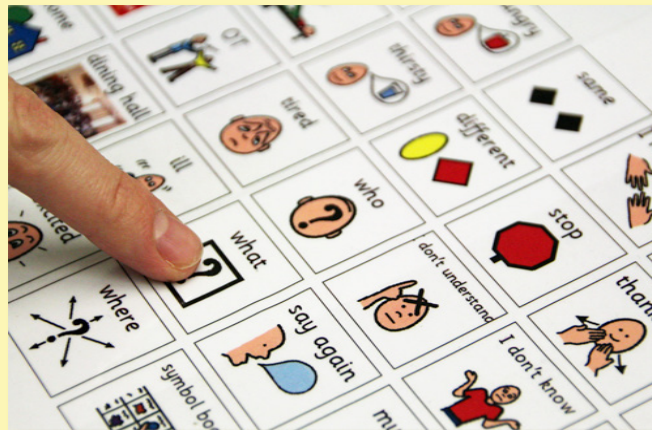# Communication Matters

AAC & Literacy Best Practice Study Days

Thursday 2 May 2019

Carnegie Conference Centre, Halbeath Road, Dunfermline, Fife, KY11 8DY

In collaboration with Augmentative Communication in Practice: Scotland
The third in a series of AAC & literacy based days.
This day will address the needs of children in both special & mainstream schools and be suitable for both professionals & family members.
Keynote Speaker: Maureen Donnelly
Costs: £65 members, £75 non-members and £40 family members.

Booking and details:
www.communicationmatters.org.uk/page/study-days

Communication Matters

Summary

Communication Matters, in collaboration with Augmentative Communication in Practice: Scotland, is delighted to present the third in a series of AAC and Literacy Study Days. The aim of these Study Days is to improve the literacy learning of students who have complex communication needs, particularly those who use AAC.

The Study Day on 2nd May 2019 will approach literacy learning from the context of the Scottish Curriculum for Excellence with the principle that literacy is fundamental to all areas of learning. Topics will range from early and emergent skills, to using accessible books, through exploration of inclusive literacy approaches. There will be opportunities for collaborative learning and sharing of knowledge and experiences. There will be a range of session formats including a mixture of speaker sessions and hands-on practical sessions with resources.

Following the Study Day, delegates will be encouraged to continue to share best practice via the CM AAC and Literacy Google Community.

Who is the study day aimed at?

The whole team!

- Parents and other family members
- Staff from both mainstream schools and specialist provision
- Health professionals including Speech and Language Therapists

Proposed learning outcomes:

- Increased understanding of the wider issues surrounding literacy acquisition for AAC users and the opportunity to discuss with other practitioners
- Develop knowledge of teaching literacy and awareness of effective practice that is being implemented across Scotland
- Practical experience of resources available to support AAC users in literacy learning

This event is sponsored by

IM irwinmitchell solicitors

Save the Date!

AAC Awards 2019

11th October

University of Leeds

#AACawards19

Communication Matters
AAC Awards 2019

Provisional Timetable

Keynote Speaker

It's Never Too Late! Supporting the Literacy Learning Needs of Tweens, Teens and Beyond!

This session will examine the priorities and practicalities of supporting the literacy learning needs of older students. First, we'll provide an instructional frame for thinking about the needs of these learners. Then, we'll discuss where and how to begin. Finally, some tips and strategies for engaging all learners in meaningful, contextual literacy instruction will be provided.

Maureen Donnelly is an early childhood educator who has taught students of diverse abilities and ages. She received a B.S. from Cornell University and an M.Ed from the University of New Hampshire, where she studied under Karen Erickson, the Director of the Center for Literacy & Disability Studies at Chapel Hill.

Parallel Teaching Sessions

Eye-Gaze and Early Literacy Learning

Elaine Jamieson – Kelbourne Park Primary

The Literacy Journey using Inclusive Literacy Approaches

Gillian McNeill & Claire Harrison – CALL Scotland

Low Tech AAC and Sensory Stories

Kirsty MacLean – Corseford School

Supporting Literacy for children using AAC: A Skill Based Literacy Framework

Deborah Jans – KEYCOMM

Plenary Speaker

Literacy - An AAC User Perspective

AAC Lanarkshire Ambassador Craig Grant will be speaking about his experiences of learning to read and write as an AAC user.

Table Top Swap Sessions

- CALL Scotland
- Crick Software
- Liberator
- SCandLE
- Smartbox
- Tobii Dynavox

Discussion Sessions

Facilitated group sessions to promote discussion, sharing and generation of ideas around AAC and Literacy based topics. Choose a topic that interests you...

