

Morning  
Session

## THURSDAY - July 26, 2018

McMinn County High School, Athens, TN  
9:00 am – 12:00 pm

### SESSION 1: Introduction to Proloquo2Go Communication App

Instructors:

Susan Holton, CCC-SLP  
AAC Consultant

Janice Reese, M.Ed., OT/L, ATP  
AT Specialist

\*\* In order to participate fully with this hands-on session, attendees are encouraged (but not required) to bring a mobile device equipped with the latest version of Proloquo2Go. Several iPads equipped with P2Go will be available for use by those who do not own a copy of this program.

Proloquo2go is an outstanding, inexpensive tool for providing AAC intervention and visually-supported instructional materials with a mobile device. In this BEGINNER LEVEL session, we will introduce the app and its many features, explore the navigational interface, and provide instruction for basic development of communication pages. The app now boasts "core vocabulary" that makes programming for students so much easier and more appropriate. It also has fun and motivating features that encourage students to communicate and engage. We will show you how you can use the app to develop AAC programs and curriculum pages that meet individual communication needs and are encouraging and entertaining for your students.

Learner Objectives:

- To identify and describe the process for determining which Proloquo2go vocabulary best suits a student's needs
- To identify and describe ways that curriculum materials can be adapted to incorporate visual supports with voice output for learners with intellectual disabilities
- To demonstrate competency with navigation of user interface
- To demonstrate ability to back-up and restore students' programs and move folders from one child's program to another
- To demonstrate the ability to add buttons and customize with different images, voices, expressions and sounds

\*Certificates of Technology Instruction will be provided to all attendees and may be applied toward teacher licensure renewal. ASHA generally accepts certificates for sessions addressing AAC interventions, as well.

afternoon  
session

## THURSDAY - July 26, 2018

1:00 pm – 3:30 pm

### **SESSION 2: Using Core Vocabulary and Visuals to Expand Communication and Modify the Curriculum for Classroom Engagement**

#### Instructor:

Janice Reese, M.Ed., OT/L, ATP  
Assistive Technology Specialist

In this session, we will explore two dynamic concepts, 1) *the use of visual supports* for students with learning disabilities and 2) *core vocabulary*, the new 'buzz word' in AAC instruction for early communicators. We will look at how these can be used together to support students with a range of communication and learning needs in the classroom and therapy sessions.

We will look at the research behind the growing acceptance of core vocabulary instruction, explore ideas for modifying existing curriculum content using visuals and core words, share tips and tricks to teach core vocabulary for a variety of ages, and explore a wealth of web-based resources for materials and activities (many of them free) that can be found through sites such as [www.lessonpix.com](http://www.lessonpix.com), [www.project-core.com](http://www.project-core.com), [www.teacherspayteachers.com](http://www.teacherspayteachers.com), <http://speechmusings.com/>, <https://superpowerspeech.com/>, <http://www.assistiveware.com/support/faq/26>, <https://sites.google.com/a/esc13.net/corevocab13/implementation-ideas/reading/cv-book-resources> and more...

#### Learner Objectives

- To understand and describe the benefits of using visually supported instruction and core vocabulary to foster AAC and academic engagement
- To describe the two main color coding systems used in AAC: the original Fitzgerald color key and the modified Fitzgerald key created by /Goosens, Crain, and Elder
- To be able to locate and use resources that provide classroom materials, ideas, page examples and free AAC core vocabulary books, activities, and lesson plans, etc.
- To be able to describe implementation ideas and share these resources with other professionals upon return to the classroom

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morning  
session

**August 01, 2018**

**LOCATION: McMinn County High School, Athens, TN  
9:00 am – 12:00 pm**

**SESSION 1: Strengthening Your Core**

Instructor:

Claire Campbell, M.A., CCC-SLP, ATP  
AAC Consultant  
Assistive Technology Works, Inc.

Many of our students present with speech and language impairments of varying degrees, while others demonstrate more complex communication needs and rely on assistive technologies to communicate. This presentation will introduce the concept of core vocabulary use for communication instruction with students at all levels and provide those who support users of speech generating devices (SGD) with useful strategies and ideas for creating interactive communication opportunities. Through videos, interactive discussions, and lecture, the presenter will provide researched based documents and activity plans that foster the development and growth of functional vocabulary.

LEARNER OBJECTIVES

- TLW be able to identify major classes of core vocabulary
- TLW be able to explain the importance of using core vocabulary for communication immersion and instruction
- TLW be able to explain how core vocabulary is represented on Prentke-Romich Company (PRC) devices

**\*ASHA CEUs will be provided at no cost to participating SLP staff for this session only.**

\*Certificates of Technology Instruction will be provided to all attendees and may be applied toward teacher licensure renewal.

afternoon  
session

**August 01, 2018**

**1:00 pm – 3:30 pm**

**SESSION 2: Assistive Technologies for Students with Learning Difficulties**

Instructor:

Janice Reese, M.Ed., OT/L, ATP  
Director of Assistive Technology

The use of assistive technologies (AT) is often overlooked when considering interventions for our students with learning difficulties. Yet, there are a growing number of mainstream, commercial technologies, as well as those specifically designed for users with special needs, that can help our students who struggle with reading, writing, test-taking, executive functioning and math challenges.

In this session, we will look at the differing needs of our students who present with intellectual and learning disabilities and explore the use of different AT tools that can be used to provide remediation or accommodation. Many tools are available to support a Universal Design for Learning (UDL) approach to engagement by offering alternative ways to access the curriculum, actively engage, and demonstrate learning. A range of technologies will be reviewed and demonstrated in this session, including:

- Chrome apps and extensions
- Accessibility supports integrated into Microsoft Word
- iPad apps for productivity, utility, and accessibility
- Resources for providing access to digital reading content (Bookshare, general apps)
- Software supports/apps offered by manufacturers of special education programs (such as TextHelp, Don Johnston, Crick Software, Lessonpix, AudioExam app, etc.).

**NOTE: Many of the apps and programs we will look at are free or offer free trials. Participants are encouraged to bring a laptop or mobile device to allow active exploration and practice.**

Learner Objectives:

1. TLW identify skills related to reading and writing that may affect performance
2. TLW identify and describe different technology tools that can be used to support students who present with reading and writing deficits
3. Identify ways to integrate AT programs/apps to facilitate learning and engagement in the classroom for all students
4. Describe the difference between utility, productivity and accessibility functions within programs

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