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# Abstracts – Concurrent Speakers



## Blackstone, Sarah

**The Development of Emotional Competence in Children with CCN: A New Clinical Tool**

Connect2Life

Emotional competence is intricately linked to effective social and communication competence. Research in other fields demonstrates that emotional factors underlie a child's ability to learn, access knowledge, develop relationships, as well as contribute to self-worth and esteem. Children with communication challenges face significant barriers in these areas, however no evidence-based guidelines or assessment tools are available to help AAC practitioners support children's development of emotional competence. Rather, the AAC-related literature focuses on implementing "behavior" management rather than fostering underpinnings of emotional development and resilience. This session offers a framework, assessment tool, and some preliminary guidelines for families, AAC practitioners, and researchers.

## Balandin, Sue

**Confidentiality: can we keep our promise?**

Connect2Community

Confidentiality is an important ethical issue in research and clinical practice. Clinicians are ethically bound to maintain confidentiality about their case load and individual clients, likewise researchers must assure ethics committees that adequate care is taken to protect the confidentiality of participants in research projects. Nevertheless, confidentiality in a small field such as augmentative and alternative communication (AAC) can be problematic. Clients may be known to more than one service and given the individual nature of such services, it can be easy to identify individuals from a relatively small amount of information. For those who conduct qualitative research, the rich data that is collected may make it easy to identify individual participants or people from participants' family, social or service circles. How can this difficult issue be managed? Why is not advisable to just change a few details such as age or gender to make identification more difficult. How can we manage to answer reviewers who require more detail and what can we do if an individual says

'it is my story and I want you to tell it!' These and other issues relating to confidentiality will be discussed in this workshop. Participants are asked to bring their own experiences to the workshop for discussion. There are no easy answers to some of these questions but this workshop will provide a forum for exchanging ideas and will also raise additional topics that can be considered under the umbrella term 'confidentiality'.

## Hanigan, Tracey

**Connecting students with Autism Spectrum Disorder to a Speech Generating Device**

Connect2Technology

This paper will discuss the introduction of a Vantage Lite Speech Generating Device (SGD) to a student at Southern Support School in Tasmania using the Language Acquisition through Motor Planning (LAMP) approach. Outcomes will also be discussed including the expansion of this program with other students with ASD at the school.

## Anderson, Kate Balandin, Sue Stancliffe, Roger

**'So Now What?' (10 questions families with a new SGD need answered)**

Connect2Technology

In this presentation we will share 10 common questions families need answered when they receive a new device. We will also highlight resources that may help in finding an answer. The questions have been drawn from recent interviews with Australian speech pathologists and parents of children who use an SGD.

## Sampson, Janelle Manuell, Cassandra

**AppDates' Group Sessions: Making iPads™ really work for communicative participation**

Connect2Technology

Given the popularity of iPads™ for people with CCN, intervention activities should aim to promote successful inclusion of these devices into the AAC toolkit. This presentation will describe 'AppDates' groups developed to 'update' and assist AAC users to take advantage of the exciting opportunities these devices create for communication.



### Allan, Meredith

**'Where is the voice of AAC?'**

Connect2Life

Important issues are being discussed. Decisions that effect our lives. Important policies are being made. Policies that effect our lives. Where is the voice of AAC? We say we want but we rarely do we follow through. Is our determination so weak that we assume others will do it for us?

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### Thirumanickam, Abirami Raghavendra, Pammi McMillan, Julie van Steenbrugge, Willem

**Facilitating conversation skills using video modelling in verbal and non-verbal individuals with ASD: A systematic review**

Connect2Technology/Connect2Education

Video modeling (VM) has been used in facilitating a range of skills in individuals with Autism Spectrum Disorders (ASD). This paper aims to systematically review the studies that have utilised VM to facilitate conversational skills in individuals with ASD. The level of evidence for the effectiveness of VM will be reported.

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### Burmester, Debbie Clarke, Diane

**Connect to support AAC options – Best practice guidelines for Speech Generating Device Prescription**

Connect2Technology

This paper demonstrates the partnership between Medical Aids Subsidy Scheme (MASS) and Cerebral Palsy League (CPL) in establishing a framework based on the International Classification for Functioning (ICF) to support best practice for prescription of Speech Generating Devices to support people with Complex Communication Needs across the lifespan.

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### Hartmann, Amanda Green, Emma

**Don't be the missing link: The importance of staying connected for AAC users**

Connect2Community

Hear from Emma, 16 years old, about her amazing journey to make and maintain connections with friends and family. She will discuss her past and present efforts to stay connected in meaningful ways with a variety of people, as well as her plans for the future.

