

COMMUNICATION MATTERS



CM2015 National AAC Conference

13-15 September 2015, University of Leeds



www.communicationmatters.org.uk/programme



CM Special Offer!

10% Discount on all Tobii Dynavox & REHAdapt products

UNTIL 31ST OCT
USE CODE: CMTDRH31



Sensory Guru & AAC

Sensory Guru's roots are in the innovation of interactive tools that offer both educational and therapeutic benefits. We are proud of the reputation we have built in the world of AAC and we are now a leading supplier to AAC services, schools, hospitals, charities and individual users.

In 2011 Sensory Guru released the popular Sensory EyeFX software suite which was designed to enable therapists and practitioners to evaluate and assess a user's eye gaze potential. EyeFX was the first application of its kind has set the standard for early eye gaze access software.

People

Our team is comprised of talented designers, engineers, product specialists and programmers all committed to making a positive impact on the learning development of children and adults with communication difficulties.

Our company CEO Lee Blemings founded Sensory Guru after recognising the opportunities technology could offer people with profound disabilities following his experience growing up alongside a disabled sibling. Lee's passion lies in creating inclusive technologies that would work for people of all ages and abilities and this remains the core ethos of the company today.

Recently we have welcomed Steve Tyler in the role of Business Operations. As a long time friend of Sensory Guru and parent to eye gaze superstar Becky Tyler, Steve is well versed in AAC and has a deep understanding of the benefits this technology can provide.

New Concepts for AAC

At Sensory Guru we have been experimenting with gesture controlled augmentative reality, and looking at how systems can be used to assist symbol literacy.

As Lee returns his focus to R&D at Sensory Guru, he is interested in looking at how we can use a collaborative approach to learning in classroom settings. Lee will present our initial experimentations for the first time at CM, which he hopes will spark debate and input from the Communication Matters community. Join us for Lee's talk at 14.55, Monday 14th September in Michael Sadler LG19 .



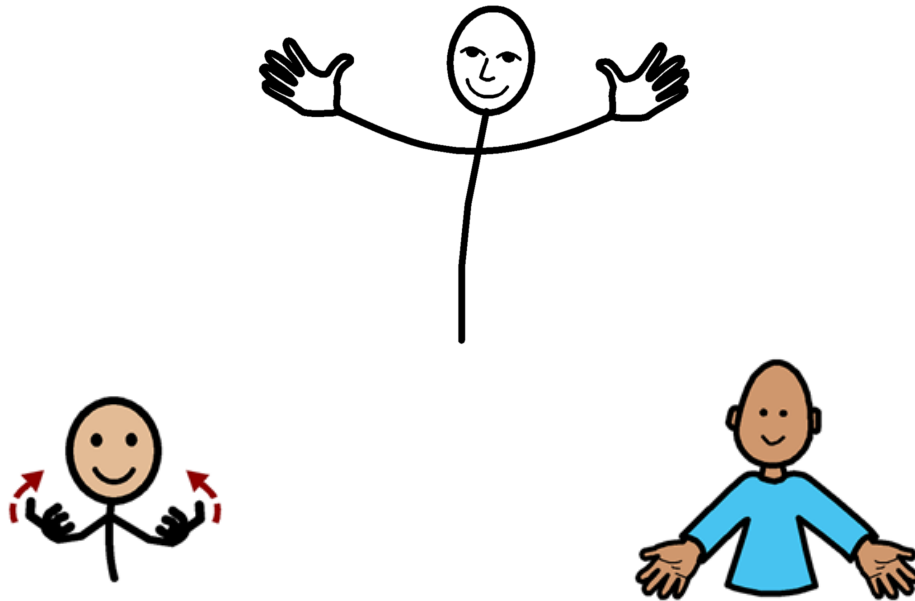
Talk: Augmentative Reality and Symbol Based Communication

Mon 14th Sept, 14.55pm



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WELCOME



Use this hashtag to follow the conference and tell others what's interesting:

#CM2015conf

If you don't have a Twitter account, you can follow [#CM2015conf](#) tweets at:

www.communicationmatters.org.uk

CM2015 Timetable & Abstracts also available online:

www.communicationmatters.org.uk/programme

Note that photographs/videos of presentations and slides will *not* be permitted in order to minimise to disruption.

MY DAY PLANNER

NAME: _____

TIME	SUNDAY 13 SEPTEMBER	LOCATION
16.00-17.00	Welcome & Annual Meeting	Rupert Beckett Lecture Theatre
17.00-17.50	'CM on the Sofa' including 1Voice performance	Rupert Beckett Lecture Theatre
18.15-19.15	Exhibition Opens & Drinks Reception	Parkinson Building
19.30-21.00	Buffet Dinner <i>(bar open from 19.00)</i>	Refectory
21.00	'Come On Sign Out Loud' Kate McCallum and Sally Featon	Refectory <i>(bar open until midnight)</i>

TIME	MONDAY 14 SEPTEMBER	LOCATION
07.00-08.45	Breakfast	Refectory
09.00-18.30	Exhibition	Parkinson Building
09.00-10.10	Welcome Catherine Harris, Chair 'Communication Access—The Australian Journey and Beyond' Denise West and Brett Reynolds	Refectory
10.30-11.15	Session 1	
11.15-11.50	Exhibition, Posters & Tea/Coffee	Parkinson Building
12.00-12.45	Session 2	
12.45-13.45	Exhibition, Posters & Buffet Lunch	Parkinson Building
14.00-14.45	Session 3	
14.55-15.40	Session 4	
15.45-16.30	Exhibition, Posters & Tea/Coffee	Parkinson Building
16.40-17.25	Session 5	
17.30-18.00	Meeting to Propose a Federation on Literacy Teaching of those who have SLCN/AAC Needs - Chaired by Marion Stanton and Rosie Clark	Social Sciences
18.30-19.15	Drinks Reception and Music	Precinct
19.30-21.00	Conference Dinner <i>(bar open from 18.00)</i>	Refectory
20.45-21.30	Sunshine Music with Leeds Silver Steel Sparrows Pan Band	
21.30	More Music and Magic <i>(bar open until 01.00)</i>	Refectory

TIME	TUESDAY 15 SEPTEMBER	LOCATION
07.00-08.45	Breakfast	Refectory
09.00-14.00	Exhibition	Parkinson Building
09.00-09.45	Session 6	
09.55-10.40	Session 7	
10.40-11.05	Exhibition & Tea/Coffee	Parkinson Building
10.40-12.00	Meeting for pwuAAC - Chaired by Marion Stanton and Barry Smith	Baines Wing
11.10-11.55	Session 8	
12.05-12.50	Session 9	
12.50-13.50	Exhibition & Buffet Lunch	Parkinson Building
14.00-15.30	'AAC around the World'	Rupert Beckett
15.30-15.45	Award and Competition Announcements Final Word from the Chair	Refectory
15.45	Tea/Coffee	Storm Jameson Court

About the Venue

Welcome to the Communication Matters CM2015 National AAC Conference!

You will find a site map of the **conference venue** and the layout of the **trade exhibition** on the back cover of this programme. There is also a useful **day planner** on page 1.

STORM JAMESON COURT in Charles Morris Hall

- Registration takes place here on Sunday from 13.00 to 22.00 at the CM Registration Desk (if you have booked a room, the keys will be available from 14.00) and again on Monday from 08.15-10.00.
- Our **residential accommodation** is located here. The reception desk is open 24 hours a day and can be contacted on 0113 343 2750.
- Please feel free to use the ground floor as a chill out and meeting up zone at any time throughout the conference.

PARKINSON BUILDING & BAINES WING

- Registration takes place here on Tuesday from 08.15 – 10.00.
- The **Exhibition** is located here in the exhibition hall. It opens with a **Drinks Reception** for all delegates on Sunday from 18.15 to 19.15. The exhibition is then open on:
 - Monday from 09.00 to 18.30
 - Tuesday from 09.00 to 14.00
- **Seminars** are held here and in the Baines Wing Room G.37 as well as in Michael Sadler and Social Sciences rooms.
- **Lunch** and **tea/coffee** are served in the exhibition hall.

RUPERT BECKETT LECTURE THEATRE

- **The Annual Meeting** of Associate Members will be held here (Sunday 16.00-17.00), as well as the **Sunday Plenary** (17.00-17.50).

REFECTORY

- **Monday Keynote** (09.15-10.10) and **Tuesday Plenary** (14.00-15.30pm).
- **Sunday Buffet Dinner** will be served from 19.30 to 21.00. This will be followed at 21.00 with evening entertainment provided by 'Sign Out Loud'. The bar will be open from 19.00 to midnight.
- **Breakfast** will be served 07.00-08.45 on Monday and Tuesday. A useful tip: get to breakfast as early as possible to avoid long queues. Please let people who use AAC, personal assistants and parents with children go to the front of the queue.
- **Monday Conference Dinner** will be served at 19.30 sharp. It will be followed by a entertainment from 20.45 until late. The bar will be open from 18.00 until 01.00.

Wi-Fi WIRELESS INTERNET ACCESS

- If you have a Wi-Fi enabled device, you should be able to access the Internet within the campus. To log into the wireless network, enter the personal username and password you were given when you registered.

Room Keys

On the day of your departure, you must hand your room keys in at **Storm Jameson Court Reception** by **10.00**. The University charges £20 for any keys not returned.

Luggage can be left in a secure area on the day of check-out (ask at Storm Jameson Court Reception when you hand in your room keys).

Getting Help

If you need any help, advice or information, please ask one of the **Conference Organisers** (wearing a **red lanyard**) who will be delighted to help you.

If you have wheelchair or access needs, there are several '**Conference Maker**' Assistants (wearing a Communication Matters black T-shirt and **yellow lanyard**) who can provide assistance (but please do not ask assistants to help with the lifting of persons or furniture). Please do not hesitate to call on their help at any time.

Temporary CM Office. Baines Wing G36. The admin team will be here at various times during the conference.

Two CM trustees will be in the reception area of Storm Jameson between 07.00 and 09.00 on both Monday and Tuesday mornings to help you with any issues relating to the conference.

An information board is located next to the reception area in Storm Jameson.

Mobile Helpline — if you can't find anyone on-hand to help you, please ring Hilary Gardner on 07772 393054.

Medical Help — If first aid is required on campus, please contact a member of staff in the building, or for emergencies call Security (available 24 hours) via an internal telephone on extension 32222 or externally on 0113 343 2222.

Delegate Badges

Please wear your badge during the conference. Most delegates have a badge on a **black lanyard**. Some delegates will be provided with other colours:

Blue lanyard - worn by a delegate who has never been to the conference before, and who would welcome a friendly chat.

Red lanyard - worn by a Trustee or a conference organiser.

IMPORTANT: Before you leave, please recycle your badge & lanyard by putting them in one of the boxes provided.

Green dot - badges with a green dot signify a parent, personal assistant or family member delegate.

Red dot or **blue dot** - Please go to the refreshment stand indicated by your dot colour.

Certificate of Attendance

Please email admin@communicationmatters.org.uk if you require a certificate of attendance to be emailed to you.

Conference Papers

Many of the papers presented during the conference will be published in future issues of the **Communication Matters Journal** which are sent to all Associate Members of CM.

If you cannot attend a particular session and would like handouts, please email the presenter concerned - contact details are at the end of each abstract in this programme.

We regret no photocopying facilities are available at the venue.

Abstracts Online

During the conference, you can access the timetable and abstracts online from your Wi-Fi enabled device, if you have it with you. Please visit:

www.communicationmatters.org.uk/programme

Session Levels

All sessions have been categorised into three 'levels' as a guide to the type and nature of the presentation:

- **Introductory** — requires no previous knowledge of AAC; assumes participants will have little prior knowledge of the topic.
- **General** — assumes participants have some experience of AAC.
- **Specialist** — recommended for those who have worked with AAC for a number of years; participants bring their own knowledge and experience to the session.

Programme Signposts



The CM 2015 programme is very full and it can be difficult to find your way around quickly, especially if this is your first time at the conference. Here are some 'signposts' to help you decide which presentation

you would like to attend. This is not all the papers - you will need to look through the programme for that. The key words/ phrases at the end of each summary should also guide you. If you need more help choosing what to attend, don't hesitate to ask a CM Trustee – they're wearing red lanyards.

This year we're delighted to have an international flavour at conference with presenters from Australia, Belgium, Brazil, Canada, Germany, The Netherlands, USA and Sweden as well as England, Scotland, Wales and Ireland. We've retained some of the features we introduced at the 2014 Conference. The first presentation in every session

(i.e. 1.1, 2.1 etc.) is the Research Stream presenting research carried out by independent organisations including education, health service establishments and universities. We're also pleased to see the return of the poster stream. You will find the posters located in the Exhibition Hall in the Parkinson Building. On Monday these will be manned by their creators during coffee and tea breaks and they'll be able to answer all your questions. As a new feature this year you will find the Education Stream in the second presentation in every session (i.e. 2.1, 2.2 etc.) these papers focus on aspects of literacy and AAC and are delivered by educational professionals based in schools and colleges.



Would you like to hear first-hand personal experiences from people who use AAC?

These papers may be of interest to you: **1.6, 2.6, 2.8, 3.6, 3.8, 5.6, 7.6, and 9.6. Also the Monday keynote session when Brett Reynolds and Denise West will be speaking about the *Communication Access Project*.**

Is service delivery important to you? The past year has brought changes to services in all parts of the UK, there are a number of papers that may be useful for you: 1.9, 2.9, 3.9, 5.2, 5.9, 6.5, 6.9. In addition representatives from the Specialist Assessment Centres will have a stand in the exhibition throughout the conference.

Are you interested in different adult services? You may find some of these papers of interest: 1.1, 1.3, 2.3, 3.3, 8.3, 9.4.

Do you want to know about voice banking? These papers may be pertinent: 4.3, 5.3, 6.3, 7.3

Are you a parent or carer? You might find these papers to be relevant: 1.4, 2.4, 3.4, 6.4, 7.4

Are you interested in new technological approaches, where technology is going? Sessions 4.1 to 4.9 at 14.55 on Monday, and also sessions 8.1 to 8.9 at 11.10 on Tuesday are opportunities for you to hear a presentation by exhibitors.

Exhibition

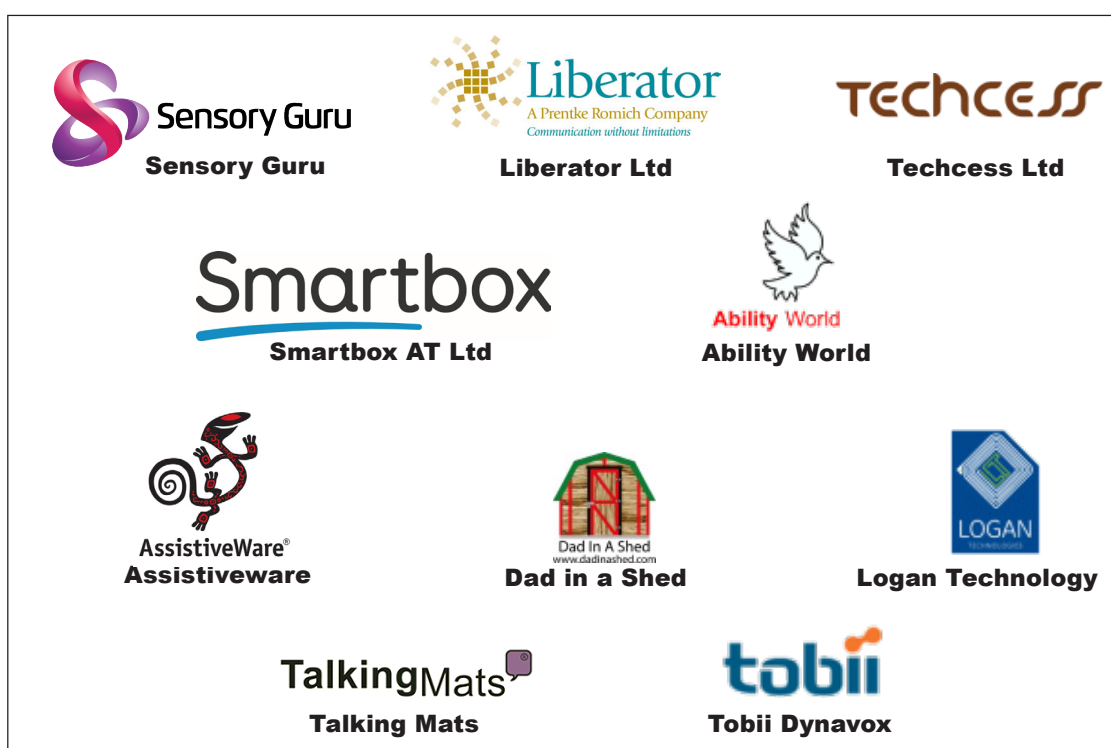
Remember the exhibition runs throughout the conference (see programme for opening times). Sometimes it can be useful to skip a session and visit the exhibition when it is quieter, you may even want to arrange a time when you can speak to a specific exhibitor.