1. How should we approach literacy instruction for PMLD/SLD students?

2. How do we prioritise teaching literacy and AAC use within the Curriculum for Excellence?

3. What approaches work best for assessing the literacy needs of students who have communication difficulties?

Speakers

Parallel Teaching Sessions

Eye-Gaze and Early Literacy Learning

Elaine Jamieson – Kelbourne Park Primary

I am Principal Teacher at Kelbourne Park Primary in Glasgow. I have been working with children with multiple and complex support needs for 20 years. I have a particular interest in AAC and in 2010 I completed an MSc at Strathclyde University exploring AAC and Literacy Acquisition.

This workshop will look at using eye gaze technology with learners with complex and multiple additional support needs. The importance of developing literacy is well documented. I will share where our eye gaze users have started their literacy learning journeys and how they are progressing. I will demonstrate some of the resources that we use to support our pupils at Kelbourne Park School and share video clips of our learners' learning journey. I hope this workshop will provide some ideas for where to start with eye gaze.

The Literacy Journey using Inclusive Literacy Approaches

Gillian McNeill and Claire Harrison – CALL Scotland

We will explore how an inclusive literacy approach enables learners with ASN to move from emergent to conventional literacy. In the session we will share practical examples of classroom activities and signpost useful resources.

Low Tech AAC and Sensory Stories

Kirsty MacLean – Corseford School

I am the Lead Teacher at Capability Scotland's Corseford School in Johnstone. We offer disabled children and young people (aged 5-18) excellent learning opportunities as well as access to in-house nursing, social care and therapy support. AAC is an integral part of the work we undertake. It allows pupils to develop communication and independence skills.

This workshop will show case low tech AAC by presenting a sensory story. I will model the role of the class teacher and the participants will work in pairs (one participant taking the role of a pupil and the other a classroom assistant) to participate in the "lesson", with "pupils" accessing different modes of AAC from: Conventional Pre-symbolic Communication; Abstract Symbolic Communication and Formal Symbolic Communication.

Additional participants would be welcome to observe the lesson. I hope to demonstrate how a number of AAC users can be supported and given the opportunity to practise their skills, within one hopefully stimulating, motivating and fun group lesson.

Supporting Literacy for children using AAC: A Skill Based Literacy Framework

Deborah Jans – KEYCOMM

This presentation will focus on providing a skill-based framework for literacy for children and young people who use AAC. We will provide a contextual framework for practitioners to consider when introducing literacy activities to children who use AAC as their main means of communication. The framework will focus on a literacy pathway starting from emerging literacy through to formal teaching of literacy. We will discuss the key skills required at the different stages of the pathway and provide examples of practical activities that can be used in the teaching and learning environment.

We will also highlight how literacy can be used as a vehicle for further development of AAC skills including vocabulary development, discussion, building sentences, exploring ideas and predicting outcomes.

For further information: www.keycommaac.wordpress.com

Speakers

Table Top Swap Sessions

Short practical sessions that will provide delegates the opportunity to work in small groups to get hands on experience of resources and equipment. These sessions will be repeated throughout the day.

Paul Nisbet - CALL Scotland
Addressing reading difficulties through accessible books and assistive technology:
This session explores sources of digital books and how they can be read and accessed on high tech VOCAs and devices. The session covers learners at First Level and above.

Joanne Courtney - CALL Scotland
Using CALL Scotland's Bookbug symbol resources for shared reading:
In this session, participants will have the opportunity to explore the range of symbolised resources and digital books available to accompany the Bookbug Bags, which are gifted each year by the Scottish Book Trust. Information will be provided on using them for interactive storytelling, on a range of suitable communication devices, from Big Macks and GoTalks, to iPads.

- Crick Software
Crick Software creates award-winning reading and writing software for children of all ages and abilities. Its products are widely used to support pupils with dyslexia, learning difficulties, speech or language impairments, physical disabilities and other special needs. Crick's acclaimed literacy support tool Clicker is currently used in thousands of UK primary schools. The latest version, Clicker 7, is the most accessible, user-friendly and customisable version to date! Crick also has an exciting range of Clicker Apps including Clicker Communicator - the child-friendly classroom communication aid. For struggling secondary school writers, take a look at DocsPlus and the DocsPlus App.