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### Parfett, Haylee

**From Cookies to a Communication Community: Changing attitudes and belief systems to allow for development of functional communication in a specialist autism setting**

Connect2Life

"Communication is the essence of human life" (ASHA, 1991, p.9). It is widely acknowledged however that the attitudes and beliefs of those providing access to communication for individuals with Complex Communication Needs (CCN) can significantly affect one's capacity for autonomous communication. When communities fail to acknowledge the importance of enabling students to say 'what they want to say, when they want to say it,' or believe this to not be possible, communication can often start and stop with 'I want cookies.' This presentation explores the inspirational journey of one specialist school community in London, which agreed to acknowledge functional spontaneous communication as a priority for all students.

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### Hoppenbrouwers, Grace Stewart, Hugh Kernot, Jocelyn

**Investigating assistive technology assessments that can be applied to switching**

Connect2Technology

Success in utilising switch technology for alternative communication relies on accurate prescription of the equipment involved. There is a lack of tools assessing how switch technology is used. The aim was to conduct a systematic review to investigate the current availability of switching outcome assessments and the items they assess.

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**Eldridge, Bethany  
Raghavendra, Pammi  
McMillan, Julie****Tablet technology use by children with complex communication needs: multiple perspectives****Connect2Technology**

This study is an exploratory study which documents the use patterns of electronic tablets by children with complex communication needs (CCN). The experiences of children with CCN, their families and speech pathologists present initial considerations for the use of the electronic tablet for communication.

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**Given, Fiona  
Cranko, Georgia****Communication assistants helping us to connect****Connect2Life**

This paper will explore how communication assistants assist people with complex communication needs to fully express ourselves beyond the limitations of text-to speech devices.

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**Ash, Sue  
Freedman, Charlene  
Hueston, Anastasia****Connecting to Communicate with LAMP****Connect2Life**

This presentation will outline how Language Acquisition through Motor Planning (LAMP), a therapeutic approach based on sensory integration and motor learning principles, is achieving success in giving individuals on the autism spectrum, who are non-verbal or have limited verbal abilities, a method of independently and spontaneously expressing themselves.

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**Wailes, Emily****Adapt' to 'Connect': the role of the communication partner****Connect2Education**

Communication partners must adapt their communication to enable people with intellectual disability to understand. 640 staff communication acts at a UK disability service were analysed. One third were too complex. Augmentative and Alternative Communication (AAC) was not consistently used. This paper examines opportunities and barriers to communication partners being able to 'adapt' to 'connect'.

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**Farrall, Jane  
Barron, Fiona****Connect 2 Educate: AAC and iPads™ in the Classroom****Connect2Education**

Malkara is a specialist school. A number of students have complex communication needs (CCN) but don't have an augmentative and alternative communication (AAC) system. In 2012 a class of students with CCN were given an iPad™ with Proloquo2Go and use of this was embedded through the day. We will report on the outcomes.

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**Gonelli, Dale  
Crawford, Julie****Wow Moments from Queensland – A documentary****Connect2Life**

I was interested in knowing of other people's WOW moments and with that I thought of interview people about their moments of WOW. It is feel like Wow! Like wow I never thought I can do it before. It something that unexpected but surprising good, feel great you have done something great.

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**Bedwani, Mary-Ann**

**Evaluation & generalisation of the Language Acquisition through Motor Planning (LAMP) program in a range of settings**

**Connect2Life**

The Language Acquisition through Motor Planning (LAMP) program develops communication for individuals with an Autism Spectrum Disorder (ASD). To date there are many anecdotal reports of the positive outcomes of the LAMP approach, however limited research. Autism Spectrum Australia completed a research trial using the LAMP approach, implemented through Vantage Lite speech output devices. The aim of the research was to evaluate the use & effectiveness of the LAMP approach in developing generalised symbolic communication in a range of settings, for children with an ASD. 9 children & families participated across the different settings. The results were significant for all children and families that participated.

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**Linden, Tanya**

**Through the Looking Glass**

**Connect2Life**

Expand your understanding on how vital it is to highlight the importance of the development of genuine friendships for AAC users. Build on that understanding with the practical ideas of how one 8 year old and his family used low and high technologies to make the space for real friendships to develop.

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**Fox, Leanna  
Cooper, Nicoli**

**The path down LAMP lane**

**Connect2Technology**

For some children with autism, mastering traditionally used communication tools can be very difficult or nearly impossible. Language Acquisition through Motor Planning (LAMP) is a technique that is emerging and may support the communication connection for these children. Information on how we implemented this technique and outcomes will be discussed.