We hope that you have a really good conference!

SPONSORS

Communication Matters wishes to thank the following companies and organisations for their generous support...

Sponsors of Conference Delegate Bags, Pens & Paper, Delegate Badges, Raffle and the Conference Programme:



Sponsors of free memberships for people who use AAC:



Sunday 13 September

15.00



16.00

Tea Served in Michael Sadler Building LG 10.

16.00



17.00

Annual Meeting at 16.00
in the Rupert Beckett Lecture Theatre, Michael Sadler Building

COMMUNICATION MATTERS Annual Meeting of Associate Members

17.00



17.50

Sunday Plenary at 17.00
in the Rupert Beckett Lecture Theatre, Michael Sadler Building



CM ON THE SOFA

Interviews with Denise West, Brett Reynolds,
Gregor Renner

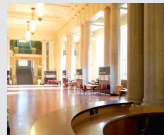
Video/audio of interview with Douglas Hartley
re Ironman Challenge

Presentation from Children and Young People
hosted by **Tom Griffiths**

18.15pm



19.15



EXHIBITION OPENS & Drinks Reception

in the Parkinson Building
- FOR ALL DELEGATES -
18.15-19.15

19.30



21.00

SUNDAY BUFFET DINNER

in the Refectory
Bring dinner ticket for entry
19.30 - 21.00
(bar open from 19.00 to midnight)

21.00



Entertainment

in the Refectory
COME ON "SIGN OUT LOUD"
Kate McCallum and Sally Featon

KEY

- Refectory
- Other
- Parkinson Building

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& www.john-smith.me

Monday 14 September
09.00 – 11.50

page

09.00 - 10.10

	Refectory	<input type="checkbox"/> Welcome (09.00-09.10) Catherine Harris
18	Keynote Refectory	<input type="checkbox"/> Communication Access - The Australian Journey and Beyond Denise West and Brett Reynolds (09.15-10.10)
	Exhibition Parkinson	<input type="checkbox"/> Exhibition open (09.00-18.30)

page

10.30 - 11.15

19	Session 1.1 Parkinson 1.08	<input type="checkbox"/> How do adults with severe acquired communication difficulties make decisions about, and experience, the communication methods they use? Helen Paterson
19	Session 1.2 Michael Sadler LG15	<input type="checkbox"/> 'Sex, Drugs, Death, God and AAC:- C.H.F. tackles more taboos with AAC' Helen Dunman
20	Session 1.3 Social Sciences 10.05	<input type="checkbox"/> The Establishment of an iPad User Group for Adults with Aphasia Rolf Black
20	Session 1.4 Social Sciences 10.06	<input type="checkbox"/> Supporting parents/carers of young people who use AAC through evidence-based workshops Nicky Ford and Debbie Jans
20	Session 1.5 Michael Sadler LG19	<input type="checkbox"/> A Multidisciplinary Approach to AAC for Children and Youth with ABI Elizabeth Yerbury and Aisling Ryan
21	Session 1.6 Baines Wing G37	<input type="checkbox"/> Living With My Extended Shadow Beth Moulam and Sarah Howden
21	Session 1.7 Michael Sadler LG10	<input type="checkbox"/> Learning Language for the Long Term Andrea McGuinness and Hayley Power
21	Session 1.8 Social Sciences 10.07	<input type="checkbox"/> It is what it is - Visualising the development of AAC skills Paul Andres
22	Session 1.9 Social Sciences 10.09	<input type="checkbox"/> Meeting Quality Standards for Specialised AAC Assessment Sara Dale and Karen Bailey

Break (11.15-11.50) **Exhibition & Posters**
Parkinson

page

Posters will be on display in the exhibition hall throughout Monday and will be manned by their creators during break times.

23	Poster 1 Exhibition Hall	<input type="checkbox"/> Functional Communication Training Using Image2Talk App to Reduce Problem Behaviours Fiona Wilson
23	Poster 2 Exhibition Hall	<input type="checkbox"/> 'Keeping Safe : A visual resource for people to raise issues of concern Lois Cameron and Rhona Matthews
24	Poster 3 Exhibition Hall	<input type="checkbox"/> Bibliometric Analysis of the Scientific Production on AAC: A Survey in Scopus Database Gregor Renner
24	Poster 4 Exhibition Hall	<input type="checkbox"/> The Lanarkshire AAC Partnership Pauline Downie and Ailsa Adams
25	Poster 5 Exhibition Hall	<input type="checkbox"/> Practical Implications to think about when building a Bilingual Symbol Dictionary EA Draffan
26	Poster 6 Exhibition Hall	<input type="checkbox"/> My First Symbols ; a support pack for early aided communication Kate Holloway
26	Poster 7 Exhibition Hall	<input type="checkbox"/> Establishing an Outcome Measure for a Specialist Children's Augmentative and Alternative Communication Service Helen Currie
26	Poster 8 Exhibition Hall	<input type="checkbox"/> What can I do to support literacy using a NOVA chat? Meghan Conover
27	Poster 9 Exhibition Hall	<input type="checkbox"/> Knowledge exchange opportunity for people who use AAC and SLT students Amanda Hynan and Andrea Kirton
27	Poster 10 Exhibition Hall	<input type="checkbox"/> Communicating together: Feedback from an AAC communication therapy group Ria Bayliss and Oliver Lee

**Monday 14 September
09.00 - 11.50**

07.00



Breakfast
07.00-08.45 in the Refectory

EXHIBITION
from 09.00 to 18.30 in the Parkinson Building

09.00



Welcome
09.00 in the Refectory
Catherine Harris
(Chair of Communication Matters)

09.15



Keynote, 09.15-10.10
in the Refectory

**Communication Access -
The Australian Journey
and Beyond**

Denise West and Brett Reynolds

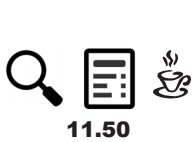
10.10

10.30



11.15

Session 1.1 Parkinson 1.08	Session 1.2 Michael Sadler LG15	Session 1.3 Social Sciences 10.05	Session 1.4 Social Sciences 10.06	Session 1.5 Michael Sadler LG19	Session 1.6 Baines Wing G37	Session 1.7 Michael Sadler LG10	Session 1.8 Social Sciences 10.07	Session 1.9 Social Sciences 10.09
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EXHIBITION, POSTERS & Tea/Coffee
11.15-11.50 in the Parkinson Building

KEY

- Refectory
- Other
- Parkinson Building

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Monday 14 September
12.00 – 14.45

page	12.00 - 12.45	
28	Session 2.1 Parkinson 1.08	<input type="checkbox"/> Relationships between adults' recasts and children's language use in AAC mediated interactions Mike Clarke and Gloria Soto
28	Session 2.2 Michael Sadler LG15	<input type="checkbox"/> Responding to the New National Curriculum - Adapting the curriculum for AAC users Marion Stanton and Saffron Murphy-Mann
29	Session 2.3 Social Sciences 10.05	<input type="checkbox"/> Supporting the communication of ventilated patients in an Intensive Care Unit Setting (ICU) Linda Page
29	Session 2.4 Social Sciences 10.06	<input type="checkbox"/> Introduction to Litigation in Case of Medical Negligence Denise Stephens
30	Session 2.5 Michael Sadler LG19	<input type="checkbox"/> Ask & I'll Tell you : Involving children in the evaluation of devices Seray Ibrahim
30	Session 2.6 Baines Wing G37	<input type="checkbox"/> How I fought depression and anxiety to enjoy my life again Christopher Ingleby
31	Session 2.7 Michael Sadler LG10	<input type="checkbox"/> Developing a Communication Accessible School Rosie Clark
31	Session 2.8 Social Sciences 10.07	<input type="checkbox"/> Employing Communication Access Assessors and Educators - Our best move yet! Denise West and Brett Reynolds
32	Session 2.9 Social Sciences 10.09	<input type="checkbox"/> Engaging local commissioners in establishing and developing AAC services Anna Reeves and Martin Fisher


Lunch (12.45-13.45) **Exhibition & Posters**
Parkinson


page	14.00 - 14.45	
32	Session 3.1 Parkinson 1.08	<input type="checkbox"/> Implementation of the UN Convention in education in Germany from Parents View Gregor Renner
33	Session 3.2 Michael Sadler LG15	<input type="checkbox"/> Integrating AAC and AT into the classroom - a course overview Nicole Tumber, Heather Bovingdon and Claire Riches
33	Session 3.3 Social Sciences 10.05	<input type="checkbox"/> ITEC (Intelligent Technologies to Empower Communication) - using tablet devices to support adults with communication Helen Whittle, Claire Hamshire, Julie Lachovic and Hannah Palin
34	Session 3.4 Social Sciences 10.06	<input type="checkbox"/> Film as Augmentative tool for Storytelling: Film as Observable Communication Mascha Legel and Jelle van Kleef
34	Session 3.5 Michael Sadler LG19	<input type="checkbox"/> PIP: a holistic approach to working with children and young people who use AAC Lois Cameron
35	Session 3.6 Baines Wing G37	<input type="checkbox"/> My communication journey; the highs and lows, and my work with 1Voice. The Independent lifestyle that I have worked to Helen Quiller
36	Session 3.7 Michael Sadler LG10	<input type="checkbox"/> Teaching With Core Words: Do Even More With Core Jennifer Marden
36	Session 3.8 Social Sciences 10.07	<input type="checkbox"/> Raising awareness of AAC in Health Care Gregor Gilmour
36	Session 3.9 Social Sciences 10.09	<input type="checkbox"/> Improving Communication and AAC Outcomes within Fife Social Care Community Support Services Sandra Miller, Jane Donnelly and Iain Rowbotham

Monday 14 September 12.00 - 14.45

12.00

12.45


 Session 2.1 Parkinson 1.08	Session 2.2 Michael Sadler LG15	Session 2.3 Social Sciences 10.05	Session 2.4 Social Sciences 10.06	Session 2.5 Michael Sadler LG19	Session 2.6 Baines Wing G37	Session 2.7 Michael Sadler LG10	Session 2.8 Social Sciences 10.07	Session 2.9 Social Sciences 10.09
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12.45
  
13.45





EXHIBITION, POSTERS & Tea/Coffee
11.15-11.50 in the Parkinson Building

14.00

14.45

 Session 3.1 Parkinson 1.08	Session 3.2 Michael Sadler LG15	Session 3.3 Social Sciences 10.05	Session 3.4 Social Sciences 10.06	Session 3.5 Michael Sadler LG19	Session 3.6 Baines Wing G37	Session 3.7 Michael Sadler LG10	Session 3.8 Social Sciences 10.07	Session 3.9 Social Sciences 10.09
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KEY

-  Refractory
-  Other
-  Parkinson Building

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**Monday 14 September
14.55 – 15.40**

page	14.55 - 15.40 (Exhibitors)	
37	Session 4.1 Parkinson 1.08	<input type="checkbox"/> What's new at Smartbox? Adam Waits - Smartbox
37	Session 4.2 Michael Sadler LG15	<input type="checkbox"/> Tobii Dynavox - AAC Software Rob Gregory – Tobii Dynavox
37	Session 4.3 Social Sciences 10.05	<input type="checkbox"/> ModelTalker Voice Banking in Predictable Matthew Parker – Therapy Box
38	Session 4.4 Social Sciences 10.06	<input type="checkbox"/> Consumer technology, specialist application! - Why pay over the odds? Russell Smith – Dad in a Shed
38	Session 4.5 Michael Sadler LG19	<input type="checkbox"/> Using Augmentative Reality to enhance symbol based communication Lee Blemmings – Sensory Guru
38	Session 4.6 Baines Wing G37	<input type="checkbox"/> Exploring the LAMP Words for Life app with ChatWrap iPad Case Andrea McGuinness – Centre for AAC and Autism
39	Session 4.7 Michael Sadler LG10	<input type="checkbox"/> More than just a Voice Output Communication Device Mark Street - Liberator
39	Session 4.8 Social Sciences 10.07	<input type="checkbox"/> 'AAC and Enviro Controls: The Steeper Story' Mike Burton – Steeper Group
39	Session 4.9 Social Sciences 10.09	<input type="checkbox"/> Clicker Communicator - a complete iPad communication aid from the makers of Clicker 6 Jordan Butel – Crick

Break (15.45-16.30) **Exhibition & Posters**
Parkinson

page	16.40 - 17.25	
40	Session 5.1 Parkinson 1.08	<input type="checkbox"/> Mothers' views of the communication skills of Maltese children who use AAC Marica Gatt
40	Session 5.2 Michael Sadler LG15	<input type="checkbox"/> Getting AAC into EHCPs, by hook and crook; by hub and spoke? Chris Sherlock, Heather Hallett and Kay Jones
41	Session 5.3 Social Sciences 10.05	<input type="checkbox"/> Keep your voice as synthetic speech for use on your assistive device Paola Leva and Nicolas Mazars
41	Session 5.4 Social Sciences 10.06	<input type="checkbox"/> It talks, texts and tweets - but is it interested in my day? Emily Gabrielle and Peter Zein
42	Session 5.5 Michael Sadler LG19	<input type="checkbox"/> Evaluating and monitoring a communication environment Julia Hampson
42	Session 5.6 Baines Wing G37	<input type="checkbox"/> How do you think? In words? In pictures? I do it in ideas! Scott Stack
43	Session 5.7 Michael Sadler LG10	<input type="checkbox"/> Introducing CommuniKate: The Open, Transferable, Symbol based, Page Set Kate McCallum, Joe Reddington and Robert Williams
43	Session 5.8 Social Sciences 10.07	<input type="checkbox"/> "Bite-Sized Pieces" of AAC knowledge and skills - is the IPAACKS format working for people? Janet Scott
44	Session 5.9 Social Sciences 10.09	<input type="checkbox"/> The Development of Specialised and Local AAC Services - an Update Sally Chan
	Session 5.10 Rupert Beckett Lecture Theatre	<input type="checkbox"/> 16.30 -17.30 An introduction to AAC for S&LT Students (by invitation only) Cathy Harris and Toby Hewson Including : Living Independently – My journey Brett Reynolds Access to exhibition 17.30 – 18.15




17.30 -18.00 **Meeting to Propose a Federation on Literacy Teaching of those who have SLCN/AAC Needs**
Social Sciences
10.06
Chaired by Marion Stanton and Rosie Clark

**Monday 14 September
15.00 until late**

14.55

15.40

Session 4.1 Parkinson 1.08	Session 4.2 Michael Sadler LG15	Session 4.3 Social Sciences 10.05	Session 4.4 Social Sciences 10.06	Session 4.5 Michael Sadler LG19	Session 4.6 Baines Wing G37	Session 4.7 Michael Sadler LG10	Session 4.8 Social Sciences 10.07	Session 4.9 Social Sciences 10.09
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15.45
  
16.30

EXHIBITION, POSTERS & Tea/Coffee
15.45-16.30 in the Parkinson Building

16.40

17.25

Session 5.1 Parkinson 1.08	Session 5.2 Michael Sadler LG15	Session 5.3 Social Sciences 10.05	Session 5.4 Social Sciences 10.06	Session 5.5 Michael Sadler LG19	Session 5.6 Baines Wing G37	Session 5.7 Michael Sadler LG10	Session 5.8 Social Sciences 10.07	Session 5.9 Social Sciences 10.09	Session 5.10 Social Sciences 10.09
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Exhibition closes for the day at 18.30

18.30

19.30

**Music and drinks reception
at the marquee on the precinct**
18.30-19.30



CONFERENCE DINNER
in the Refectory
Bring dinner ticket for entry
19.30 (sharp) - 21.00
(bar open from 18.00)




ENTERTAINMENT
Leeds Silver Steel Sparrows
Pan Band & Magician Paul Mooney
21.00 till late
in the Refectory
(bar open until 01.00)


