where Adelaide West is, the students we teach and how we teach them
2. We will explain how we have been supporting education staff to learn about iPads and communication programs and applications.
3. We show how we support students and their families to learn about iPads and how they can use them to communicate with their children.
4. Finally we will share information about 2 students who are becoming better communicators.