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**Godlonton, Sandra**

**OTs, physios and doctors can use key word sign too!  
Changing attitudes and practice in the use of key word sign in a multidisciplinary team**

**Connect2Community**

This paper will discuss changes in attitude and practice in the use of key word sign (KWS) amongst allied health and medical staff in a paediatric allied health unit that offers services to children with a range of disabilities. Previously there was confusion and negativity about the benefits of KWS to support a child's communication skills and it was not recommended routinely in practice. Changes were made resulting in increased staff understanding of the benefits and use of KWS. The changes in attitudes improved staff ability to connect and communicate with children and families on their caseload.

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**Lyon, Katie  
Cullen, Charlene  
Hartmann, Amanda**

**APPetiser: Connecting u 2 a smorgasbord of apps**

**Connect2Technology**

This presentation will explore some of key apps that you might consider as part of your mobile toolkit and, perhaps more importantly, equip you with the resources you need to stay up to date with the ever expanding world of available apps and how to evaluate these for your clients.

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**Carpenter, Batin  
Carpenter, Sonja**

**Connecting in the Community through the development of an I-device Club**

**Connect2Community**

My story about developing an I-Device Club in our community. I describe how this impacted my social networks and helped me connect in my community. I also describe what I learnt from setting up the club and what my favourite Apps to communicate are.

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**Jones, Laura  
Mills, Jaquie  
Bertram, Mary-Louise**

**Connecting AAC to Education for Community:  
Cross-sector collaboration to pioneer a new  
training path for AAC professionals and community  
communication partners**

Connect2Community

The need for increased support for people with complex communication needs to be provided with the AAC learning opportunities required to develop relationships and be included in the community is significant. This paper discusses the development of an innovative course at Edith Cowan University which seek to address this need.

**Ballin, Liora  
Canty, Mick  
McReynolds, Ange  
Weir, Caytlin**

**Mentoring to improve speech generating device use**

Connect2Technology

Mentoring by adults who use a speech generating device (SGD) offers the potential to improve the device usage of new SGD learners. Adults who use an SGD were trained to use a range of interaction techniques in mentoring sessions to enable them to support mentees' communication. This presentation will focus on the mentor training and mentors' evaluations of the mentoring program.

**Marden, Jennifer**  
**Story Writing Apps and AAC: Beyond Social Stories  
and Schedules**

Connect2Education

Story telling iPad™ apps are often used to write stories for students who use AAC rather than with or by these students. This session will present examples of writing stories with AAC users to develop their language and AAC skills. Participants will explore key iPad™ story writing apps.

**MacCue, Sevinc**  
**My journey of connecting with others**

Connect2Life

This presentation will give you my very personal perspective on what it's like to be non-verbal and my experiences of connecting with people using different communication devices over the past 21 years. I will suggest how today you can make the most of mainstream devices like tablets and smart phones to support some non-verbal people to connect!

**Spiers, Dana**  
**Our AAC journey - connecting with success**

Connect2Education / Connect2Technology

I am a parent of an 11 year old girl with complex communication needs. In my presentation I will talk about our experiences with a variety of AAC and discuss the successes and challenges of each. Including how the iPad™ is currently opening more doors for her in the community.

**Litton, Amy**  
**Streamlining the process for state funding of  
communication devices for individuals with complex  
communication needs**

Connect2Technology

Individuals with complex communication needs, their families and support team often experience significant waitlists to obtain funding to trial and obtain a speech generating device. A project to streamline this process is currently being carried out in WA. This presentation will share the aims of this project and progress to date.

**Harraway, David  
Tang, Fion**  
**iPads™, Voice and Choice: A person directed approach**

Connect2Technology

iPad™ is a mainstream device that is gaining immense popularity among people with and without a disability. Within the context of the coming NDIS environment and Victoria's new disability standards, this presentation will explore how people can best be supported to make their own informed choices about communication devices with freedom and respect.



### **Brownlow, Elizabeth**

**AAC and The Gadget Generation: a match (made in China)**

Connect2Technology

A case study about a sunny and outgoing young woman and her journey into using a speech generating device to help overcome the challenges thrown up by her severe speech disorder. Her story is one example of how growing up in a technology-saturated society that nurtures a fearless approach to technology can be a major advantage.

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### **Mobbs, Felicity**

**EnableNSW: Connecting People to Technology**

Connect2Technology

EnableNSW has transformed the provision of speech generating devices in NSW, with increasing numbers of people receiving devices from the program. Major reforms have supported better prescriptions and reduced waiting times for consumers. The next steps in innovative service delivery include device loan pool projects and sponsorships for consumer education.