Paul Mooney




Leeds Silver Steel Sparrows

KEY

 Refectory

 Other

 Parkinson Building

Icons (c) www.icons8.com

Tuesday 15 September
09.00 – 09.45

page	09.00 - 09.45	
45	Session 6.1 Parkinson 1.08	<input type="checkbox"/> Use of eye-tracking technology in research with children with cerebral palsy - insights into utility Tom Griffiths
45	Session 6.2 Michael Sadler LG15	<input type="checkbox"/> Access to literacy for the student who relies on AAC Marion Stanton, Rosie Clarke and Sarah Smith
46	Session 6.3 Social Sciences 10.05	<input type="checkbox"/> Giving Voice: Voice Banking, Building and Reconstruction Philippa Rewaj, Shuna Colville, Christophe Veaux, Gergely Bakos, Denise Cranley, Lynda Smyth, Junichi Yamagishi, Prof Simon King, Prof Siddharthan Chandran
47	Session 6.4 Social Sciences 10.06	<input type="checkbox"/> AAC in Church: Spiritual, Social, Logistical Considerations of Participating in Group Dante Rossi and Marc Viera
47	Session 6.5 Michael Sadler LG19	<input type="checkbox"/> The Evolution of our Assessment Pathway Heather Bovingdon, Nicole Tumber and Debbie Bailey
47	Session 6.6 Baines Wing G37	<input type="checkbox"/> Come on “Sign Out Loud” Workshop Kate McCallum and Sally Featon
48	Session 6.7 Michael Sadler LG10	<input type="checkbox"/> Parallel pathways for developing language and access Julie Atkinson and Lisa Price
48	Session 6.8 Social Sciences 10.07	<input type="checkbox"/> AAC in Education - a new Online module Sally Millar

page	09.55- 10.40	
49	Session 7.1 Parkinson 1.08	<input type="checkbox"/> How do we make decisions about Symbolic Vocabularies for High Tech Communication? Janice Murray, Juliet Goldbart, Simon Judge , Liz Moulam, Stuart Meredith and David Meads
49	Session 7.2 Michael Sadler LG15	<input type="checkbox"/> ‘Shakespeare, Rap and AAC’ Helen Dunman
50	Session 7.3 Social Sciences 10.05	<input type="checkbox"/> My own voice Bart Noé
50	Session 7.4 Social Sciences 10.06	<input type="checkbox"/> “Grasping the Thistle” - the thorny reality of parenting a child with complex needs - a professional becomes the parent! Claire Hayward
50	Session 7.5 Michael Sadler LG19	<input type="checkbox"/> A Multidisciplinary Approach to AAC Assessment Francesca Sephton and Andy Banns
51	Session 7.6 Baines Wing G37	<input type="checkbox"/> Communication Access Matters – More than just work Brett Reynolds
52	Session 7.7 Michael Sadler LG10	<input type="checkbox"/> Establishing and Nurturing an AAC Network across Scotland: Legacy from the Right to Speak Project Debbie Jans, Janet Scott, Linda Page and Sandra Miller
52	Session 7.8 Social Sciences 10.07	<input type="checkbox"/> AAC Intervention Strategies for Beginning Communicators Lindsey Paden Cargill

Break (10.40-11.05)
Parkinson

10.40 - 12.00
Baines Wing G36

- Meeting for pwuAAC(Tea and coffee will be served at this meeting)**
Chaired by Marion Stanton and Barry Smith

Tuesday 15 September 09.00 - 10.40

07.00



Breakfast
07.00-8.45 in the Refectory



EXHIBITION
from 09.00 to 18.30 in the Parkinson Building

09.00



10.40

	Session 6.1 Parkinson 1.08	Session 6.2 Michael Sadler LG15	Session 6.3 Social Sciences 10.05	Session 6.4 Social Sciences 10.06	Session 6.5 Michael Sadler LG19	Session 6.6 Baines Wing G37	Session 6.7 Michael Sadler LG10	Session 6.8 Social Sciences 10.07	Session 6.9 Social Sciences 10.09
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09.55



10.40

	Session 7.1 Parkinson 1.08	Session 7.2 Michael Sadler LG15	Session 7.3 Social Sciences 10.05	Session 7.4 Social Sciences 10.06	Session 7.5 Michael Sadler LG19	Session 7.6 Baines Wing G37	Session 7.7 Michael Sadler LG10	Session 7.8 Social Sciences 10.07
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10.40



11.10

EXHIBITION & Tea/Coffee
10.40-11.10 in the Parkinson Building

KEY

- Refectory
- Other
- Parkinson Building

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**Tuesday 15 September
11.10 – 15.45**

page	11.10 - 11.55 (Exhibitors)	
53	Session 8.1 Parkinson 1.08	<input type="checkbox"/> Overview of what is new in Talking Mats :app features , resources, training and projects Lois Cameron – Talking Mats
53	Session 8.2 Michael Sadler LG15	<input type="checkbox"/> CARLA - Computer-based Receptive Language Assessment with Andrea Kirton and Techcess Andrea Kirton & Ian Foulger - Techcess
53	Session 8.3 Social Sciences 10.05	<input type="checkbox"/> Improving Communication and Participation in Mental Health & Social Justice Settings using Visual Support Doug Watt – Widgit Software
54	Session 8.4 Social Sciences 10.06	<input type="checkbox"/> Using Proloquo2Go 4 to develop language and communication... now with UK English vocabulary David Niemeijer - AssistiveWare
54	Session 8.5 Michael Sadler LG19	<input type="checkbox"/> Using Boardmaker in the Cloud Hector Minto – Tobii Dynavox
54	Session 8.6 Baines Wing G37	<input type="checkbox"/> Sensory support with the ProxPAD kick starts AAC for language development and restoration Sandra Hartley – Logan Technologies
55	Session 8.7 Michael Sadler LG10	<input type="checkbox"/> Do so much more with Grid 3 Barney Hawes – Smartbox
55	Session 8.8 Social Sciences 10.07	<input type="checkbox"/> Compass Software - Matching Access to Ability Tina Voizey and Kat Smith - Toby Churchill (Abilia)
55	Session 8.9 Social Sciences 10.09	<input type="checkbox"/> What's happening with Saltillo! Explore reading, writing, and communicating. Meghan Conover - Saltillo

page	12.05 - 12.50	
56	Session 9.1 Parkinson 1.08	<input type="checkbox"/> Outcomes of a train-the-trainer model for introducing iPads® for communication Pammi Raghavendra
56	Session 9.2 Michael Sadler LG15	<input type="checkbox"/> Lights! Camera! Communication! Becky Manship and Jane Lynch
57	Session 9.3 Social Sciences 10.05	<input type="checkbox"/> Verse: Contextual Augmented Reality Communication Aid Antton Peña and Setareh Shamdani
57	Session 9.4 Social Sciences 10.06	<input type="checkbox"/> Bridging the Gap: Making the transition from Paediatric to Adult Services Lindsay Lambert
58	Session 9.5 Michael Sadler LG19	<input type="checkbox"/> Online training to support AAC Assessment Janice Murray, Janet Scott, Sara Dale, Helen Bell, Helen Whittle and Osman Javaid
58	Session 9.6 Baines Wing G37	<input type="checkbox"/> Tweeting at last! My slow journey towards independent access to social media Jemima Hughes and Janet Mayes
58	Session 9.7 Michael Sadler LG10	<input type="checkbox"/> “Chalk Let” and “Are Me”: Vocabulary Re-appropriation Phenomena Lindsey Paden Cargill
59	Session 9.8 Social Sciences 10.07	<input type="checkbox"/> AAC Hacking - Sometimes it's the little things that make the difference Kate McCallum
59	Session 9.9 Social Sciences 10.09	<input type="checkbox"/> Eye gaze technology for voice output communication – a few case studies Freidl van Vuuren, Debbie Bailey, Nicole Tumber and Richard Miles
	Session 9.10 Parkinson B22	<input type="checkbox"/> 12.00 -13.00 Business Session – by invitation only Communication Access for Business Including : Good Communication is Good Business Denise West

Lunch (12.50-1.50) Parkinson

page	14.00 - 15.30	
60	Plenary Rupert Beckett Lecture Theatre	<input type="checkbox"/> AAC around the World Gregor Renner – ISAAC President Janice Murray – Chair, ISAAC Council and Executive Board Member, International Collaborations, Awareness and Use Dot Fraser and Aldona Mysakowska Adamczyk
	Rupert Beckett Lecture Theatre	<input type="checkbox"/> Final word from The Chair Catherine Harris (15.30 - 15.45) (Including presentation of 'Alan Martin Award' and Sunshine Art Competition Winners)

Tea and Farewell (3.45)

Tuesday 15 September 11.20 - 15.45

11.10



11.55

Session 8.1 Parkinson 1.08	Session 8.2 Michael Sadler LG15	Session 8.3 Social Sciences 10.05	Session 8.4 Social Sciences 10.06	Session 8.5 Michael Sadler LG19	Session 8.6 Baines Wing G37	Session 8.7 Michael Sadler LG10	Session 8.8 Social Sciences 10.07	Session 8.9 Social Sciences 10.09
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12.05



12.50

Session 9.1 Parkinson 1.08	Session 9.2 Michael Sadler LG15	Session 9.3 Social Sciences 10.05	Session 9.4 Social Sciences 10.06	Session 9.5 Michael Sadler LG19	Session 9.6 Baines Wing G37	Session 9.7 Michael Sadler LG10	Session 9.8 Social Sciences 10.07	Session 9.9 Social Sciences 10.09	Session 9.10 Social Sciences 10.09
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12.45



13.45

EXHIBITION & Buffet Lunch
12.45-13.45 in the Parkinson Building

14.00



15.30

Plenary, 14.00-15.30
in Rupert Beckett Lecture Theatre,
Michael Sadler Building


AAC AROUND THE WORLD
 Gregor Renner – ISAAC President


 Janice Murray – Chair, ISAAC Council
and Executive Board Member,


 Dorothy Fraser



 Aldona Mysakowska Adamczyk

15.30



15.45

Farewell, 15.30-15.45
in Rupert Beckett Lecture Theatre, Michael Sadler Building



Presentation of Alan Martin Award
& Sunshine Art Competition

Final Word from the Chair
 Catherine Harris



15.45

Tea/Coffee & Carriages
15.45 in Storm Jameson Court

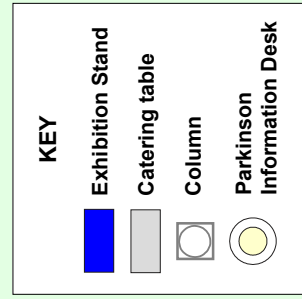
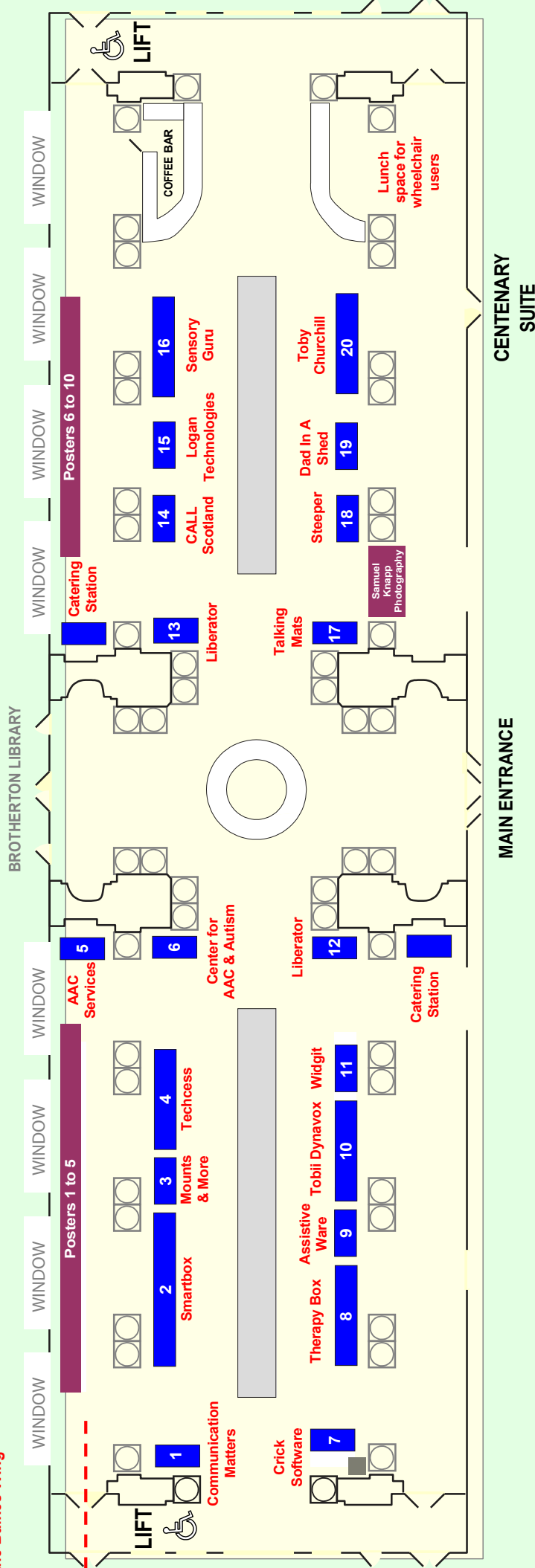
KEY

- Refectory
- Other
- Parkinson Building

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EXHIBITION HALL - PARKINSON BUILDING

To Michael Sadler Building, Refectory & Storm Jameson Court
via the Baines Wing



5	AAC Services	12	Liberator Ltd	17	Talking Mats Ltd
9	AssistiveWare	13	Liberator Ltd	4	Techcess Ltd
14	CALL Scotland	15	Logan Technologies Ltd	8	Therapy Box Ltd
6	Center for AAC & Autism	3	Mounts & More Ltd	10	Tobii Dynavox Ltd
1	Communication Matters	16	Sensory Guru Ltd	20	Toby Churchill Ltd
7	Crick Software Ltd	2	Smartbox Ltd	11	Widgit Software Ltd
19	Dad In A Shed Ltd	18	Steeper Ltd		

List of Exhibitors

National AAC Services Stand 5



AssistiveWare Stand 8

E: info@assistiveware.com www.assistiveware.com

CALL Scotland Stand 14



T: 0131 651 6235
E: info@callscotland.org.uk www.callscotland.org.uk

Center for AAC & Autism Stand 6



E: info@aacandautism.co.uk www.aacandautism.com

Communication Matters Stand 1



T: 0845 456 8211
E: admin@communicationmatters.org.uk
www.communicationmatters.org.uk

Crick Software Ltd Stand 7



T: 01604 671 691
E: info@cricksoft.com www.cricksoft.com

Dad in a Shed Stand 19



T: 01933 673 806
E: steve@dadinashed.com
www.dadinashed.com/

Liberator Ltd Stands 12



T: 01733 370 470
E: info@liberator.co.uk
www.liberator.co.uk

Logan Technologies Ltd Stand 15



T: 0845 519 0871
E: sandra@logan-technologies.com
www.logan-technologies.co.uk

Mounts & More Ltd Stand 3



T: 01455 212 777
E: sales@aacmounts.com
www.aacmounts.com



Sensory Guru Ltd Stand 16

T: 01892 771 381
E: info@sensoryguru.com
www.sensoryguru.com



Smartbox AT & Sensory Software International Ltd Stand 2

T: 01684 578 868
E: info@smartboxAT.com
www.smartboxat.com



Steeper Ltd Stand 18

T: 0113 207 0449
E: lee.hoppley@steepergroup.com
www.assistive-technology.co.uk



Talking Mats Ltd Stand 17

T: 01786 479 511
E: info@talkingmats.com
www.talkingmats.com



Techcess Ltd Stand 4

T: 01476 512 881
E: sales@techcess.co.uk
www.techcess.co.uk



Therapy Box Ltd Stand 8

T: 020 8749 3474
E: info@therapy-box.co.uk
www.therapy-box.co.uk



Tobii Dynavox Ltd Stand 10

T: 01235 841541
E: hector.minto@tobii.com
www.tobii.com



Toby Churchill Ltd Stand 20

T: 01954 281 210
E: info@toby-churchill.com
www.toby-churchill.com



Widgit Software Ltd Stand 11

T: 01926 333 680
E: info@widgit.com
www.widgit.com

Sunday Afternoon

Discussion

Sunday 17.00 – 17.50
Rupert Beckett Lecture Theatre,
Michael Sadler Building

CM On the Sofa

Tom Griffiths

Summary

Tom Griffiths chats to his guests – Denise West, Brett Reynolds and Gregor Renner. Including an interview with Iron Man Challenger Douglas Hartley from Team Kaha and a presentation from the Children and Young People of 1Voice.

Monday Before Lunch

Keynote

Monday 09.15-10.10

Refectory

Communication Access: The Australian journey and beyond

Denise West (Scope Australia)
Brett Reynolds (Scope Australia)
Barbara Solarsh (Scope Australia)
Hilary Johnson (Scope Australia)

Summary:

Communication Access means that everyone can get their message across. "Communication Access occurs when people are respectful and responsive to individuals with communication disabilities, and when strategies and resources are used to support successful communication" (Communication Resource Centre, Scope, 2013). This keynote session presents the background, and examples of standards, criteria and processes developed in Australia for embedding communication access in our social environment. This session invites participants to share ideas and provide an international perspective to communication access. It will:

- Explain Communication Access and why it is important
- Describe the Australian journey so far, including the background and roll-out of the Communication Access Symbol and Initiative
- Explain the employment of Communication Access assessors and Disability Educators
- Outline the benefits to communities, services and businesses of becoming communication accessible.

