10TH ANNUAL
Speech-Language Pathology Symposium
A Language Development Approach to Supporting Communication with AAC: Beginning Communicators and Beyond
FRIDAY, MAY 17, 2019
DUQUESNE UNION, AFRICA ROOM

FEATURED SPEAKER:
Kathryn Drager, Ph.D., CCC-SLP
Associate Dean for Research and Graduate Education
Professor of Communication Disorders
College of Health and Human Development
Penn State University

AGENDA

8:30 - 9 a.m.  Registration and sign-in
9 - 9:30 a.m.  Introduction to AAC to enhance communication and language development
9:30 - 10:30 a.m.  Designing AAC systems for beginning communicators
10:30 - 10:45 a.m.  Break
10:45 a.m. - Noon  Designing AAC interventions for beginning communicators
Noon - 12:50 p.m.  Lunch
12:50 - 1:50 p.m.  Visual scene display (VSD) applications
1:50 - 2 p.m.  Break
2 - 3 p.m.  Transitioning from VSDs to grids and literacy

ASHA: This program is offered for .50 ASHA CEUs
(Intermediate level, Professional area).
ASHA account number required for ASHA CE registry.
Kathryn Drager, Ph.D., is the Associate Dean for Research and Graduate Education in the College of Health and Human Development and Professor of Communication Disorders at Penn State University. She has significant experience in research in augmentative and alternative communication (AAC) for children and adults with severe disabilities. Her research interests include AAC for individuals with severe expressive communication disorders, especially for children, adolescents and adults with severe disabilities who are at the beginning stages of communication, including children with autism. She also is interested in issues faced by the global community in AAC.

Dr. Drager has taught undergraduate and graduate courses in AAC, autism, and cultural and diversity issues in AAC. She has participated in personnel preparation grants to train master level and doctoral students in AAC. She has more than 40 peer-reviewed publications and more than 150 presentations at local, national and international conferences. She has served several terms and is currently on the Associate Editor board of Augmentative and Alternative Communication.

ABSTRACT:

Individuals with complex communication needs are at significant risk in their communication and language development. All individuals start at the earliest stages of learning language, but many with severe communication disabilities remain at this beginning communication stage for far too long. This workshop will outline evidence-based strategies for implementing AAC with beginning communicators. Potential methods for supporting beginning communicators toward later stages of language development and more robust means of communication also will be discussed.

LEARNER OUTCOMES:

At the end of this course, participants will be able to:

MORNING SESSION and AFTERNOON SESSION:

1. Describe the three major transitions in typical language development
2. Identify one evidence-based approach to implementing augmentative and alternative communication for beginning communicators
3. Explain strategies for expanding successful beginning communication using visual scene displays toward more complex language expression using grid displays

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