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### **Wood, Denise Sampson, Janelle Raghavendra, Pammi Charlesworth, Margie Bilsborow, Carolyn Fry, Caitlin Kirk, Ian**

**The potential of iDevices for assisting adults with complex communication needs to realise their participation goal**

Connect2Technology

The findings of a project exploring the potential benefits of iDevices for supporting the participation goals of adults with CCN are reported. iPads™ are being trialed with 10 adult users with varying physical disabilities and communication needs over a 12 month period and the outcomes measured using mixed methods design.

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### **Jensen, Louisa**

**Seeing me behind the autism**

Connect2Life

I am Louisa Jensen, a 23 year old non-verbal woman with many skills and roles. I have started my own Motivational Speaking business to give others an insight into what life is like with Autism and Dyspraxia, from a uniquely personal perspective. I have one 'me' as seen from the outside, and another 'me' who is trapped behind the wall of Autism. This real 'me' is hidden from the world until I am given the opportunity to communicate. My Presentation introduces the 'inside' me, my experiences and achievements, and challenges my audience to see Autistic people differently.

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### **Arthur-Kelly, Michael Bennett, Dr Deone**

**Communication intervention for students with multiple and severe disability using mentor-modelling: Learning from implementation science**

Connect2Education

In this session we intend sharing data on the outcomes of a recent ARC Discovery project that centred on the use of a mentor-model approach to professional development in communication intervention for educators supporting students with multiple and severe disability. Using the principles of implementation science we hope to stimulate discussion about model approaches to building capacity in communication support.

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### **Crispin, Alison**

**Assessing, preparing for and implementing a minspeak based eye gaze communication device in a rural school setting**

Connect2Technology

Implementation of speech generating devices for people with little or no functional speech is a complex area involving careful planning, preparation and support to achieve success. This case study will outline the experience of a 6 year old boy with cerebral palsy and his team in a rural context.

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**Raghavendra, Pammi  
Wood, Denise  
Grace, Emma  
Newman, Lareen  
Connell, Tim**

**Increasing the social participation of young people with complex communication needs using strategies to support Internet social networking**

**Connect2Community**

This paper will present the outcomes of an intervention study investigating the effectiveness of providing individualised support, training and assistive technology to use the Internet to facilitate the social participation of five young people aged between 10;6 and 15;6 years with complex communication needs.

**Gonelli, Dale  
Banks, Thomas**

**The Best Connection Continues**

**Connect2Life**

The first time we met was February 2012, the beginning of - The Best. A performance collaboration with 5 young people with varied abilities exploring their lived experiences around love, dating, romance and sexuality. The next time will be ISAAC2012 Conference, Pittsburgh USA. We will share our continuing connection.

**Limbrey, Diana  
Bech, Anna  
Bain, Alana**

**Implementation of speech generating devices – facilitating function**

**Connect2Technology**

Under-utilisation and abandonment of speech generating devices (SGDs) can be attributed, in part, to barriers in implementation (Hodge, 2007). To address this issue speech pathologists from Technology solutions for computer Access, Seating and Communication (TASC) (a consultative service with Cerebral Palsy Alliance) have developed a package to assist local therapists and teams to successfully implement SGDs.

**Ungsuprasert, Nitha**

**Shared book reading, AAC and emergent literacy skills in preschool children with Complex Communication Needs from Culturally and Linguistically Diverse Backgrounds**

**Connect2Education**

Parent-child shared book reading has consistently provided positive outcomes in effective language learning and in the development of a number of emergent literacy skills such as children's awareness of print, modulation of joint attention and vocabulary growth. This presentation will discuss the potential of using a shared book reading in preschool children who have complex communication needs and developmental delay from culturally and linguistically diverse background to promote AAC, early language and emergent literacy skills.

**Allan, Meredith**

**Gesture & Conversation in the Workplace**

**Connect2Education**

In this presentation we will discuss why we have found successful Augmentative and Alternative Communication intervention to be so much more than customising and giving a communication book to a child. We will discuss strategies we implement from the beginning of early intervention and present parental feedback of this approach.

**Hemsley, Bronwyn**

**Ethical issues in AAC - in everyone's interests**

**Connect2Life**

In this paper, common ethical issues confronting people who use AAC and team members are discussed in relation to communication and legal rights for people with disabilities. Evaluating the ethical implications for features of AAC systems helps raise awareness of the communication rights of the individual using the system.

**Della Torre, Claire  
Martin, Amy****Connecting children with their worlds: AAC service provision in regional communities****Connect2Community**

This paper will describe through several case studies how Novita's Regional Services team continues to improve AAC service provision for children with CCN who live in regional areas of South Australia, through capacity building and development of service delivery partnerships with local service providers.

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**Phuah, Trina  
Harraway, David****Social Media and AAC: What are the options – how do they work?****Connect2Community**

Social media has huge potential for people with complex communication and access requirements to make and maintain connections with family, friends and the wider community. This presentation will outline the options and interfaces available to people with a disability to enable them to engage with the online world.