Communication Access is the latest access symbol which has been embraced in Victoria, Australia. Communities, services and businesses are now beginning to conceptualise access beyond physical access. Businesses and services that have embraced the notion of communication access and many continue to seek new ways of improving access and customer service to people with disabilities. There are now a set of standards that represent communication accessible services. These standards are included in the registered trademark of the communication access symbol. Licensing Agreements will be developed to enable the rollout of this initiative outside of Victoria, Australia.

Additional resources can be downloaded from the Scope website. These can be found on <http://www.scopevic.org.au/service/communication-access/>

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact:

Denise West
dwst@scopevic.org.au

Monday Before Lunch

Session 1.1

Research Stream
Monday 10.30-11.15
Room 1.08, Parkinson

How Adults with Severe Acquired Communication Difficulties Make Decisions about their Communication Methods

Helen Paterson
(Royal Hospital for Neurodisability)

Summary:

This is a paper to present the findings of qualitative research performed with a group of adults with acquired communication difficulties. The aim of the study was to explore how adults with severe acquired communication difficulties experience and make decisions about, the different communication methods they use

Method/Activities/Techniques

A qualitative study was performed, using a generic phenomenological approach. Data collection methods were face to face interviews and e-mail interviews. The sample was seven male participants, from a long-term care setting in a hospital who had been using AAC for at least six months. Interviews were video-recorded and transcribed. Data was analysed using guidance based on Colaizzi's phenomenological method of data analysis. The research formed part of an MSc in Assistive Technology from Coventry University.

Results/Findings

Four main themes were identified: communicating in the digital age (email and social media); encountering frustrations in using communication technologies; role and identity changes and the influences of communication technology; and seeking a functional interaction using communication technologies.

Conclusions

Adults with acquired communication difficulties find digital communication (e.g. email and social media) and mainstream technologies (e.g. iPads) beneficial in communicating with others. Current communication technologies present a number of challenges for adults with disabilities and are limited in their communicative functions to support desired interactions. The findings have implications for AAC technology development, and for speech and language therapy service delivery.

Research Stream | General session level

Age Group:

• Adult

Interest:

• Adult

Contact: Helen Paterson
hpaterson@rhn.org.uk

Session 1.2

Education Stream
Monday 10.30-11.15
Room LG.15, Michael Sadler
Sex, Drugs, Death, God and AAC: Tackling more taboos with AAC
Helen Dunman
(Chailey Heritage Foundation)

Summary:

My aim is to describe how I facilitated AAC users with SLD to communicate and ask questions about two particularly sensitive subjects: death and medication/therapies. Imagine being desperate to ask questions about what happens when we die and not having the language to do this. Equally, imagine wanting to ask what the side effects of your new medication might be but simply not having the language to do this. We needed to make it as easy as possible for our students to communicate on these subjects and to be empowered.

Method/Activities/Techniques

I devised additional pages for the Chailey Communication System (CCS) on 'Death' and 'Medication and Therapies', with student input.

Results/Findings

Students can now communicate about these difficult subjects: they can express a belief, challenge and ask questions.

Conclusions

It's our job as professionals working in this field to be constantly vigilant, to ensure that AAC users with SLD have what they need to communicate fully. They are not always able to advocate for themselves, so it's our job to make sure that they are empowered to do this.

Education Stream | General session level

Age Group:

• All Ages

Interest:

• Special school

Contact: Helen Dunman
helenmarydunman@hotmail.co.uk

Monday Before Lunch

Session 1.3

Monday 10.30-11.15

Room 10.05, Social Sciences

The Establishment of an iPad User Group for Adults with Aphasia

Rolf Black (University of Dundee)

Laorag Hunter (NHS Tayside)

Amy Hanschell (NHS Tayside)

Eddie Gasowski (Speakeasy)

Helen Gowland (Speakeasy)

Summary:

In this paper we report on the establishment of an iPad User Group (IUG) for adults with aphasia. A collaboration between Speakeasy, Dundee University's School of Computing and the Tayside Speech and Language Therapy service, we will present feedback on our experiences and future developments.

Method/Activities/Techniques

A focus group, facilitated by two speech and language therapists, was held to gather feedback from members of the IUG. The aim was to evaluate the first ten sessions of the IUG to inform future planning of the group and generate ideas for improvements to the focus and remit of the group.

Results/Findings

Focus group participants were asked to reflect on: what to keep happening, or have more of, in the group; what to stop happening, or have less of, in the group; and new things to do in the group.

Conclusions

The Speakeasy and School of Computing collaboration is still young but already enjoys much enthusiasm from all participating parties. Members of the IUG expressed an interest in participating in teaching and research, with less focus on therapy delivered by the health service and more integration with the School of Computing.

Practice Report | General session level

Age Group:

- Adult

Interest:

- Adult

Contact: Rolf Black
r.black@dundee.ac.uk

Session 1.4

Monday 10.30-11.15

Room 10.06, Social Sciences

Supporting parents/carers of young people who use AAC through evidence-based workshops

Nicky Ford

(KeyComm Resource Centre)

Debbie Jans

(KeyComm Resource Centre)

Summary:

To describe parent/carer workshops compiled, delivered and evaluated at KeyComm to enhance the support provided to parents/carers of people who use AAC. This was aimed at supporting parents/carers to come up with practical ideas for how to support communication technology at home, and to introduce parents/carers to using the CODES Framework. The CODES Framework is a tool used to support collaborative target setting and the extension of AAC users' functional communication skills.

Method/Activities/Techniques

After a review of the evidence-base of what support and training is wanted by parents/carers/families of people who use AAC, and an audit of the support already provided by KeyComm and local SLTs, the training workshop was designed to meet support needs identified. A series of practical exercises was designed for parents/carers to complete in a small group and then take away an action plan. The action plans were shared with local SLTs. Feedback was obtained.

Results/Findings

Parents gave each other peer support and shared their experiences and ideas with each other. Local SLTs reported increased engagement from the parents in proactively asking for support and being more confidently involved in setting communication targets using the CODES Framework.

Practice Report | General session level

Age Group:

- Child

Interest:

- Primary school
- Secondary school

Contact: Nicky Ford
nicky.ford@oaklands.edin.sch.uk

Session 1.5

Monday 10.30-11.15

Room LG.19, Michael Sadler

A Multidisciplinary Approach to AAC for Children and Youth with Acquired Brain Injury

Elizabeth Yerbury

(The Children's Trust)

Aisling Ryan (The Children's Trust)

Summary:

This paper describes how a multidisciplinary approach assisted a young child following a severe brain injury to successfully develop the skills required to access a range of AAC approaches.

Method/Activities/Techniques

This was a single case study design. It involved a retrospective review of rapidly changing AAC intervention for a child accessing a residential rehabilitation service. A series of outcome measures were administered on admission and discharge to determine the impact of the intervention on daily function.

Results/Findings

All outcome measures used indicated positive change, particularly within social function and wellbeing. AAC intervention had to be responsive to change in access methods, as well as communication competence, so therefore multidisciplinary working was essential. AAC advanced from low-tech choice making (eye gaze) to high-tech device (touch screen with finger point).

Conclusions

In this case, AAC intervention significantly impacted on development of communication, social function and motor skills. This led to increased independence and access to an appropriate education setting.

The first year of recovery following an ABI should be seen as a window of opportunity for change, with the ability to learn new skills such as AAC. A responsive, multidisciplinary approach is essential for achieving success. Accessible outcome measures indicated change and should be encouraged in community services.

Practice Report | General session level

Age Group: Child

- Interest:** Primary school • Secondary school • Special school • Further/Higher Ed.

Contact: Elizabeth Yerbury
eyerbury@thechildrenstrust.org.uk

Monday Before Lunch

Session 1.6

Monday 10.30-11.15
Room G.37, Baines Wing

Living With My Extended Shadow

Beth Moulam
Sarah Howden

Summary:

The aim of the session is to share the personal experience of an AAC user who has 24 hour personal assistance, and to look at how people with communication impairments need to work together with their staff to reach a collaborative relationship where both people strive to achieve the best outcomes for the AAC user.

Method/Activities/Techniques
Looking at the personal experience of the AAC user and one of her team of personal assistants, to reflect from both perspectives on the relationship from recruitment through to ongoing training and general life.

Results/Findings

This process has enabled each party to discover what were the best strategies of working together in harmony, what worked well, and what didn't work so that these can be addressed in the future.

Conclusions

Reflection has led to regular team reviews, ongoing training and team meetings. The essential element has been adapting how we interview and hire new staff to ensure what we have learnt from the last year to make it a more effective process for all concerned.

Personal Experience | Introductory session level

Age Group:

- All Ages

Interest:

- Secondary school
- Special school
- Further/Higher Ed.
- Adult • Transitions

Contact: Beth Moulam
bkmoulam@aol.com

Session 1.7

Monday 10.30-11.15
Room LG.10, Michael Sadler

Learning Language for the Long Term

Andrea McGuinness (ATtherapy)
Hayley Power (ATtherapy)

Summary:

In AAC, the challenge of teaching true expressive language is ongoing. We will discuss how to support individuals with complex physical and/or learning needs to make novel, spontaneous utterances. Within the field of AAC much focus is placed upon physical access with the complexities of learning language often assumed to follow behind naturally. These issues will be discussed in the context of supporting case studies and available research.

Method/Activities/Techniques
In LAMP we focus on the language learning aspect of AAC without access difficulties. However, we also support people with complex access and learning needs. We need to consider whether the LAMP principles can be applied to people who require alternative access methods.

We looked at different vocabulary organisations and will discuss how these can be adapted to give those with alternative access methods a true long term generative language learning pathway. We will consider case studies and refer to research.

Results/Findings

Our conclusions on teaching language will be shared at the presentation.

Conclusions

We conclude that a greater consideration needs to be applied to the long term learning of language for all, including those who have complex access and learning needs. Long term planning from the outset is vital.

Practice Report | General session level

Age Group:

- All Ages

Interest:

- Primary school • Secondary school • Special school • Further/Higher Ed. • Adult • Transitions

Contact: Andrea McGuinness
andrea@attherapy.co.uk

Session 1.8

Monday 10.30-11.15
Room 10.07, Social Sciences

It Is What It Is: Visualising the development of AAC skills

Paul Andres (Prentke Romich Deutschland)

Summary:

Data visualization has become almost universal in our everyday lives. It places complex information in an accessible context and makes it possible for the viewer to digest the data and to identify areas for closer investigation. Many AAC devices provide an 'automatic data log' (ADL) as a text file. The aim of our project was to present this often 'indigestible' data in an immediate, useful and productive format to inform decision-making in AAC.

Method/Activities/Techniques
Working with AAC teams worldwide, we sought out aspects of the ADL which could be extracted and interpreted automatically and then visualized to make them quickly accessible to people who use AAC, their families and professional support staff.

Results/Findings

A simple website was developed to allow teachers and clinicians to explore the visualized data and to inform decision-making. This form of data-presentation can reveal hitherto unseen aspects of AAC use.

Conclusions

The response of people using AAC, their families and therapists was universally positive. The approach often is effective not only in adjusting intervention goals but in making existing goals clear to all involved. This session will share some of the results of the process and discuss ways in which the techniques of data visualization can change the quality of AAC intervention.

Sponsored Research | General session level

Age Group:

- All Ages

Interest:

- Primary school • Secondary school • Special school • Further/Higher Ed. • Adult • Transitions

Contact: Paul Andres
paul@minspeak.de

Monday Before Lunch

Session 1.9

Monday 10.30-11.15

Room 10.09, Social Sciences

Meeting Quality Standards for Specialised AAC Assessment

Sara Dale (ACE Centre)

Karen Bailey (ACE Centre)

Summary:

This paper will outline the rationale for a quality assurance framework for AAC assessment. It will consider the development of guidance materials outlining key elements of an effective AAC assessment within the context of emerging Specialised AAC Services in England.

Method/Activities/Techniques

ACE Centre (in partnership with Communication Matters and 1Voice) aimed to create a quality assurance framework for AAC Assessment. The aim was to provide clear guidance on the key elements of an effective AAC assessment. A Steering Group was created for consultation of the process and review of resources that were developed. A review of literature was then undertaken to consider existing Assistive Technology and AAC assessment frameworks and quality standards. The resources and literature were reviewed to determine their suitability for the UK context and the hub and spoke model of AAC service delivery in England. Following this a draft document was created and took the form of Draft Specialised AAC Service Assessment Report Checklist and a Draft Assessment Matrix.

Results/Findings

These documents were shared with the Steering Group and emerging AAC hubs in England for consultation. The feedback was amalgamated to produce a revised single document, which took the form of an NHS Specialised AAC Service Equipment Only Request Report Template.

Conclusions

This paper will present the final template, the rationale for its development, and provide feedback about the use of the template to date for specialised AAC equipment-only requests.

Practice Report | Specialist session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult • Transitions

Contact: Sara Dale

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Posters will be on display in the exhibition hall throughout Monday and will be manned by their creators during break times.

Posters on next page...

Monday - Posters

ABOUT THE POSTERS

Posters will be on display in the exhibition hall throughout Monday and will be manned by their creators during break times.

Session P.01 Poster

Exhibition Hall

Functional Communication Training Using Image2Talk App to Reduce Problem Behaviours

Fiona Wilson

Summary:

To use Functional Communication Training to reduce problem behaviours.

Method/Activities/Techniques

Functional communication training, environmental adaptations, skills teaching.

Results/Findings

Increasing the subjects functional communication skills significantly reduced problem behaviours.

Conclusions

Alongside the direct intervention of functional communication training to request a break, the subject increased his prompted requests and his spontaneous requests. His overall use of image2talk on his iPad increased and his communication skills were generalized across his home and residential environments.

Poster | General session level

Age Group:

- Adolescent

Interest:

- Special school

Contact: Fiona Wilson
fionawilson74@gmail.com

Session P.02 Poster

Exhibition Hall

Keeping Safe: A visual resource for people to raise issues of concern

Lois Cameron (Talking Mats)

Summary:

The aim of this paper is to describe the development of a Keeping Safe Talking Mats resource: a conversation framework to enable people with learning disability to reflect on their lives and express their views including any areas of concern. It will discuss the results from a Scotland-wide implementation project.

Method/Activities/Techniques

The resource was informed by learning from several previous projects. Training courses have been run for staff to become confident using it and build their skills in supporting people with learning disabilities should disclosures arise. Staff are evaluating the use of the resource in their work settings.

Results/Findings

As at March 2015, 67 people have been trained. We are currently evaluating the use of the resource in different settings. Initial evaluation indicates that the framework allows people with learning disability discuss issues that might not otherwise be explored, which leads to a safer and more protective environment.

Conclusions

A practical resource has been produced that allows staff to discuss issues in a way that promotes quality communication and improves information gained. It also enables people with a learning disability permission to talk about things that they might not otherwise voice. This is inherently protective.

Poster | General session level

Age Group:

- Adolescent
- Adult

Interest:

- Adult
- Transitions

Contact: Lois Cameron
lois@talkingmats.com

Session P.03 Poster

Exhibition Hall

Bibliometric Analysis of the Scientific Production On AAC: A survey in Scopus database

Simone Krüger
(Tuiuti University of Paraná, Brazil)

Ana Paula Berberian
(Tuiuti University of Paraná, Brazil)

André José Ribeiro Guimarães
(Federal University of Paraná, Brazil)

Gregor Renner
(Catholic University of Applied Sciences, Freiburg, Germany)

Summary:

The objective of this study is to assess the use and acceptance of the 'AAC' term in studies published in international journals in the field of AAC, as well as to attain a comprehensive overview of the publication output in the international literature on AAC.

Method/Activities/Techniques

The analysis was based on the bibliometric method, which allowed us to quantify scientific production and dissemination of knowledge both qualitatively and statistically. For this, the Scopus database was employed as a relevant search engine for scientific papers related to AAC.

Results/Findings

Since 1994, the use of the term 'Augmentative and Alternative Communication (AAC)' prevails, as suggested by the committee responsible for the standardization of the terminology to be used in the area. There was an upward trend in the number of papers on AAC which points to the relevance of the topic. Furthermore, it was possible to identify the predominance of the United States as the country with the highest number of publications on the topic, with such publications concentrated in the areas of medicine and other health-related fields. AAC is also viewed as a relevant resource for the learning process, and publications where the subject matter is learning, yielded fourth place in relevance.