Tina Voizey - Tobii Dynavox
Core vocabulary is a significant component of a robust communication solution. But how do we teach core words in a way that benefits every day communication as well as the long-term goal of conventional reading and writing?
During this session, we will:
• Look at Core First Learning, a 36-week long curriculum developed to teach students how to find, use, and read core words
• Discuss how Core First Learning addresses significant barriers faced by students who use AAC: time, access, and engagement
• Demonstrate the evidence-based strategies within Core First Learning addressing these barriers head-on
• Use Core First Learning resources alongside Snap + Core First to leverage the transactional nature of communication and literacy and provide students and teachers with a path toward literacy and language for all
About me ...
Tina Voizey Education Manager for Tobii Dynavox UK/Eire: A teacher with over 25 years' experience working in SEN classrooms and within the AAC industry. Recently attended the "Comprehensive Literacy Instruction for Students with Significant Disabilities and Complex Communication Needs" course run by Drs Karen Erickson and David Koppenhaver. The principles of which she plans to incorporate into the training sessions she regularly delivers on both AAC and literacy development as well as this table top session.

Table Top Swap Sessions Continued

- Smartbox

We create assistive technology to help children and adults with disabilities communicate and live independently. Our products combine the latest tablet computer technology with the very best alternative access and software for eye gaze, switch, touch and pointing devices.

All our communication aids are powered by Grid 3, allowing you to communicate, control your environment and access your computer. Grid 3 includes a wide range of robust resources for people of all ages with different levels of literacy.

From learning in new and interactive ways to intuitive and efficient communication for text and symbol users, we have solutions to support you now and in the future. Find out more and contact us at thinksmartbox.com, your questions are always welcome.

In our session we will cover:

• Look to Read software and its application for a wide range of learners, and how we can introduce core vocabulary into our interactions around books and reading

• Literacy support in Super Core, our flagship core vocabulary

- Liberator

We will be looking at how attendees can utilise our free emulation software packages to create symbol supported stories for individuals who are using our vocabularies. Both our NuVoice and Chat Editor PC emulation software are free to download and give users access to all our vocabularies and symbol sets.

Built in to each software are tools to save icons or icon sequences. This means you can easily take the icons from a PWUAAC's vocabulary and paste them into other documents to create resources.

By doing this we can create individualised resources which reflect the symbol system within an individual's own AAC vocabulary. This means we can emphasise the key core words within a story and support them with the icon sequence from the individuals vocabulary. We can also then create summary sheets which detail the key words within a particular story and use these to support literacy learning.

The session will include a demonstration of this in action, pre-made resources to illustrate what can be done with the symbols which attendees can explore and opportunities to ask questions.

- SCandLE

CandLE: www.candleaac.org, offers services throughout the UK and specialise in:

• AAC communication systems
• Supporting access to the mainstream curriculum for students who use AAC
• Supporting literacy learning for students who rely on AAC
• National provision of the AAC City & Guilds

ScandLE www.scandle.org offer literacy resources for sale

At the literacy study day we will be demonstrating our emergent literacy programme and sharing our literacy assessment kit and our conventional literacy resources.

Communication Matters

BOOKING FORM

AAC & Literacy Best Practice

Thursday 2 May 2019, Carnegie Conference Centre, Fife

Name: _____ **Role:** _____

Organisation: _____

Address (including Postcode): _____

_____

_____

Tel: _____ **Email (must be given):** _____

I heard about this event from: _____

Dietary Requirements: ❑ Vegetarian ❑ Vegan ❑ Other _____

Delegate Fee (includes lunch and refreshments; no VAT payable):

❑ £75 not a current member of Communication Matters

❑ £142 delegate fee + Individual Membership of Communication Matters for Jan to Dec 2019

❑ **£65 current member of Communication Matters - membership number: MB_____**

❑ £50 AAC user / family who is not a current member of Communication Matters

    ❑ I will be bringing a Personal Support Assistant

      Name: _____ ❑ Vegetarian ❑ Vegan ❑ Other _____

    ❑ I have never been a member - I wish to apply for 1 year's free membership

❑ **£40 AAC user / family who** is **a current member of Communication Matters**
    - membership number: MB_____

    ❑ I will be bringing a Personal Support Assistant

      Name: _____ ❑ Vegetarian ❑ Vegan ❑ Other _____

    Contact us to check your membership status or number, or to join Communication Matters.

Payment:

❑ I enclose a **cheque** made payable to 'Communication Matters'

❑ I enclose a **Purchase Order** document; please invoice me

❑ I am paying by **online banking** (quoting my name as reference) to:
    Account Name: ISAAC UK/Communication Matters | Sort Code: 30-99-55 | Account No. 00195792

Data Protection: Your data will be stored in a secure database which will be accessed by Communication Matters personnel only. We may contact you in matters related to the event. Please read our full Privacy Policy: https://www.communicationmatters.org.uk/privacy-policy.
I AGREE / DISAGREE to Communication Matters sending me literature on courses, events and other relevant information (delete as appropriate).

Cancellation: Notify in writing by 2 April for a refund (less 10% admin fee); no refunds thereafter.

Please send this form (with cheque or purchase order, if appropriate) to:
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