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**Smith, Melinda**  
**The role of a mentor****Connect2Life**

This will be an interactive session to discussing how to get the most out of using mentors to enhance the life and learning opportunities for young people who use AAC. The discussion would be framed around answering the questions: What is a job description for a mentor? What skills, education and training background should a mentor have? What professional development could be offered to mentors? Paid employment opportunities, training positions and internships. Melinda will give examples of these from her own paid employment and voluntary work experiences.

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**Hughes, Ian  
Worton, Amanda  
Brown, Suzanne****Journey in a PODD - a special school perspective****Connect2Education**

Providing students with effective communication strategies is a core challenge for all staff working in the special school environment. Despite best efforts, and varied approaches staff were becoming frustrated with the fact that students were leaving school without adequate communication skills and support in post school life. This workshop looks at how Hunter River Community School implemented PODD Book communication across the school and community environments to assist in a successful transition to post school life.

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**Clendon, Sally****Facilitating change – A whole-school focus on literacy****Connect2Education**

This presentation will describe a whole-school literacy project at Wairau Valley Special School in Auckland, New Zealand. The assessment process and the instructional approaches employed will be outlined and discussed. The challenges involved in implementing a whole-school initiative will also be shared including issues around shifting perspectives, timetabling, resourcing, and the provision of specialist support.

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**Porter, Gayle  
Burkhart, Linda  
Freed, Julie  
Staples, Amy  
Edminster, Evette  
Thatcher, Emily  
Robinson, Shirley****Creating Communication Communities****Connect2Community / Connect2Education**

This presentation will share the journeys of two educational systems in the United States who have taken on the immense task of creating accessible communication communities within schools after attending a PODD workshop. Strategies used to change belief systems and practices to make autonomous communication a priority will be outlined.

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**Clendon, Sally  
Farrall, Jane**

**Balanced word instruction – supporting students with complex communication needs to crack the alphabetic code**

Connect2Education

This presentation will draw on current research to discuss principles and strategies for supporting students with complex communication needs to develop word identification skills. The need for a balanced approach will be emphasised. Assessment and instructional practices will be discussed for both emergent and conventional readers.

**Young, Jennifer  
Shane, Leanne**

**Developing a centre of expertise for students with complex communication needs**

Connect2Technology

Adelaide West Special Education Centre and the Special Education Resource Unit aim to improve the daily communication skills of students with CCN via emerging mainstream technologies such as the iPad™ and AAC Apps. Case studies illustrate how emerging technologies and a multidisciplinary approach results in positive student communication outcomes.

**Rezzani, Naomi  
Thorne, Chelsea**

**Multimedia Profiling – creating communication profiles using videos, photos and the internet**

Connect2Life

Multimedia profiling uses photographs, video, voice/sounds, graphics and text to create a communication profile. The profile can be accessed via a DVD, USB, secure Internet site or an application on a portable tablet. For people with profound intellectual disabilities, who communicate informally, a multimedia profile can effectively become their 'voice'.

**Porter, Gayle  
Cohen, Stacy**

**Communicating in community:  
You have to get out there first!**

Connect2Community

Supporting children who use AAC to interact in the community takes considerable problem solving, planning, preparation and practice. When the children also have complex physical and sensory processing challenges just managing the environment can be demanding. Come and learn some strategies to help these children and their families get out there!

**Morgan, Polly  
Prout, Lesley**

**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**

Connect2Education

This presentation celebrates the changes in student writing output before and after the implementation of a more formalised whole school approach based on The 4 Blocks Writing model. It details the processes followed to implement literacy instruction across a large school for students with physical, cognitive and sensory impairments.

**Robards, Chantelle  
Perry, Susan**

**To teach or not to teach: the benefits and challenges of offering tertiary style intervention**

Connect2Education

A tertiary service was offered by Ageing, Disability & Home Care (ADHC) to a local Department of Education & Communities (DEC) School for Specialised Purposes (SSP) to share skills and tools with teaching staff to better assess a student's level of functional communication skills, to set appropriate goals and to design suitable Alternative/ Augmentative Communication (AAC) to use within the classroom.

**Smidt, Andy****Communities around kids: evaluation of a model of residential care for children with complex needs**

This study involves evaluation of an innovative model of service delivery which aims to provide real support to families in a way that places the child in a home-like environment but allows parents and siblings to maintain a family life as well as providing care for their severely disabled child.