Conclusions

There has been verified an international acceptance of the AAC terminology. The majority of the scientific production on AAC is concentrated in health-related fields.

Poster | General session level

Age Group:

- Adult

Interest:

- Further/Higher Ed.

Contact: Simone Krüger
simonekrueger@hotmail.com

Session P.04 Poster

Exhibition Hall

The Lanarkshire AAC Partnership

Pauline Downie
(NHS Lanarkshire)

Ailsa Adams
(NHS Lanarkshire)

Dawn Cunningham
(North Lanarkshire Council)

Irene Houston
(South Lanarkshire Council)

Pauline McCartan
(HOPE for Autism)

Summary:

A Scottish Government initiative to improve the services for people who use AAC commenced in 2012 with three years of funding. The vision was for a country where "People who use AAC are included, free from discrimination, and live in an environment that recognises their needs and adapts accordingly". Our aim was to realise this vision in Lanarkshire.

Method/Activities/Techniques

A stakeholder event was held in April 2013 with representation from both local authorities, NHS, the third sector and people who use AAC and their families. From this event, the Lanarkshire AAC Partnership was formed. A steering group ensured equitable allocation of funding and a part-time post was funded for the project work to be carried out.

Results/Findings

We now have: a successful partnership working (20 joint projects completed across Lanarkshire); better access to AAC equipment; local specialist assessment; and a new pathway to access multiagency AAC services, developed in consultation with people who use AAC.

Conclusions

We have improved the quality of life for people who use AAC. We have more integrated, collaborative working with clearer pathways, roles, and responsibilities for workers. The Lanarkshire AAC Partnership will continue to raise awareness through our awareness-raising Campaign and work towards achieving the Vision.

References

- The Scottish Government (2012) A Right To Speak: Supporting Individuals who use

Monday - Posters

Augmentative and Alternative Communication

- www.nowhearme.co.uk
Poster | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Pauline Downie
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Session P.05 Poster

Exhibition Hall

Practical Implications to Think About when Building a Bilingual Symbol Dictionary

EA Draffan

(University of Southampton)

Amatullah Kadous (Hamad Medical Corporation, Qatar)

Amal Idris (Hamad Medical Corporation, Qatar)

Nadine Zeinoun (Qatar Assistive Technology Center)

Mike Wald

(University of Southampton)

Nawar Halabi

(University of Southampton)

Summary:

The aim of this paper is to highlight some of the issues that may arise when developing a bilingual lexicon with symbols for AAC users and to provide some practical solutions based on experience gained whilst developing an online Arabic/English symbol dictionary.

Method/Activities/Techniques

The research undertaken involved a participatory approach to data gathering for individual core vocabularies with the use of social media and bespoke applications to share culturally acceptable symbols in the two languages alongside definitions, parts of speech, symbol categories and additional metadata supporting the linked data.

Results/Findings

The most important findings have been the results from participants' symbol voting and the linguistic experts' comments related to accurate lexical representations. The latter has impacted on the layout of the dictionary, in particular for grammar and syntax to encourage the development of literacy skills for AAC users

Conclusions

Findings showed symbol acceptance was linked not only to culture and iconicity but also to the representation of a part of speech, tense and gender. The latter has impacted on the way words and word phrases are listed as lexical entries with metadata. Producing matches between word types making up the languages' core vocabularies has been difficult, making an Arabic/English symbol dictionary for AAC use a challenge.

Poster | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult

Contact: EA Draffan
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Monday - Posters

Session P.06 Poster

Exhibition Hall

My First Symbols: A support pack for early aided communication

Kate Holloway
(The Holway Centre)

Summary:

'My First Symbols' is a pack which includes information and resources to help support professionals working with families with children who have complex communication needs (CCN). It is meant as an aid for those who want to know what early steps can be taken to help children who are not developing speech. The pack was put together after a series of meetings and discussions among a variety of professionals who work in Somerset as well as parents. The aim was to provide ideas and suggestions for introducing symbols to young children that would be accessible and easy to use and help bring about some consistency across the county.

Method/Activities/Techniques

There were several meetings to look at appropriate vocabulary and symbol systems, and a basic literature search was conducted.

Results/Findings

Two training sessions were undertaken with some very positive feedback. The ideas of how to introduce and use the core vocabulary, how to present the symbols and how to teach them in everyday situations have been found to be useful.

Conclusions

This document is helping give confidence to those working with young children with CNN, in developing a child's communication skills beyond choice making.

Poster | General session level

Age Group:

- Child

Interest:

- Primary school
- Special school

Contact: Kate Holloway
kholloway@somerset.gov.uk

Session P.07 Poster

Exhibition Hall

Establishing an Outcome Measure for a Specialist Children's Augmentative and Alternative Communication Service

Helen Currie
(University College London)

Summary:

This paper aims to create an outcome measure for a specialist Augmentative and Alternative Communication Service based on parent's perceptions and experiences using the service.

Method/Activities/Techniques

Parents of children seen by the service for specialist assessment and advice were interviewed by phone. They rated whether their questions for the team were answered and discussed influencing factors. The factors were used to interview one parent as a single case study to further explore these issues. The service was also interviewed to establish their perspectives on these issues.

Results/Findings

There was 75% agreement with parents and the service on whether referral questions had been answered or not. The type of referral questions that parents asked the team did not have an influence on their rating. Influencing factors on ratings were: parent's prior knowledge and experiences, parent's expectations and what they gained from the session. Parents may be on an ongoing journey of learning and discovery and parent outlook and attitude is very important in ensuring positive outcomes. There is huge variation in parents' needs and referral questions.

Conclusions

'Suggestions are made for how best to record outcome measures for The Service.

Poster | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school • Secondary school • Special school • Transitions

Contact: Helen Currie
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Session P.08 Poster

Exhibition Hall

What can I do to support literacy using a NOVA chat?

Meghan Conover (Saltillo Corporation)

Summary:

"But my student can't talk, how do we expect them to read and write?!" Can an AAC device really assist in developing literacy? Communication and literacy are directly connected. By increasing the skills for one, we enhance the learning for the other skill. In this presentation, learn about features of the NOVA chat that will increase the use of the device in an academic environment.

Method/Activities/Techniques

Using keyboards, story templates and core vocabulary we will explore ways for students to develop writing skills, engage in shared reading and expand vocabulary.

Results/Findings

Specific software features in an AAC device can help expand the students' literacy skills in the classroom by providing access and motivation.

Conclusions

Students using AAC devices can often be successful in a one on one therapy environment but trying to integrate the device into an academic setting can be difficult. Using additional software tools can be helpful in increasing the use of AAC devices in this environment.

Poster | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Special school
- Transitions

Contact: Meghan Conover
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Monday - Posters

Session P.09 Poster

Exhibition Hall

Knowledge exchange opportunity for people who use AAC and SLT students

Amanda Hynan
(Leeds Beckett University)

Andrea Kirton
(Barnsley NHS Foundation Trust)

Summary:

Leeds Beckett University and Barnsley NHS Assistive Technology Service are collaborating to run an AAC-focused module as part of the BSc Speech and Language Therapy (SLT) course in Spring 2016. This presentation will provide information about the module and discuss the involvement of people who use AAC and students in the planning and development process.

Method/Activities/Techniques

The project will still be in development but the module plans to link people who use AAC and students together via internet-based video link and face-to-face meetings to carry out structured activities to support the communication skills and knowledge of both the students and people who use AAC.

Results/Findings

Outcomes will be measured post module via online discussion forums and semi-structured face-to-face interviews with students and people who use AAC to explore perceptions of value, skill development, technical insights and module improvement suggestions.

Conclusions

It is believed the project will be a valuable opportunity for knowledge exchange between SLT students and people who use AAC. It will also provide education and healthcare services with exploratory information about internet-based teaching and service delivery. The paper should be of interest to people who use AAC, educators, clinical staff and students.

Poster | General session level

Age Group:

- Adult

Interest:

- Further/Higher Ed.

Contact: Amanda Hynan
a.hynan@leedsbeckett.ac.uk

Session P.10 Poster

Monday 11.15-16.30

Exhibition Hall

Communicating Together: Feedback from an AAC communication therapy group

Ria Bayliss
(Cardiff Metropolitan University)

Oliver Lee
(ABM University Health Board)

Summary:

The AAC communication group was a collaboration between the SLT departments at Cardiff Metropolitan University and ABMU Health Board. The overall aim of the group was to develop and then run a communication therapy group for Adults with a Learning Disability which focused on the development of both low and high-tech AAC skills. This was an initial pilot to assess the feasibility and benefit of such a group. The aims of the group included: 1. To increase the clients understanding of symbols and their ability to use and differentiate between two different symbol systems for communication. 2. To increase the client's confidence with using various forms of alternative and augmentative communication to support with a range of communication functions. 3. To give the clients the opportunity to use an iPad / Tablet with communication software to support communication.

Method/Activities/Techniques

Five participants were selected who had an identified difficulty with expressive communication alongside their learning disability. The group ran twice weekly for 4 weeks. The participants attended sessions with support workers and with family members to increase communication partner understanding of AAC.

Results/Findings

All participants showed progress in their use of AAC as a means of expression across a broad range of functions of language. These outcomes were measured against several Speech and Language Therapy outcome systems as well as through more qualitative processes.

Conclusions

The pilot demonstrated the value of Speech and Language therapy groups focusing on supporting the development of skills in AAC for adults with a learning disability.

Poster | General session level

Age Group:

- Adult

Interest:

- Special school
- Further/Higher Ed.
- Adult

Contact: Ria Bayliss
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Session 2 starts on next page...

Monday Before Lunch

Session 2.1

Research Stream
Monday 12.00-12.45
Room 1.08, Parkinson

Relationships between Adults' Recasts and Children's Language Use in AAC Mediated Interactions

Michael Clarke
(University College London)
Gloria Soto
(San Francisco State University)

Summary:

This paper will present findings from a qualitative analysis of clinicians' use of recasts in structured conversation with children using AAC. In particular, we will examine the types of recasts used by clinicians, links between the child's contribution and the design of the recast, and how the child treats the adult recast.

Method/Activities/Techniques

The study involved a secondary analysis of a corpus of existing data. The data was collected as part of project investigating the effects of conversation-based intervention on the expressive vocabulary and grammatical skills of children who use AAC. This qualitative analysis drew on the principles of conversation analysis to analyse sequences of turns that incorporated an adult turn designed as a possible recast.

Results/Findings

Clinicians' recasts took recognisable and recurring forms that typically involved the use of strong vocal contrast to emphasize a specific part of the child's prior contribution that was deemed missing or inaccurate. Children responded variously to the recast, sometimes redesigning their prior turn, and sometimes treating them as a request for confirmation of the content of their prior turn.

Conclusions

A complex relationship exists between the design of recasts, demands of AAC use, pervasive characteristics of AAC interactions, and language learning opportunities for children using AAC.

Research Stream | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school

- Secondary school
- Special school
- Further/Higher Ed.

Contact: Michael Clarke
m.clarke@ucl.ac.uk

Session 2.2

Education Stream
Monday 12.00-12.45
Room LG.15, Michael Sadler

Responding to the New National Curriculum: Adapting the curriculum for AAC users

Marion Stanton
(CandLE Ltd)
Saffron Murphy-Mann
(CandLE Ltd)

Summary:

There are many 'off the shelf' programs and pieces of software that aim to support the curriculum but we need to support an AAC user to access the plan that the teacher made for that day. No pre-programmed software will meet this need. It is therefore essential that some principles are developed that ensure that AAC users have appropriate access to the curriculum. This session will examine the new national curriculum as it relates to the teaching of English and Maths and other subjects and relate the desired outcomes at various year levels to those we should be seeking for students who rely on AAC. The use of specialist software that is generally used to support communication will be explored in regard to curriculum access as will a range of other software and hardware supports.

A key message of this presentation is the importance of access.

The requirement to ensure that we reduce the effort that a student needs to expend in order to respond in their learning is paramount. Ways of tailoring lessons, adapting resources and making the best use of hardware and software will be explored.

Method/Activities/Techniques

This presentation is based on two teachers' experience (one of whom has worked in the field for 22 years) of advising in mainstream and special education supporting students with complex need to access learning.

Results/Findings

There is not one ideal technological solution for access and each student's access needs are unique to them. This means that 'off the shelf' solutions may not be meeting needs. We have also found that the use of communication software can also serve educational needs, sometimes more effectively than

Monday Before Lunch

specialist education software. This is mainly because of the sophistication of the access and editing flexibility.

Conclusions

One size does not fit all. It is essential that each student's individual access needs are a primary concern. Once this is optimised, new national curriculum outcomes for students who rely on AAC may improve.

Education Stream | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Transitions

Contact: Marion Stanton
info@candleaac.com

Session 2.3

Monday 12.00-12.45

Room 10.05, Social Sciences

Supporting the Communication of Ventilated Patients in an Intensive Care Unit

Linda Page
(NHS Ayrshire and Arran)
Nina McGinley
(NHS Ayrshire and Arran)

Summary:

Intensive Care Unit (ICU) staff at University Hospital Crosshouse recognised a need to improve communication with ventilated patients in the unit, as communication difficulties were having a negative impact on some individuals. This paper will outline the improvements in patient care made through joint working of staff in ICU and SLT.

Method/Activities/Techniques

A literature review was undertaken to look at approaches to supporting patient's communication in ICU. Questionnaires were distributed to ICUs across Scotland as well as to staff in the unit. Next, the authors pooled their knowledge and experience of their respective fields in order to identify resources and strategies to implement in the ICU Unit. This resulted in the development of low-tech AAC resources to be trialled and the roll-out of a staff education package.

Results/Findings

As a result of this joint work between SLT and the ICU Unit, there are now low-tech AAC resources available at every bedside, with staff trained in how to support their patients to communicate using them. The use of an electro larynx in the unit has also been introduced.

Conclusions

The availability of the low-tech AAC resources within the unit is having a positive impact on patients and is part of the 'Big Unit Aim' to improve person centred care.

Practice Report | General session level

Age Group:

- Adult

Interest:

- Adult

Contact: Linda Page
linda.page@aapct.scot.nhs.uk

Session 2.4

Monday 12.00-12.45

Room 10.06, Social Sciences

Introduction to Litigation in Case of Medical Negligence

Denise Stephens

Summary:

This presentation will give a brief introduction to litigation in case of medical negligence. There will be examples of some of the negligence cases which have enabled AAC use for families as well as the services that an award can help a family to access.

I will introduce some thoughts on how important it is that all students have access to good services, whether or not they have achieved awards, and the legal work done in obtaining tribunal rulings to ensure that a bench mark is achieved for good practice. Information about how families can contact appropriate solicitors to find out if they might be eligible to take a case forward will be given.

Tutorial | General session level

Age Group:

- All Ages

Contact: Denise Stephens
denise.stephens@shoosmiths.co.uk

Monday Before Lunch

Session 2.5

Monday 12.00-12.45

Room LG.19, Michael Sadler

Ask and I'll Tell You: Involving children in the evaluation of devices

Seray Ibrahim

(Whittington Health NHS Trust)

Dr. Michael Clarke (Developmental Science Dept, UCL)

Dr. Duncan Brumby (Interaction Centre, UCL)

Summary:

This paper will present:

- (i) findings from a qualitative study of childrens' views concerning the design of their current grid based AAC systems compared with new visual scene display systems, and
- (ii) reflections on the process of using children as design informants.

Method/Activities/Techniques

Five children with severe speech and physical difficulties were interviewed on four occasions using direct questioning, indirect questioning and demo software trial sessions. Fictitious vignettes were used to elicit ideas about how another child may respond in a similar situation. All sessions were video recorded, transcribed and analysed using the principles of thematic analysis.

Results/Findings

Children expressed clear opinions about their current AAC devices and were reluctant to criticise them. Their opinions were grouped into the themes; motivation and ownership; holding mixed views; their impact on participation and negative aspects. Children also shared wider views about their AAC systems, namely that their devices were just one part of their total communication system. The project also highlighted some considerations for seeking honest and representative opinions from children with complex communication needs.

Conclusions

Children with severe speech and physical impairments can and should be involved in the design and evaluation of computer systems that they rely on for communicating with others. Interview methods can greatly impact on what users share.

Research Stream | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.

Contact: Seray Ibrahim
seray.ibrahim@nhs.net

Session 2.6

Monday 12.00-12.45

Room G.37, Baines Wing

How I fought depression and anxiety to enjoy my life again

Christopher Ingleby

Summary:

I would like to inspire others by sharing my experiences and what I have learned from overcoming my depression and panic attacks that intensified in recent years. I would like to share my journey, what I have been through, how I have worked on my challenges and how it improved my life as a result.

