

Fall

into

AAC

SCHEDULE

Time	Room 1 AEM Center <i>Limited capacity</i>	Room 2 Conference Room <i>Large capacity</i>
8:00-8:30	Registration	
8:30-9:45	App Aptitude <i>Justin Sims & Lacey Harkins</i>	Addressing the Elephant in the Room: Fringe Vocabulary <i>Misty Falting</i>
10:00-11:15	Establishing an Indicating Response and Implementing Partner Assisted Scanning for Complex Communicators <i>Leslie Cahanin, Katie Miranda & Elizabeth Ardoin</i>	Replacing Challenging Behavior with Communication <i>Julie Riley & Brittney Wright</i>
11:15-12:15	LUNCH <i>On your own, nearby restaurants attached</i>	
12:30-1:45	Visual Impairment & AAC <i>Nabiha Mujahid & Robin King</i>	ALL Write ALL Ready <i>Tammy Dupre & Sandra Manual</i>
2:00-3:15	A Closer Look at Receptive Language: Providing Academic Vocabulary Instruction Using Core Words and Aided Language Input <i>Leslie Cahanin & Elizabeth Ardoin</i>	There was an Old Lady Who Swallowed a Talker <i>Katie Prescott</i>
3:30-4:00	Prize Pulls! Location: Room 2 Conference Room Must be present to win!	



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SESSIONS

A Closer Look at Receptive Language: Providing Academic Vocabulary Instruction Using Core Words and Aided Language Input

Presenters: Leslie Cahanin and Elizabeth Ardoin

Students with complex communication needs require exposure and participation in the general education curriculum. Learn how to provide ALI using core words to teach academic vocabulary using a student's AAC system. Writing activities will also be discussed.

Addressing the Elephant in the Room: Fringe Vocabulary

Presenter: Misty Falting

We should teach core vocabulary first...or should we? It is widely known that fringe vocabulary makes up 20% of our speech while 80% of our speech consists of core vocabulary. Word frequency has been the basis for teaching core vocabulary first when working with students who have complex communication needs and use AAC. However, a recent article published in the ASHA Journal (March 2024) revealed that relying on word frequency as a basis for the selection of taught vocabulary might be insufficient. Let's inspect this research together, learn how we can select vocabulary that best meets each individual student's needs, and explore a variety of AT options for fringe vocabulary as it pertains to participation and assessments.

ALL Write ALL Ready

Presenters: Tammy Dupre and Sandra Manual

Students with physical and cognitive limitations often miss out on meaningful writing instruction. This session will explore strategies designed to provide rich writing experiences for emergent learners. By using Predictable Chart Writing in combination with Alternative Pencils, participants will learn how to support students in interacting, communicating, and completing a predictable chart. The ultimate goal is to empower students to effectively communicate their thoughts and ideas, regardless of physical or cognitive challenges.

App Aptitude

Presenters: Justin Sims and Lacey Harkins

Feeling overwhelmed by the world of AAC apps? You're not alone! With a variety of symbol styles, navigation methods, and features, choosing the right app can feel like a challenge. This session cuts through the confusion! We'll explore the leading AAC apps to help you grasp their unique strengths and identify ideal users for each.



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SESSIONS

Establishing an Indicating Response and Implementing Partner Assisted Scanning for Complex Communicators

Presenters: Leslie Cahanin, Katie Miranda and Elizabeth Ardoin

Learn how to establish an indicating response for students with complex communication needs and use that response to start implementing partner-assisted scanning for communication. We will explore the "Every Move Counts" assessment and discuss different forms of partner-assisted scanning.

Replacing Challenging Behavior with Communication

Presenter: Julie Riley

Challenging behavior is often a form of communication. Once we determine why a student is engaging in a challenging behavior, we need to teach the student a communicative behavior that gets the same need met, or, in other words, serves the same function. In this session, we will explore the functions of behavior, how to determine a communicative-replacement behavior, and how to teach the new communicative behavior in a school setting.

There was an Old Lady Who Swallowed a Talker

Presenters: Katie Prescott

Calling all "Old Lady" fans! The book series proceeding "There was an Old Lady Who Swallowed a Fly" is used by therapists, teachers, and families as a classic favorite. In this session, we will use one of the books in this series as an example of not only how to adapt literacy for complex communicators, but also how to engage and increase language through literacy for complex communicators. Join us for a fun-filled session with our favorite "Old Lady."

Visual Impairment & AAC

Presenters: Nabiha Mujahid and Robin King

This session explores the intersection of AAC and visual impairment by integrating the stages of the Communication Matrix with Cognitive Development. The presentation will look at how these developmental frameworks relate to communication strategies for students with visual impairments. Attendees will gain insight into practical strategies for supporting AAC users with visual impairments, with a focus on aligning communication goals with cognitive development.