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**Wilson Burns, Gina****Using communication partner frameworks 2 connect****Connect2Education**

Most mainstream schools have literacy and numeracy frameworks, but how many have a Communication Partner Framework? Cambewarra Public School students and staff use a communication partner framework, with curriculum-based outcomes, that allows huge opportunities and growth learning for those with and without Complex Communication Needs.

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**Tainsh, Helen  
Farrall, Jane****Connect 2 Literacy****Connect2Education**

Communication happens all the time. The ultimate aim of AAC intervention is to ensure that the individual is enabled to be autonomous (Von Tetzchner and Grove, 2003). In this presentation, we will discuss how a comprehensive and individualised AAC system enables more active engagement and learning within guided reading.

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**Forster, Sheridan  
McDonald, Rachel****Hanging out program: evaluation of impact on interaction in an adult day service****Connect2Life**

People with profound intellectual and multiple disabilities experience interaction difficulties. For interactions to be good, support workers need to give the person all of their attention. HOP (Hanging Out Program) is an approach and attitude which involves giving the person focused interaction time. We will present the outcomes of a HOP evaluation study.

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**Kerr, Sophie****Implementing the PECS protocol to teach functional SGD use****Connect2Technology**

With recommendations to teach low-tech AAC and later transition to high-tech AAC becoming more frequent, the question of how to transition learners becomes important. In this workshop the criteria for determining appropriateness for transition to SGD will be described. A discussion of following the PECS protocol to teach SGD use will then be provided. Case studies of learners who have successfully transitioned from PECS to SGD will be included.

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**Boland, Lisa  
Bernadette, Yeo****Supporting mainstream teachers of students with complex communication needs (CCN): a new service for Sydney catholic schools****Connect2Education**

There are an increasing number of students with Complex Communication Needs being enrolled in mainstream settings. The communication, education, participation and meaningful inclusion of these students presents many new challenges to mainstream teachers. This presentation will outline a new support service established by the Catholic Education Office Sydney which aims to build the capacity of mainstream teachers to support students with CCN.

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**Gozzard, Haley****Connecting to education: assistive technology in early childhood centre****Connect2Education**

The Early Intervention Assistive Technology (EIAT) Project supported three early intervention centres and three preschools to use assistive technology (AT) and AAC as part of their everyday activities. Strategies used to support centres and the way AT was used to enable children's participation in their centre will be discussed.

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**McMillan, Sarah  
Niland, Amanda**

**Creating a community of communication partners for very young AAC users through the shared participation in music and play**

Connect2Community

Reflect with us the journey of developing the Toddler Music and Play Group at Pathways Early Childhood Intervention. Through this group toddlers and their caregivers are becoming connected to AAC and each other from early in life. Participation (song and dance) from delegates may be required!

**Yang, Chih-Kang  
Tsai, Chih-Ling  
Chung, Li-Chuan**

**The development of AAC intervention program to improve sentence expression for a Junior High School Student with visual and multiple Disabilities**

Connect2Education

The main purpose of the study was to develop an augmentative and alternative communication (AAC) intervention program including teaching communication symbols, the low-tech AAC, and the high-tech AAC for a junior high school student with visual and multiple disabilities in the self contained special education classroom to overcome her communication barriers.

**Farrall, Jane  
Hayes, Beccy**

**Connect2Literacy: Literacy instruction with complex students**

Connect2Education

Kilparrin Teaching and Assessment School is a small special school in Adelaide for students with complex sensory impairments and additional disabilities. This presentation will detail how literacy instruction was adapted to meet the needs of the students at Kilparrin using the Four Blocks Framework (1991) as a basis for literacy instruction.

**Overington, Aaron  
Turnbull, Harmony**

**Connecting People2People**

Connect2Community

Technology helps everyone to communicate. It gives some a voice they never had. Others a voice they may have lost. How does technology do all this? By advancing at a rate many of us find hard to keep up with! Technology can make difficult things easier, and impossible things possible.

**Tainsh, Helen  
Cohen, Stacy**

**Connecting families 2 AAC  
– More than a communication book**

Connect2Life

In this presentation we will discuss why we have found successful Augmentative and Alternative Communication intervention to be so much more than customising and giving a communication book to a child. We will discuss strategies we implement from the beginning of early intervention and present parental feedback of this approach.

**Marden, Jennifer**

**Expanding the circle: functional communication in morning meeting**

Connect2Education

Students who use AAC often spend a significant amount of classroom time working on isolated calendar skills, while opportunities for practicing functional communication skills using AAC systems are often insufficient. This presentation will discuss ways to change morning meeting routines to redress this imbalance.