I have worked with a number of therapists on learning how to manage my own emotions. My life has significantly improved as a result.

Personal Experience | Introductory session level

Age Group:

- Adolescent
- Adult

Interest:

- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Christopher Ingleby
inglebyb@gmail.com

Monday Before Lunch

Session 2.7

Monday 12.00-12.45

Room LG.10, Michael Sadler

Developing a Communication Accessible School

Rosie Clark (Woodlands School)

Summary:

This case study aims to show how the introduction of the PODD communication system, used as part of a toolkit in a total communication approach environment, has enabled us to strive towards becoming a communication accessible school.

Method/Activities/Techniques

PODD was introduced alongside existing communication methods used in the school. Over the last two years, staff training, parent training and increased successes by pupils has supported a shift in attitudes and expectations. The introduction of individual PODD communication books, staff group books and high tech PODDs have supported staff and parents to provide aided language stimulation across the whole school day and in the home environment.

Results/Findings

The availability of symbolic language across the school through books and aided language displays (ALDs) has ensured that staff and peers are able to model language for AAC users. There is an acceptance across the school that AAC is 'what we use here'. There has been a shift in attitudes and expectations that pupils can and will learn to communicate at whatever level they can. Pupils who had been exposed to a range of simplified communication systems with limited success are now starting to show progress using PODD and ALDs.

Conclusions

In combination, these things have led to the school becoming more 'communication accessible' to all pupils. There are still lots of areas to improve on and these will be described further.

Education Stream | General session level

Age Group:

- All Ages

Interest:

- Primary school • Secondary school • Special school • Further/Higher Ed. • Adult • Transitions

Contact: Rosie Clark

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Session 2.8

Monday 12.00-12.45

Room 10.09, Social Sciences

Employing Communication Access Assessors and Educators: Our best move yet!

Denise West

(Scope Victoria, Australia)

Brett Reynolds

(Scope Victoria, Australia)

Barbara Solarsh

(Scope Victoria, Australia)

Summary:

Communication access means that everyone can get their message across. "Communication access occurs when people are respectful and responsive to individuals with communication disabilities, and when strategies and resources are used to support successful communication" (Communication Resource Centre, Scope, 2013). This paper will describe and outline Scope's Communication and Inclusion Resource Centre's journey to employ (and pay), in an open employment market, people with disabilities as assessors, educators and mentors.

Method/Activities/Techniques

We developed accessible position descriptions; information sessions were held for people interested in positions; modified recruitment, induction and training programs were developed; we identified necessary work adjustments and support required in the workplace; we developed individualised work agreements as well as resources and strategies to assist employees.

Results/Findings

There was an increase in community awareness of AAC. Evaluation of education sessions by participants indicate that training delivered by a presenter with a disability was one of the most valued components. The opportunity to meet and communicate with someone who used AAC was rated highly by participants. Educators and assessors report an increase in confidence, social networks, financial status and self-worth.

Conclusions

Disability community education programs must be delivered by people with disabilities. It is a successful strategy that results in positive outcomes in the areas of attitude, knowledge and skills of communities. Educators and assessors report an increase

in confidence, social networks, financial status and self-worth.

Practice Report | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Denise West

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Monday Before Lunch

Session 2.9

Monday 12.00-12.45
Room 10.09, Social Sciences

Engaging Local Commissioners in Establishing and Developing AAC Services

Anna Reeves (ACE Centre)
Martin Fisher (ACE Centre)

Summary:

To inform on how ACE Centre, as an NHS England specialised AAC service, is supporting local teams with information and training to jointly deliver an effective, holistic and funded service.

Method/Activities/Techniques
ACE Centre has been engaging local commissioners in order to raise awareness of the new NHS England specialised AAC commissioning arrangements and to highlight the need for jointly commissioned local AAC services and provision. In addition, training materials are being developed in order to support the assessment knowledge and skills of local AAC professionals and services

Results/Findings
There is considerable variability in the range of local AAC expertise, capacity and provision across the specialised commissioning regions that ACE Centre has been commissioned by NHS England to deliver specialised AAC services. The timely implementation of SEND Reforms has assisted in the engagement of local commissioners as the need to establish and develop local AAC service provision coincides with the expectation on commissioners to implement joint commissioning arrangements

Conclusions
Equitable access to AAC provision is improving and opportunities now exist to articulate the level of need for AAC and the impact it is having as access to national data improves, models of service provision are being shared and cooperation and collaboration between services, suppliers, commissioners and people who need and use AAC is increasing.

References

- www.communicationmatters.org.uk/sites/default/files/downloads/standards/...
- www.fastuk.org/pagedocuments/file/AAC%20Report%20Final.pdf

Practice Report | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Anna Reeves
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Monday After Lunch

Session 3.1

Research Stream
Monday 14.00-14.45
Room 1.08, Parkinson

Implementation of the UN Convention in Education in Germany from Parents' Viewpoint

Prof. Gregor Renner
(Catholic University of Applied Sciences, Freiburg, Germany)

Summary:

The convention on the rights of persons with disabilities of the United Nations targets a comprehensive equality and inclusion of persons with disabilities. For education this can be interpreted as the joint learning of children with and without disabilities and the abolition of special schools. The aim of this study was to assess the view of parents with children with complex communication needs on the implementation of the convention.

Method/Activities/Techniques

A phone survey with 32 parents was conducted, including questions about the child, the attitude towards inclusion and the convention.

Results/Findings

Children with complex communication needs are rarely in regular schools in Germany. Parents mostly agree with the idea of inclusion, but express strong reservations ("I cannot imagine this would work for my child"). For inclusion there is a considerable need for change of regular schools. Regular schools have little experience with this target group.

Conclusions

There is a need for: model projects for inclusive education in cases of severe and multiple disabilities; accompanying research; instruments for monitoring the assessment of stakeholder views; evaluation of different models of inclusion; and research on inclusion and AAC in other life areas and/or for other articles of the convention.

Research Stream | General session level

Age Group: Child • Adolescent

Interest:

- Primary school • Secondary school • Special school
- Further/Higher Ed.

Contact: Prof. Gregor Renner
gregor.renner@kh-freiburg.de

Monday After Lunch

Session 3.2

Education Stream
Monday 14.00-14.45
Room LG.15, Michael Sadler
**Integrating AAC and AT into
the Classroom:
Course overview**

Nicole Tumber
(Kent & Medway CAT Service)
Heather Bovingdon
(Kent & Medway CAT Service)
Claire Riches
(Kent & Medway CAT Service)

Summary:

As part of our on-going service evaluation (Kent & Medway Communication and Assistive Technology Service) we have identified the need to provide more focused support and training relating to the integration of AAC in the classroom. This has given rise to a training course entitled Integrating AAC and AT in the Classroom. This paper will provide an overview of this training course, and how it evolved into being. Method/Activities/Techniques The training course provides hands-on sessions with communication devices in order to experience how these systems feel for the users. We also reflect on how users may learn their communication package through explicit teaching, modelling and exploration. We look at how this may be facilitated in a range of social and curriculum based activities throughout the school day.

Results/Findings

The course has received positive feedback from participants; they have stated that they now feel better equipped and more confident in using a range of ideas and activities to promote the use of AAC throughout the course of a school day.

Conclusions

We will continue to refine and develop this course in response to the specific needs and requests of teaching staff.

Education Stream | General session level

Age Group:

• Child • Adolescent

Interest:

• Primary school • Secondary school • Special school • Further/ Higher Ed.

Contact: Nicole Tumber
nicole.tumber@kent.gov.uk

Session 3.3

Monday 14.00-14.45
Room 10.05, Social Sciences
**ITEC (Intelligent Technologies
to Empower Communication)
- Using Tablet Devices
to Support Adults with
Communication Difficulties**

Helen Whittle (Manchester
Metropolitan University)
Claire Hamshire (Manchester
Metropolitan University)
Julie Lachovic (Manchester
Metropolitan University)
Hannah Palin (Manchester
Metropolitan University)

Summary:

We aim to inform the audience about the ITEC (Intelligent Technologies to Empower Communication) project at Manchester Metropolitan University. This innovative project has involved many children and adults with a range of communication impairments in assessing and evaluating a range of apps on tablet based devices. This presentation will focus on the adult strand of this research project. Method/Activities/Techniques All project participants have had an opportunity to trial the apps and tablet devices. All the project resources were produced as a result of this feedback are therefore very much based in the real experience of those participants.

Results/Findings

The project resulted in the production of a number of resources. These will be outlined during the presentation and include: assessment framework for tablet management with the identified groups; guidance on how to evaluate tablet based apps appropriately and select those that can be used to meet specific needs; an app evaluation tool and best practice model; guide on accessibility for tablet devices; a series of individual case studies involving tablet devices; and a project website with guidance on tablet usage and a directory of apps for use with children and adults.

Conclusions

The outcome of the project will be more standardised practice relating to the use of tablets and apps leading to a common understanding and consistent assessment and treatment of those

with communication impairments.

References

- Department of Health (2014) Embedding informatics in clinical education (eICE) [online] available at: www.eiceresources.org/ (link is external) (accessed 17 June 2014)
- Health Education England (2014) Framework 15, Health Education England Strategic Framework 2014-2029

Practice Report | Introductory session level

Age Group:

• Adult

Interest:

• Further/Higher Ed.
• Adult

Contact: Helen Whittle
h.whittle@mmu.ac.uk

Monday After Lunch

Session 3.4

Monday 14.00-14.45

Room 10.06, Social Sciences

Film as an Augmentative Tool for Storytelling

Mascha Legel
(Radboud University, Netherlands)

Jelle van Kleef
(University of Dundee)

Summary:

To present a research project My Film, My Story in which an innovative interdisciplinary method has been developed using self-created film, by children and young adults with Complex Communication Needs (CCN), for the purpose of sharing daily personal narratives.

Method/Activities/Techniques

Film as Observable Communication (FaOC) is a method in development, which is being validated through practical implementation. In the project My Film, My Story, children and young adults with CCN learned how to make films of daily life events, for the purpose of telling their story with the assistance of their film. The FaOC-method has been developed and validated in parallel to this project "My-Film, My-Story" as part of a research project at Radboud University in collaboration with University of Dundee.

Results/Findings

The first results demonstrate the enjoyment enjoyed by the children and their communication partners when relating personal narrative using the children's self-created films. Conversations using film were more extended than those without film with more topics and themes being observed.

Conclusions

An interdisciplinary approach, merging AAC and Visual Anthropology, can create new enjoyable activities and communication methods for children who use AAC. The knowledge of Visual Anthropology can be used as practical guide to use film as assistive tool in daily personal narrative and has benefits in supporting expressive-language-learning.

Research Stream | Introductory session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school
- Special school
- Transitions

Contact: Mascha Legel
mascha@etnosfilm.nl

Session 3.5

Monday 14.00-14.45

Room LG.19, Michael Sadler

PIP: a holistic approach to working with children and young people who use AAC

Lois Cameron (Talking Mats)

Sally Boa (Talking Mats)

Summary:

'Promoting Inclusion and Participation' (PIP) is an on-line AAC resource designed to help professionals take a holistic approach to working with children to support their wellbeing.

Method/Activities/Techniques

Three frameworks underpin the practice: International Classification of Functioning, Disability and Health; Janice Light's Communicative Competencies; and Getting It Right For Every Child wellbeing indicators. These are brought to life in a series of DVD vignettes which tell the stories from the perspective of the child and those involved with the child about the impact of AAC on the child's day to day life

Results/Findings

PIP is a theory-based resource for the AAC team to encourage reflection and discussion about their interventions. Each section of the resource section is in three parts: Discussion and reflection; Applying theory to practice; Key things to think about.

Conclusions

This resource will help AAC practitioners understand the role that collaboration and involvement play in delivering outcomes; apply a holistic approach to assessment, implementation and review which places the child at the centre; recognise that as the child develops, so the level of different team member's involvement ebbs and flows; and apply an outcomes-focussed approach which is guided by what (and how) the child or young person wants to communicate.

References

- J Light & D McNaughton (2014) Communicative Competence for Individuals who require Augmentative and Alternative Communication: a new definition for a new era of communication? AAC, 30(1), 1-18
- World Health Organisation (2007) WHO ICF for Children &

Monday After Lunch

Youth. (ICF-CY). Geneva, World Health Organisation

- Scottish Government (2010) A Guide to Implementing Getting it Right for Every Child. The Scottish Government

Tutorial | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school
- Special school
- Transitions

Contact: Lois Cameron
lois@talkingmats.com

Session 3.6

Monday 14.00-14.45

Room G.37, Baines Wing

My Communication Journey: The highs and lows, and my work with 1Voice

Helen Michelle Quiller

Summary:

I will share my communication journey and experiences covering the highs and lows that I have been through and some of the battles that I have had to get my AAC needs met through the system.

Method/Activities/Techniques

My presentation covers the story of my communication journey and the huge progress and changes in technology during the last 30 years that have helped and improved my potential and ability to communicate with the outside world. From early beginnings of simple 'Yes', 'No' questions to Bliss boards, Possum typewriter, new styles of larger accessible keyboards to the constantly changing world of high end communication devices. Of course, along the way there were many people that helped, from family members, school staff, specialists etc.

As my communication needs were being addressed, there was also the aspect of how I wished to live. With the power of communication I was able to state my wish to live independently. Moving from care home settings, into my own home with personal assistants to support me, provided its own ups and downs, highs and lows.

Once settled into the home life I desired, I began looking outward to find ways of interacting further with society. The charity 1Voice - Communicating Together was brought to my attention.

Results/Findings

I think my communication journey has been made much easier because of all the advances in technology that have happened in the last 30 years. However having the knowledge and ability to access this technology and constantly having to fight the system to obtain it through funding and resources can be an extremely lengthy process, which my parents and I have had to go through many times.

Conclusions

I think that people in a similar situation to me should always get proper support to access and obtain the assistive technology that they

need and deserve to enable them to communicate with the outside world.

Personal Experience | Introductory session level

Age Group:

- Adolescent
- Adult

Interest:

- Secondary school
- Special school
- Further/Higher Ed.
- Adult • Transitions

Contact: Helen Michelle Quiller
helenquiller@hotmail.com

Monday After Lunch

Session 3.7

Monday 14.00-14.45

Room LG.10, Michael Sadler

Teaching With Core Words: Do even more with core

Jennifer Marden (AssistiveWare)

Summary:

Core word AAC systems are designed based on research which shows a relatively small number of words make up most of what we say. Core word systems share a common philosophy that if a person is given quick access to the words he will need most often, his communication will be more efficient, flexible, and effective. This session builds on a session from CM2014 which presented an overview of research on core words for AAC system design, and resources available for teaching core words for communication and curriculum. This year's session will briefly review core word research, and then delve in greater detail into teaching techniques that all students can access to improve their ability to communicate expressively.

Method/Activities/Techniques

Informal review of core word research and compilation of resources available for implementing core word AAC systems and emergent literacy instruction with a variety of individuals.

Results/Findings

Teaching techniques which can be used for any core word AAC system.

Conclusions

Core Word AAC systems can support flexible, effective communication in a wide range of persons who use AAC. Because many of the core words are not 'picturable' nouns, teaching techniques specifically designed for these more abstract words are required.

Practice Report | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school

Contact: Jennifer Marden
j.marden@assistiveware.com

Session 3.8

Monday 14.00-14.45

Room 10.07, Social Sciences

Raising awareness of AAC in Health Care

Gregor Gilmour

Linda Milnes

(School of Healthcare, University of Leeds)

Summary:

To educate children and young people's nurses about AAC and how to communicate with an AAC user from a service user representative perspective.

Method/Activities/Techniques

I was invited by Linda Milnes to the University of Manchester to attend two seminar sessions with second year student nurses. The first one in September 2014 was an informal introduction to help prepare for a presentation in October 2014 on how to communicate with an AAC user.

Results/Findings

The sessions were very well received by the students. One student said "the talk was very informative and gave good insight into differing communication methods which as nurses we should also be aware of and take into consideration".

Conclusions

Linda Milnes writes: The session raised awareness amongst student nurses regarding the reasons why people use AAC to communicate, how they learn to use them and the difference it makes to their ability to communicate. Students had the opportunity to learn about the service user perspective on how to communicate with an ACC user. In the long term this knowledge could support a more patient centred and collaborative approach to health care.