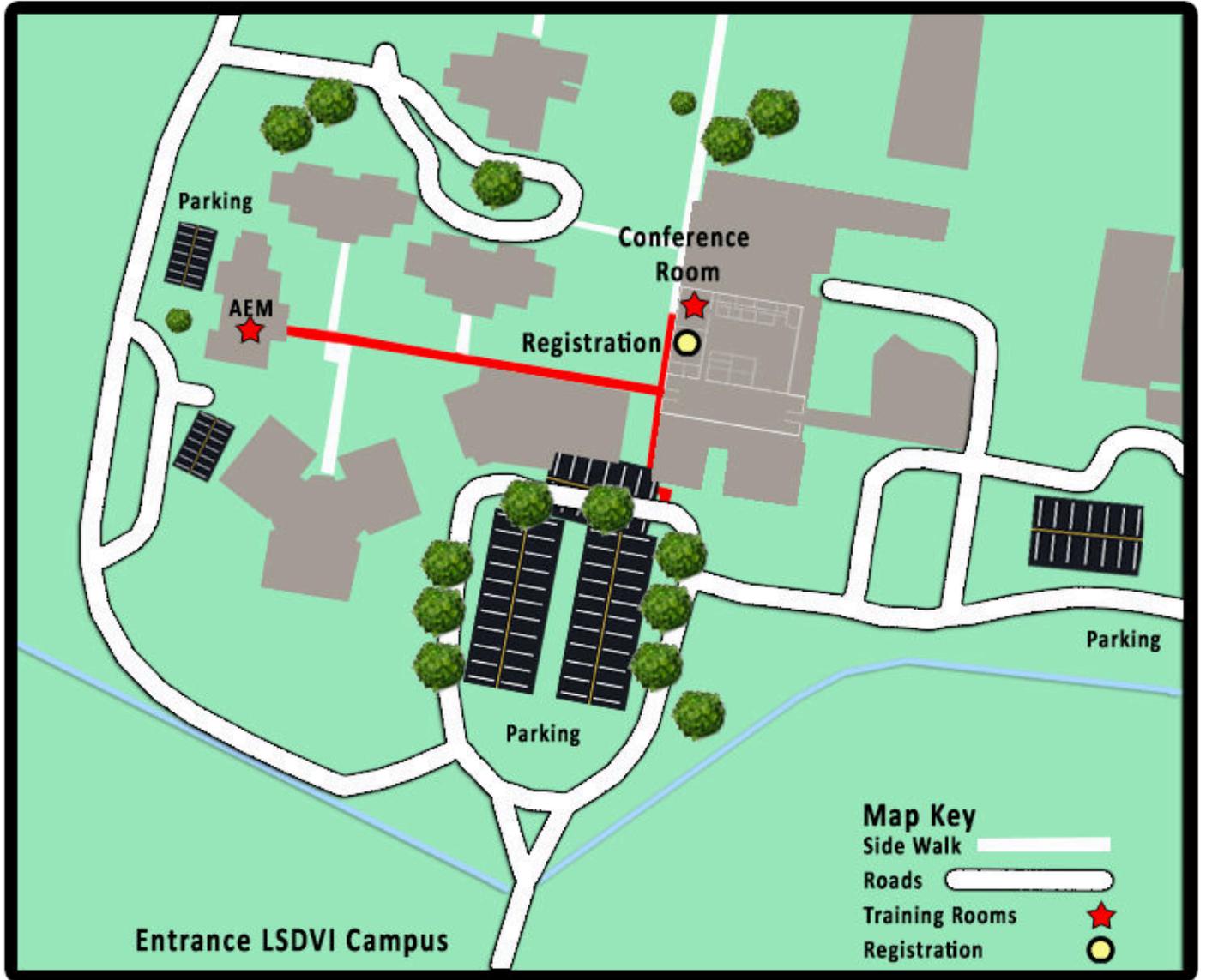
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Upcoming In-Person Events

The Braille Summit

Friday, November 15, 2024

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Louisiana celebrates 200 years of braille by hosting its first Braille Summit on November 15, 2024. This summit offers participants the opportunity to enhance their skills in formatting, tactile graphics, assistive technology, early braille literacy skills, and Nemeth. The event will feature two strands catering to both beginner and advanced levels, ensuring that all attendees can benefit from the sessions.

For more information email Nabiha Mujahid: nabiha.mujahid@la.gov

Register at <https://www.ssdla-aem.org/event/the-braille-summit/>



Functional Vision Assessment

Thursday, January 9, 2025

Presented by: Alicia Wolfe, APH

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In 2022, Louisiana revised the definition of visual impairment, including blindness, by adding Functional Vision Assessments (FVA) as one of the accepted eligibility criteria for qualifying a student with a visual impairment. This workshop, hosted by AEM, will provide comprehensive guidance on conducting the FVA and explore the various assessment tools involved. Participants will receive an FVA template and engage in a step-by-step walkthrough of the assessment process.

For more information email Nabiha Mujahid: nabiha.mujahid@la.gov

Register at <https://www.ssdla-aem.org/event/functional-vision-assessment-workshop/>



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Save the Date!

**AEMing
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AEM Conference 2025

March 17-18, 2025

Crowne Plaza, Baton Rouge

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Evaluation

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