**Joginder Singh, Susheel  
Iacono, Teresa  
Gray, Kylie**

**Interactions of siblings and mothers with pre-symbolic children with developmental disabilities**

**Connect2Technology**

This study was aimed at exploring and comparing the interactional patterns of siblings and mothers during dyadic and triadic interactions with pre-symbolic children with DS and with CP. Several differences and similarities were noted in the interactional patterns of mothers and siblings, which can be taken into consideration when involving families in AAC intervention.

**Beer, Meggen**

**AAC within a multidisciplinary paediatric intensive group**

**Connect2Technology**

Over the past two years, Novita children's services has developed and implemented a weekly intensive, multidisciplinary early intervention group for children with cerebral palsy. A variety of AAC systems and strategies have improved their abilities around successful request making, rejecting, choose making, commenting and participating in meaningful social interactions.

**Margetson, Kate  
Carman, Sarah  
Short, Kate  
Friesen, Emma**

**Whole class therapy to implement high tech speech generating devices for students with physical disabilities**

**Connect2Technology / Connect2Education**

For students with physical disabilities and complex communication needs, AAC in the classroom is essential for social and academic participation. This study explores a whole class approach to implementing high tech speech generating devices. The program aims to increase opportunities for using AAC, through providing therapy in a natural context.

**Sellwood, Darryl  
Olsson, Catherine**

**Living a satisfying life: a gap analysis on the information and services available to people with complex communication needs to express their sexualities**

Little available research addresses the barriers and facilitators for people with CCN in a life activity linked with the concept of living a satisfying life; the expression of sexuality. The presentation will report on a gap analysis on the information, services and resources available to people with complex communication needs to express their sexualities.

**Bode, Tracey  
Bech, Anna  
Muscat, Karyn  
Potgieter, Kerrie**

**Eye-gaze success: more than meets the eye**

**Connect2Technology**

As a method of alternative access eye tracking technology has only been widely available and affordable for a relatively short period. In this presentation we will share our clinical experiences, case stories and practical applications in working towards understanding the elements of successful eye tracking.

**Campbell, Melissa  
Whitford, Jodie**

**Collaborating to construct an effective Individual Education Plan for learners with Complex Communication Needs utilising iPad™ Technology**

**Connect2Education**

This session will focus on:

- Developing positive partnerships between Families, Educators and Service Providers.
- Using Communication Assessment Tools
- Formulating a Communication Goal Bank.
- Including Communication Goals in the NEP/IEP/ILP.
- Supporting educators to implement best practice principles.
- Building a personalised image library on the iPad™, to support communication.



**Ortolan, Viviana  
Watson, Joanne**

**Beyond Speech Alone: Making counseling accessible to people with complex communication needs**

Connect2Community

This paper presents a multimedia training tool for Psychologists to assist them in the provision of counselling services to people with complex communication needs. The tool has been as part of the Bridging Project, a joint initiative of Scope and the Centre for Developmental Disability Health Victoria.

**Hartmann, Amanda**

**Proloquo2Go: Communicate, Learn, Connect!**

Connect2Technology

Proloquo2Go is an AAC app, with so much to offer people with additional communication needs. This presentation will share many tips and tricks for using and setting up Proloquo2Go, and will also cover practical strategies for implementing Proloquo2Go to achieve successful communication, learning and social connections.

**Dreyfus, Shoshana**

**Aligning, Negotiating And Communing: A framework for understanding the non-verbal multimodal communication of a boy with complex communication needs**

Connect2Life

This paper shares the story of how I, a mother of a young man with a severe intellectual disability and complex communication needs (no speech language and challenging behavior) used my skills as an applied linguistics researcher to develop a framework for understanding my son's complex communication needs through careful observation and analysis. The paper describes this framework and shows how it is able to depict my son's world in a way that represents what is important to HIM in his communication needs. The paper also shows how this framework is being used to train the carers who work with my son, so that they are able to enter his world and understand and communicate in ways that are meaningful to him. As his mother, I understand his communication needs very well, and as a linguist, I can analyse that communication in order to provide a bridge into his world for carers who don't share that understanding. This paper also argues that if we are serious

about implementing 'person-centred care' for people who cannot speak, we must find principled ways to understand what's important to them

**Lyon, Katie**

**Connect2Community with Boardmaker Studio**

Connect2Community

Most of you have probably used Boardmaker to create both print and interactive symbol-based materials. But have you seen Boardmaker Studio? With hundreds of Templates and Gadgets, it is now easier than ever before to create fabulous activities in seconds – come and see how to Connect 2 your Boardmaker Community!

**Taylor, Rebecca  
Reasbeck, Vanessa**

**Engineering the classroom environment to connect to communication**

Connect2Education

This paper outlines a three tiered approach to implementing AAC in a special school setting. Data was collected on the frequency and complexity of communication demonstrated by students using individual vs classroom based communication systems. Implications for AAC interventions in classrooms, service delivery and future research will be discussed.