Personal Experience | Introductory session level

Age Group:

- All Ages

Interest:

- Further/Higher Ed.
- Adult

Contact: Gregor Gilmour
gilmog@hotmail.co.uk

Session 3.9

Monday 14.00-14.45

Room 10.09, Social Sciences

Improving Communication and AAC Outcomes within Fife Social Care Community Support Services

Jane Donnelly (FAACT)

Sandra Miller (FAACT)

Iain Rowbotham

(Fife Community Support Services)

Summary:

The aim of the paper is to share the outline, delivery methods and outcomes of a joint venture between the Fife AAC Team (FAACT) and Fife Community Support Service (FCSS) staff to improve communication and AAC outcomes for adults with learning disabilities. The initiative goes under the acronym PAACT - Pathway to AAC and Technology - and was funded by the 'Right to Speak' initiative.

Method/Activities/Techniques

The initiative was informed by an initial audit to identify gaps in staff skills and knowledge around the effect of a learning disability on communication and why AAC strategies could help. As a result, two levels of training were identified, developed and delivered - ownership of which has been given to Fife Community Support Services - and four members from FCSS seconded to take this forward within their service. A third, more specialist level of training will continue to be delivered by FAACT, e.g. communication system specific.

Results/Findings

As a result, appropriate AAC resources/supports were identified and developed to meet the differing needs of Service Users and the quality of communication engagement enhanced for both service user and staff.

Conclusions

We hope that this 'ownership' model of delivery may be used across other similar services to enhance communication outcomes.

Practice Report | General session level

Age Group:

- Adolescent • Adult

Interest:

- Secondary school • Special school
- Adult • Transitions

Contact: Sandra Miller
sandra.miller@fife.gov.uk

Monday After Lunch

Session 4.1

Monday 14.55-15.40

Parkinson 1.08

What's New at Smartbox?

Adam Waits (Smartbox)

Summary:

Come and see the very latest technology from Smartbox:

- Grid 3, a first look at our ground-breaking new software.
- Grid Pad Eye 13, our new large screen solution for eye gaze on the go.
- Grid Pad Rugged 10, our new lightweight tablet device that is fast on the inside, tough on the outside.
- Brainfingers, come and see a live demo of our first ever brain controlled access device.

Adam Waits is Head of Assessment at Smartbox. He will be showing you these exciting new products and explaining how different users can benefit from them.

Age Group:

- All Ages

Interest:

- Special school
- Further/Higher Ed.
- Adult

Contact: Adam Waits

adam@smartboxat.com

Session 4.2

Monday 14.55-15.40

Michael Sadler LG15

Tobii Dynavox - AAC Software

Rob Gregory – Tobii Dynavox

Summary:

At Tobii Dynavox we design our I-Series, PCEye Go and T-Series devices from the “bottom up” to ensure they have all of the features required to make them the world class devices you’d expect. However, the hardware is only one part of the story.

During this session we will introduce you to the most complete range of software within the AAC field. We will take an overview of the very latest developments in Tobii Dynavox Communicator & Compass and show you the features that will help your users of AAC software to excel.

Coupled with the power to track, record and analyse every decision and selection using Gaze Viewer and you have the most powerful AAC solution your devices have ever seen.

Age Group:

- All Ages

Contact: Rob Gregory

rob.gregory@tobiidynavox.com

Session 4.3

Monday 14.55-15.40

Social Sciences 10.05

ModelTalker Voice Banking in Predictable

Matthew Parker (Therapy Box)

Summary:

Therapy Box is an award winning app development company that specialises in communication and therapy apps for people of all ages and abilities. Their aim is to supply the best means of communication possible to customers to enable them to express themselves with their family, friends and colleagues in a whole range of environments. In this seminar Therapy Box will present the latest Predictable release that breaks new ground via the integration of ModelTalker. Implementing ModelTalker voices into usable solutions is a brand new and unexplored field that has wider implications than someone just being able to use an app to communicate. Predictable 4 is the first iOS app to utilise ModelTalker voices for AAC, greatly influencing the lives of those with communication.

Age Group:

- All Ages

Interest:

- Special school
- Adult

Contact: Dan Aldridge

events@therapy-box.co.uk

Monday After Lunch

Session 4.4

Monday 14.55-15.40
Social Sciences 10.06

Consumer Technology, Specialist Application! Why pay over the odds?

Russell Smith (Dad In A Shed)

Summary:

Specialist technology shouldn't be out of the financial reach of everyday users, and as such, Dad In A Shed work with manufacturers of mainstream equipment, and then repurpose and rework it for specialist applications. This session will give you the chance to see some of the new kit in action, you can compare it to the other dedicated, specialist items on the market, and learn about whether adapted technology, rather than dedicated assistive technology is right for you and your users and patients!

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Russell Smith
russell@dadinashed.com

Session 4.5

Monday 14.55-15.40
Michael Sadler LG19

Using Augmentative Reality to enhance symbol based communication

Lee Blemings (Sensory Guru Ltd)

Summary:

Ever worked with a user who struggles to connect real world objects with the symbols in their communication set? For some, grid-based language is a difficult concept to engage with. We are working on using interactive projection of real world objects to help with reinforcement and to accelerate the learning of language.

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Lee Blemings
lee@sensoryguru.co.uk

Session 4.6

Monday 14.55-15.40
Baines Wing G37

Exploring the LAMP Words for Life app with ChatWrap iPad Case

Andrea McGuiness
(Centre for AAC and Autism)

Summary:

LAMP Words for Life app is structured to enable early success and allow the client's vocabulary and communication skills to grow in a way that doesn't require re-learning along the way. Because this is a pre-programmed vocabulary program, Words for Life doesn't require extensive customisation.

Words for Life is designed to meet the communication needs of individuals with autism. Furthermore, it was created to use in conjunction with Language Acquisition through Motor Planning (LAMP), a proven-therapeutic approach that uses consistent motor plans for accessing vocabulary.

We will also be looking at the ChatWrap iPad Case which creates a usable and protective solution for individuals using iPad or iPad mini as an AAC option.

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Andrea McGuiness
andrea@attherapy.co.uk

Monday After Lunch

Session 4.7

Monday 14.55-15.40
Michael Sadler LG10

More than Just a Voice Output Communication Device

Mark Street (Liberator Ltd)

Summary:

This will be an opportunity to look at all of the exciting features available in Liberator Communication Products. Whilst we consider the primary function of an AAC device to be communication, we will be looking at the following; Facebook/Twitter (Social Media), Email, Internet Access, Computer Access, Mobile Phone Integration, Environmental Control and Camera features.

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Mark Street
mark@liberator.co.uk

Session 4.8

Monday 14.55-15.40
Social Sciences 10.07

AAC and Enviro Controls: The Steeper story

Mike Burton (Steeper Group)

Summary:

Steeper's mission is to create turning points that empower patients, customers and our people, globally, by delivering world-leading technologies and products, alongside responsive clinical services, across the fields of prosthetics, orthotics and assistive technology – fundamentally enhancing people's lives.

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Mike Burton
mike.burton@steepergroup.com

Session 4.9

Monday 14.55-15.40
Social Sciences 10.09

Clicker Communicator - a complete iPad communication aid from the makers of Clicker 6

Jordan Butel (Crick Software)

Summary:

Crick Software produces award-winning reading, writing and communication software for children of all ages and abilities. The company's best-known product, Clicker 6, is widely used to provide customised communication grids for pupils with little or no speech.

In this session, Jordan Butel will introduce you to Clicker Communicator, Crick's innovative new communication aid for iPad.

- Perfect for 'on the fly' content creation – set up a new Vocabulary Set in just a few minutes.
- Use the symbols you know – SymbolStix, Widgit and Mayer-Johnson PCS are all available.
- Support all abilities – create anything from simple communication boards for single utterances to complete Vocabulary Sets with a message area.
- Be part of the class – communicating in schools isn't just about wants and needs; it's about actively participating with your peers in the classroom. The curriculum-focus of Crick's picture library helps make this a reality.

Find out more by coming along to this exciting new session!

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school
- Special school
- Transitions

Contact: Jordan Butel
jordan.butel@cricksoft.com

Monday After Lunch

Session 5.1

Research Stream
Monday 16.40-17.25
Room 1.08, Parkinson

Mothers' Views of the Communication Skills of Maltese Children who use AAC

Marica Gatt
(Tizard Centre, University of Kent)

Summary:

The purpose of this research was to explore the current modes of communication of children with complex communication needs (CCNs) as perceived by their mothers. It also examined how children are using their various modes of communication and how their various behaviours are being interpreted.

Method/Activities/Techniques

Mothers of 50 children with complex communication needs (CCNs) were interviewed about the communication skills of their children. A survey design through the use of telephone interviews was undertaken.

Results/Findings

Children with CCNs utilise a wide range of multimodal techniques and communicative functions as part of an AAC system. These were described as used in interactions within the family, educational and community settings. Medium to high tech AAC devices were used less when interacting with familiar communication partners. Mothers expressed preferences for and encouraged unaided means of communication. They reported a varied range of behaviours, ranging from pre-intentional and pre-symbolic behaviour to more symbolic and conventional communication systems.

Conclusions

These findings have implications on how mothers perceive and interpret the various communication modes of their children. It is important that family members are involved in the planning and implementation of intervention programs within the family environment.

References

- Cress, C. J. (2004). Augmentative and alternative communication and language: Understanding and responding to parents' perspectives. *Topics in Language Disorders*, 24(1), 51-61

- Pennington, L., & McConachie, H. (1999) Mother-child interaction revisited: Communication with non-speaking physically disabled children. *International Journal of Language & Communication Disorders*, 34(4), 391-416
- Stephenson, J., & Dowrick, M. (2005) Parents' perspectives on the communication skills of their children with severe disabilities. *Journal of Intellectual and Developmental Disability*, 30(2), 75-85

Research Stream | Introductory session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school
- Special school

Contact: Marica Gatt
mg423@kent.ac.uk

Session 5.2

Education Stream
Monday 16.40-17.25
Room LG.15, Michael Sadler
Getting AAC into EHCPs, by Hook and Crook: By Hub and Spoke?

Chris Sherlock, Heather Hallett and Kay Jones

Summary:

The Children and Families Act 2014 has introduced the SEND (special educational needs and disability) reforms and Education Health and Care Plans (EHCPs) in England. These replace the previous 'statementing process'. We have been trying to work out how, with limited resources, to get AAC in to the EHCPs of the children and young people we see and to use this to influence provision and outcomes.

Method/Activities/Techniques

We will review the legislation, guidance and intended pathway through the process. We will share and signpost to what we have found helpful, such as training, advice, guidance and templates. We will give perspectives from colleagues who are not SLTs. We will discuss how we might develop our working to more fully gather and put centrally the voice of the child/young person and parents.

Results/Findings

We have limited experience to date but we will discuss what we have tried, the challenges and compromises we have made. We will share how we are working to improve what we do in a challenging context. We will ask participants to contribute to the discussion.

Conclusions

We will show how we have evolved with the process and continue to evolve.

References

- Children and Families Act 2014, www.legislation.gov.uk/ukpga/2014/6/contents (link is external), accessed 9.4.15
- "SEND Reforms: and introduction for SLTs" 26.1.2015, RCSLT webinars, www.rcslt.org/news/webinars/rcslt_webinars (link is external), accessed 26.1.5 and 9.4.15

Practice Report | General session level

Age Group:

- Child

Monday After Lunch

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Transitions

Contact: Chris Sherlock
christinesherlock@nhs.net

Session 5.3

Monday 16.40-17.25

Room 10.05, Social Sciences

Keep your Voice as Synthetic Speech for Use on Your Assistive Device

Nicolas Mazars (Acapela Group)

Paolo Leva (Acapela Group)

Antoine Kauffeisen
(Acapela Group)

Summary:

Voice is a strong part of anyone's identity that does not need to be lost after losing the ability to speak. We will illustrate the benefits for users who are about to lose their voice in retaining their voice as full synthetic speech and then having the voice available for integration on the user's own AAC devices.

Method/Activities/Techniques

We researched how to reduce the amount of recordings needed to create a high quality synthetic speech voice to a level that can be handled by laymen. We also found two ways of delivering the voice, one putting emphasis on keeping the original voice timbre intact, one putting emphasis on making a smooth and intelligible voice but still easily recognisable.

Results/Findings

A process for recording, packaging and delivering a personal and unique synthetic speech voice to make it as easy as possible for users to keep a synthetic version of their voice on their own favourite assistive device.

Conclusions

The result is a product called 'my-own-voice' which is now available. We intend to show samples of voices already created by users with ALS and similar conditions, and how this product impacted their life after losing the ability to speak.

References

www.acapela-group.com/voices/voice-replacement

Research Stream | General session level

Age Group:

- All Ages

Interest:

- Primary school • Secondary school • Special school • Further/Higher Ed. • Adult • Transitions

Contact: Paolo Leva
paolo.leva@acapela-group.com

Session 5.4

Monday 16.40-17.25

Room 10.06, Social Sciences

It Talks, Texts and Tweets - but is it interested in my day?

Emily Gabrielle (Liberator Ltd)

Peter Zein

Summary:

In the context of ever increasing technological advances in AAC we can sometimes forget about one of the most powerful features any device needs - a supportive communication partner. We want to spend some time thinking about and reflecting upon the incredible power and influence that both positive and negative communication partner interactions can have upon the success of an AAC device. Through sharing both professional and personal experiences we hope to explore why a communication partner can be so integral to successful, lifelong, AAC use. We want to remind communication partners why they are so important and empower AAC users and their carers to speak up when perhaps they are met with a 'less than helpful' partner

Method/Activities/Techniques

We briefly explored the literature regarding communication partners and interaction / outcomes within AAC. However it was when sharing personal experiences that we found the most powerful evidence of how a particular communication partner can make all the difference (both positive and negative).

Results/Findings

When surrounded by skilled communication partners who encourage and support the AAC user, it is much more likely that the user will experience positive, affirming communication experiences, which in turn encourage future interactions and continued AAC use. Similarly, when communication partners are engaged and enthusiastic it is much more likely that the device will grow with the AAC user as opposed to becoming underused and often (unfortunately) left in a cupboard.

Conclusions

For Emily in particular the thoughts shared during this experience will influence how she supports people who use AAC. It has reinforced for her the importance of ensuring

Monday After Lunch

that people who use AAC have meaningful conversations and interactions which encourage and inspire them to continue doing so for the rest of their lives.

Personal Experience | Introductory session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Emily Gabrielle
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Session 5.5

Monday 16.40-17.25

Room LG.19, Michael Sadler

Evaluating and Monitoring a Communication Environment

Julia Hampson (RNIB)

Summary:

Interacting and communicating with people with a severe communication disability requires communication partners to make specific adjustments to their communication style and give appropriate support to the individual for effective communication. Staff need to be trained and coached in a range of approaches and develop skills to support people's communication needs appropriately.

Method/Activities/Techniques

A communication training programme has been established at RNIB Pears Centre for Specialist Learning. All the young people have severe communication difficulties and a Multi-sensory Communication environment is essential to support their communication needs and develop their communication potentials. It is the staff's knowledge and skills in making adjustments to communication styles, appropriate for each individual, which creates a multi-sensory environment.

Results/Findings

The information gained from the data gives a subjective evaluation of the communication environment that is being provided and identifies areas of training need for the whole staff group and individuals.

Practice Report | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Julia Hampson
julia.hampson@rnib.org.uk

Session 5.6

Monday 16.40-17.25

Room G.37, Baines Wing

How do you think? In words? In pictures? I do it in ideas!

Scott Stack

Summary:

Being a single switch VOCA user means it is difficult to have good conversations with people. And when I was asked the question: "How do you think?", it got me wondering if there was an easier and quicker way, that I can share my thoughts with people. So over the past 18 months, I have been working on making my communication even better. I have been making pre-stored sentences, which I can use whenever I want to. So, I have a choice now - to make my sentences word by word or to use my pre-stored thoughts. I have called them concepts.

Method/Activities/Techniques

I decide what topics I want pre-stored on my device. I write the sentences myself and they are saved onto my device. Then both in my office and at home, I spend hours practising them.

Results/Findings

I have seen good things already from the use of my concepts. And over time, I know that from using them a lot, and increasing the amount I have on my device, will improve my communication even more.

Conclusions

I was scared at the start, when I had to start learning my concepts. But I knew the good it would do for me and my communication, if I worked hard both in my office and at home.

Personal Experience | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult

Contact: Scott Stack
sstack@marjon.ac.uk

Monday After Lunch

Session 5.7

Monday 16.40-17.25

Room LG.10, Michael Sadler

Introducing CommuniKate: The open, transferable, symbol based, page set

Kate McCallum

Joe Reddington (eQuality Time)

Robert Williams

Summary:

CommuniKate is a page set that can be used on any VOCA hardware or software for free. If you want to alter it then you can share your own version without worrying about permissions or fees. It was launched in October and there are teams translating it into languages from Swedish to Urdu. We are going to tell you the story of CommuniKate, why it's needed (Joe), how it was designed (Kate), and what difference it makes (Rob).