**Johnson, Hilary**

**Supporting relationships for adults with intellectual disability and limited speech**

Connect2Life

People with intellectual disabilities and limited speech have small social networks and are in danger of social isolation. This presentation will discuss the processes involved in positive relationships between people with limited speech with family members and workers. The implications will be considered in regard to enhancing community connections.



**Turnbull, Harmony  
Burke, Felicity  
Manton, Lisa  
Cummins, Caroline  
Bell, Kate**

**Keeping it Simple: Training health professionals to use plain English and create accessible information.**

Connect2Life

Approximately 2 million Australians cannot read standard print easily because of learning disability, intellectual disability, brain injury, cognitive impairment, English is their second language, literacy difficulties or vision impairment (Australian Bureau of Statistics, 2003). The reasons people may not understand information may be lack of knowledge in the area (jargon, medical terms etc.), attention difficulties (information too long), vision problems (colour blindness) or educational level (complex grammar). In this presentation we outline a training package that includes a 2-hour training session as an introduction to accessible information and the use of Plain English Principles (SCOPE, 2007) and show that it can improve knowledge and skills in creating accessible information.

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**Watson, Joanne  
Hagiliassis, Nick  
Wilson, Erin**

**Decision making for people who communicate informally within our brave new world of individualised services**

Connect2Life

This paper presents an ongoing action research study exploring the impact of a supportive/collaborative approach to decision making specifically for people with severe/profound intellectual disabilities. The research is enabling the development of some new understandings of what participatory decision-making may look like for people with severe or profound intellectual disabilities.

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**Samuel, Tegan  
Bigge, Victoria  
Bischoff, Carla  
McGregor, Karen**

**The AAC Classroom Approach; reconnecting with schools**

A classroom program for communication support of students with complex communication needs and their school communication partners was provided in three classrooms. Improvements were reported and observed in staff confidence, support for student's communication, frequency of communication opportunities provided and in the students' communication skills.

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**Hojem, Shona**

**Sharing our stories helps us connect – supporting people with complex and lifelong disabilities to tell their stories**

Connect2Life

Telling personal stories helps people connect with each other. This presentation describes a project in which people with disabilities were supported to recall and retell their stories to each other. The establishment of story telling groups, the challenges to ensure sustainability and resources used are discussed.

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**West, Denise  
Solarsh, Barbara  
Morey, Ron  
Wyllie, Hank**

**Communication Access Symbol – the story so far!**

Connect2Community

This paper will outline the process for the development and launch of communication access symbol in Victoria. Communication access means that everyone can get their message across. A range of services/organisations and places have been awarded the communication access symbol in Victoria. This paper will describe how to become communication accessible.

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**Raghavendra, Pammi  
Olsson, Catherine  
Connell, Tim  
McInerney, Rachael  
Lane, Alison**

**Self-determination of children with complex communication needs: what do we know?**

Connect2Life

The aim of this study was to describe the self-determination of 39 children with physical disabilities with and without complex communication needs and children without disabilities. The relationship between self-determination and social networks at home and school will also be presented.

**Baker, Lerryn**

**Connect2Play: playground topic board project at St. Lucy's School**

Connect2 Education

Topic boards were introduced into the playground at St Lucy's school to facilitate communication and social development of students with disabilities, in accordance with the UN Convention on the Rights of Persons with Disabilities (Article 24 3a and Article 30 5d, 2006). Outcomes of the project are presented, and challenges and areas for future improvement are discussed.

**Charlesworth, Margie**

**'The price we pay': Emotion work and women with disabilities**

Connect2Life

In life we all perform emotion work. We do so to belong, to be liked and to be loved. This presentation will explore some of the reasons and the ways that people with CCN perform emotion work at greater levels than their peers without CCN.

**Brownlie, Elizabeth**

**Multi-Modal, Multi-Cultural – AAC in Viet Nam**

Connect2Education

A Post-Graduate Training Program in Speech Therapy has been developed in Vietnam. The first course cohort of students graduated last year and the second course is underway. Australian speech pathologists have volunteered as clinical supervisors – many who use AAC and a multimodal approach. Vietnamese students have been exposed to the practical application of a range of strategies including the use of manual sign, choice boards, visual sequences, social stories and aided language. Hear about the difference it has made.

**Gorman, Alicia  
Jones, Laura**

**Self-determination through a process of obtaining informed consent from an individual with complex communication needs**

Connect2 Community

Obtaining informed consent regarding the sharing and use of identifying information is an ethical requirement. A process of obtaining informed consent using a supported decision making framework with a young man with complex communication needs is explored.