Method/Activities/Techniques

We will discuss CommuniKate, who it was designed for, the type of language it contains, and how it can be used. We will talk briefly about the different language translations on offer. We will discuss CommuniKate's uniqueness and why we released it under a Creative Commons Licence using freely licensed symbols.

Results/Findings

We'll inform you what's happened since the launch and discuss plans we have as a consequence of its popularity.

Conclusions

To make AAC truly work for people, we understand that providing the kit is only half the battle. That's why, along with the technical and programming aspects of the project, we hope to provide training, low tech resources and much more.

Personal Experience | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Kate McCallum

communicateuk@icloud.com

Session 5.8

Monday 16.40-17.25

Room 10.07, Social Sciences

Bite-Sized Pieces of AAC Knowledge and Skills: Is the IPAACKS format working for people?

Janet Scott (SCTCI)

Summary:

This presentation provides an update of how IPAACKS has been used and the results of an initial evaluation. The evaluation took place within a year of publication, and as such it reflected people's initial impressions and their early experiences of using IPAACKS.

Method/Activities/Techniques

Three main approaches were adopted in the evaluation process: feedback from workshops; online consultation; and semi-structured interviews.

Results/Findings

The workshops were useful in raising awareness of IPAACKS and how it might be applied in different contexts. Despite being widely advertised, there were only 24 respondents to the survey. Of those, 87% felt that IPAACKS was suitable for their needs. The interviews provided detailed information about how people had used IPAACKS, their perceptions of it as well as useful suggestions for improvement.

Conclusions

IPAACKS is a relatively new resource; however, it has already been used in a variety of different ways, e.g. as a service/departmental tool, by individual workers to identify their strengths and gaps in knowledge and skills as part of a review process, and by some to inform the content of training or education courses. Recommendations for further development and contextualisation of the IPAACKS format have also been made.

References

- NHS Education for Scotland (2014) IPAACKS: informing and profiling AAC knowledge and skills. Available at <http://bit.ly/1eWpQej>

Practice Report | General session level

Age Group:

- All Ages

Interest:

- Primary school

- Secondary school
- Special school
- Further/Higher Ed.
- Adult • Transitions

Contact: Janet Scott

janetscott1@nhs.net

Monday After Lunch

Session 5.9

Monday 16.40-17.25

Room 10.09, Social Sciences

The Development of Specialised and Local AAC Services: An update

Sally Chan (Bristol Communication Aids Service)

Summary:

In April 2013, specialised Augmentative & Alternative Communication (AAC) services were confirmed as 'prescribed specialised services' by NHS England. In April 2014, £15 million per year was identified to be made available from NHS England as convergence funding for developing specialised AAC services. Fifteen services were identified, and have been allocated funding to develop as specialised, or hub, services. Part of the remit of these services is to develop local AAC services, to ensure that everyone who requires an AAC system has access to assessment and provision of equipment, as well as ongoing AAC support. This presentation will describe the process, where we are now, and the way forward. There will be a discussion time for participants to express their views and contribute to the way forward. This has been a very positive period for AAC: an opportunity to build on the enduring work of many who have been able to influence decisions at a political and national level. By raising the profile of AAC through hard work over many years, and reaching out to decision makers, the value of AAC has been recognised and supported by this additional funding - no mean task in the current financial climate.

Tutorial | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Sally Chan
sally.chan@nbt.nhs.uk

Session Meeting

Monday 17.30-18.00

Room 10.06, Social Sciences

Meeting to Propose a Federation on Literacy Teaching of those who have SLCN/AAC Needs

Marion Stanton (Candle Ltd)

Rosie Clark (Woodlands School)

Summary:

A number of organisations, practitioners and researchers have highlighted the need for improvement in the teaching of literacy to students with Speech, Language and Communication Needs (SLCN) including those who rely on Augmentative and Alternative Communication (AAC). A five day intensive literacy course is planned for April 2016 but numbers will be limited and there is a need to disseminate good practice throughout the UK. This meeting will be an opportunity to register your interest in being part of a federation of organisations, practitioners and researchers who want to work together to improve access to literacy.

Contact: Marion Stanton
info@candleaac.com

Tuesday Before Lunch

Session 6.1

Research Stream
Tuesday 09.00-09.45
Room 1.08, Parkinson

Use of Eye-Tracking Technology in Research with Children with Cerebral Palsy: Insights into utility

Tom Griffiths (Great Ormond Street
Hospital / UCL)

Summary:

In recent years, the development of eye-tracking technology (ETT) has allowed more accurate measurement of gaze behaviours. This presentation looks at the use of this technology to gather research data on the visual responses of children with cerebral palsy (CP), particularly with regard to the need for accurate calibration. The paper will also discuss the use of technological and behavioural methods of assessing functional gaze control skills, which are key to effective use of gaze control technology. Although eye-gaze access systems excel at allowing exploration without the need for calibration, accurate calibration is particularly key in research, as results are questionable if such a calibration is not achieved. Preliminary results from our work indicate some children have been able to calibrate and some have not. Factors affecting this will be discussed as part of the session.

Method/Activities/Techniques

Sixty six children with cerebral palsy were presented with a variety of different stimuli on an eye-tracking computer. Response and reaction time(s) were collected by the research team using specialist software. The presenter will also discuss calibration of the device and the challenges that this appears to present to this group of children.

Results/Findings

The session will provide some preliminary quantitative data to demonstrate the utility of the technology with this group and some case examples and videos will be shown to better illustrate points discussed.

Conclusions

Although eye-gaze access systems excel at allowing exploration without the need for calibration, accurate calibration of an eye-tracking system is particularly key in assessment, as results are questionable if such a calibration

is not achieved. Preliminary results from our work indicate some children have been able to calibrate and some have not. Factors affecting this will be discussed as part of the session.

Research Stream | General session level

Age Group:

- Child

Interest:

- Primary school
- Secondary school
- Special school

Contact: Tom Griffiths
tom.griffiths@gosh.nhs.uk

Session 6.2

Education Stream
Tuesday 09.00-09.45
Room LG.15, Michael Sadler

Access to Literacy for the Student who Relies on AAC

Marion Stanton (CandLE Limited)
Rosie Clarke (Woodlands School)
Sarah Smith (Woodlands School)

Summary:

There is not a preferred or recognised approach in the UK to the delivery of literacy education to students who rely on AAC. This is despite at least two decades of research into the literacy learning needs of this group of students. This presentation will examine the problems that AAC users face in learning literacy, including an overview of the research and variety of approaches currently used in the UK. Proposals will be put forward suggesting some practical solutions to the fact that illiteracy rates remain high amongst this group of learners.

Method/Activities/Techniques

Marion and Rosie have many years experience of working with students who have complex needs. Both have spent considerable time examining the alternatives that are available to support literacy learning for this group of learners including attendance at a number of seminars and training courses in the subject, the development of resources and the provision of training.

Results/Findings

We have found that there is a lack of cohesion in the UK with a number of different views being held on the best way forward. Some of these views are polarised.

Conclusions

There is a need for educators to work together better to develop a comprehensive and collaborative approach to literacy teaching for students who have complex needs, which includes students who rely on AAC. Specific proposals will be put forward for a move in the direction of evidence based strategies to increase access to literacy for students who have complex needs.

Education Stream | General session level

Age Group:

- All Ages

Tuesday Before Lunch

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Marion Stanton
marion@candleaac.com

Session 6.3

Tuesday 09.00-09.45

Room 10.05, Social Sciences

Giving Voice: Voice banking, building and reconstruction

Phillipa Rewaj
(University of Edinburgh)

Shuna Colville
(University of Edinburgh)

Christophe Veaux
(University of Edinburgh)

Gergely Bakos
(University of Edinburgh)

Denise Cranley
(University of Edinburgh)

Lynda Smyth
(University of Edinburgh)

Junichi Yamagishi
(University of Edinburgh)

Prof Simon King
(University of Edinburgh)

Prof Siddharthan Chandran
(University of Edinburgh)

Summary:

The onset of speech impairment and reliance on AAC for people with neurodegenerative diseases can be one of the most difficult symptoms to manage; the inability to accept an alternative voice has been cited as reason for AAC abandonment. The Voicebank Project aims to address this by using a new speech synthesis technique to create personalised synthetic voices for use in high-tech AAC devices.

Method/Activities/Techniques

Participants read aloud between 100-400 sentences designed to identify speaker accent. Recordings are 'banked' and features unique to the individual's voice are synthetically reproduced in a process called 'voice cloning'. When recorded speech is affected by mild to moderate impairment, it is also possible to 'repair' the voice in the synthesis process using donor voices to alter affected features.

Results/Findings

Preliminary feedback from fifteen patients has been positive. Participants rated similarity of their synthetic voice to original to voice with an average score of 3.3/5 and all participants expressed a preference for their personalised synthetic voice over a pre-existing generic alternative.

Conclusions

This new speech synthesis technique provides accepted personalised synthetic voices for use in communication aids using minimal speech recording and in the presence of speech impairment, helping to preserve identity.

Research Stream | General session level

Age Group:

- Adult

Interest:

- Adult

Contact: Phillipa Rewaj
phillipa.rewaj@ed.ac.uk

Tuesday Before Lunch

Session 6.4

Tuesday 09.00-09.45

Room 10.06, Social Sciences

AAC in Church: Spiritual, social and logistical considerations of participating in group worship

Dante Rossi (Royal Hospital for Neuro-disability)

Marc Viera (Royal Hospital for Neuro-disability)

Summary:

This presentation discusses our experience modifying VOCAs (voice output communication aids) for use in religious rites with special consideration for adjusting to local and temporal variations and spontaneous changes in speech rate.

Method/Activities/Techniques

For some VOCA users, an important part of life includes church worship, an integral part of which often includes praying aloud in unison. Not only is there a social aspect to joining in these prayers but, to a religious adherent, active participation in them also has the potential to offer deep personal spiritual meaning. In certain traditions, spoken prayers are part of a well-established ritual: the content, order, and timing of which are very predictable, making them an ideal opportunity for VOCA use.

Results/Findings

This paper highlights spiritual, social, and logistical considerations of VOCA modifications for church rituals based on comments from users, leaders, and participants in rituals where a VOCA was used. Implications on device acceptance will also be discussed.

Conclusions

Participation in religious ritual can fulfil internalised roles and identity, which can be intensely motivating for some. Such rituals demonstrate communication as an integral part of life that goes beyond merely accessing language, transcending the boundaries of traditional allied health domains.

Practice Report | General session level

Age Group:

- Adult

Interest:

- Adult

Contact: Dante Rossi
drossi@rhn.org.uk

Session 6.5

Tuesday 09.00-09.45

Room LG.19, Michael Sadler

The Evolution of our Assessment Pathway

Heather Bovingdon
(Kent & Medway CAT Service)

Nicole Tumber
(Kent & Medway CAT Service)

Debbie Bailey
(Kent & Medway CAT Service)

Summary:

This presentation will reflect upon the development and evolution of the assessment process of the Kent & Medway Communication and Assistive Technology Service for children and young people. As the Service is able to support them beyond assessment, the team see assessment as having a broader scope. This involves getting into the classroom to ensure effective implementation of AAC and curriculum access.

Method/Activities/Techniques

Ongoing involvement from a multi-disciplinary team ensures staff and families supporting children and young people with a new VOCA are confident to support them to achieve maximum functional use of the VOCA.

Results/Findings

More in depth information provided at the start of the assessment pathway ensures a better outcome for the client. The skill mix between SLT, OT and Teacher at assessment ensures a more robust decision on the appropriate vocabulary package.

Conclusions

Ongoing training and support of the local spoke therapists ensures better outcomes for children and young people.

Practice Report | General session level

Age Group:

- Child • Adolescent

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.

Contact: Heather Bovingdon
heather.bovingdon@nhs.net

Session 6.6

Tuesday 09.00-09.45

Room G.37, Baines Wing

Come On - 'Sign Out Loud'

Sally Featon
(Beaumont College)

Kate McCallum
(Beaumont College)

Summary:

Share with the audience how we have inspired our college community to embrace signing and transfer skills learnt in our new 'Sign Out Loud' session into the classroom and beyond. This will be a practical session where we share with you the techniques we use to enable the college community to learn and use sign every day.

Method/Activities/Techniques

Makaton is used at college to support learners who have difficulties with both expressive and receptive language. Many students who use high-tech AAC also use sign, as a way to support their communication when the aid is not available to them. Students and staff are actively encouraged to choose signs they love and Sally, the Makaton Tutor, and Kate translate these suggestions into sign. These are then taught to the staff and students during the session.

Results/Findings

Songs are repeated weekly and people who attend the session have reported that they feel the repetition of the signs really helps them learn.

Conclusions

'Sign Out Loud' has been embraced by both staff and students. We would like to share the success the session has brought to college with the wider AAC community.

Tutorial | Introductory session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Kate McCallum
kate.mccallum@scope.or.uk

Tuesday Before Lunch

Session 6.7

Tuesday 09.00-09.45

Room LG.10, Michael Sadler

Parallel Pathways for Developing Language and Access

Julie Atkinson (Access to Communication and Technology)

Lisa Price (Access to Communication and Technology)

Summary:

To demonstrate, through case studies and practical ideas, how language and access to Assistive Technology can develop in parallel before being merged.

Method/Activities/Techniques

For children with complex physical disabilities, ACT often promote a separation of access method development from language development. We identify optimal access method(s) and recommend stimulating, fun, low pressure ideas for developing these using computer games, Environmental Control systems and powered mobility. Alongside this, we recommend the ongoing development and use of low tech (symbol) resources such as communication books and/or Aided Language Displays, with extensive use of modelling, to build language, again with less pressure for the child to perform physically.

Results/Findings

This approach has been very successful, as we will demonstrate via case studies. The combination of these parallel pathways has been very motivating for the children and their teams, developing skill sets which can be used to successfully introduce access to complex language on a Voice Output Communication Aid. We have also found that, for many of the children that we see, there have been improvements in physical control and an increased drive to communicate.

Conclusions

ACT therefore continue to promote the use of low pressure activities to develop access and language for clients of all ages.

Practice Report | General session level

Age Group: • Child

Interest:

• Primary school • Secondary school • Special school

Contact: Julie Atkinson

julie.atkinson@bhamcommunity.nhs.uk

Session 6.8

Tuesday 09.00-09.45

Room 10.07, Social Sciences

AAC in Education: A new online module

Sally Millar (CALL Scotland)

Craig Mill (CALL Scotland)

Summary:

Aims of project - to develop a new resource to support the professional development of education staff, enabling them to better support and to educate learners who need/use AAC.

Method/Activities/Techniques

The resource is an online learning module, free of charge and accessible to all, developed by Sally Millar & Craig Mill (CALL Scotland); Deborah Jans & Susan Henderson (KeyComm); and supported by FACCT, Fife and David Fletcher, Stirling Council. The module comprises seven sections addressing different aspects of how to implement and integrate AAC into educational practice, including text, pictures, video clips, downloadable documents and resources etc, at Skill Level 1 of the IPAACKS framework.

Results/Findings

The seven sections of the module are: Introduction; Communication Friendly Schools; AAC in the classroom; Supporting Teaching and Learning; Educational Frameworks; Transitions; Reviewing Your Learning. Each section includes Quiz Questions. Correct Quiz results generate a certificate per section and an overall Certificate for the completed Module.

Conclusions

This module should be useful in education, providing training and resources for staff, in order to develop communication-friendly schools; to better understand the support needs of learners with complex communication needs, and ultimately to improve the education of pupils, who need/use AAC. Therapists may find it a useful resource, working in partnership with, and training education colleagues. Individuals will benefit from the module, as part of their personal and professional development.

References

www.aacscotland.org.uk

Practice Report | Introductory session level

Age Group:

• Child • Adolescent

Interest:

• Primary school
• Secondary school
• Special school
• Transitions

Contact: Sally Millar

sally.millar@ed.ac.uk

Tuesday Before Lunch

Session 7.1

Research Stream
Tuesday 09.55-10.40
Room 1.08, Parkinson

How do we Make Decisions about Symbolic Vocabularies for High-Tech Communication?

Janice Murray (Manchester Metropolitan University)
Juliet Goldbart (Manchester Metropolitan University)
Simon Judge (Barnsley Assistive Technology Service)
Liz Moulam
Stuart Meredith
David Meads (University of Leeds)

Summary:

This presentation describes the initial stages in a programme of work investigating the decision-making processes around the choice of symbolic vocabularies for children and young people who use, or could use, aided communication. The overall aim of this work is to inform the decision-making processes in the selection of communication systems with the hope that this will also improve the design and efficacy of such systems. The aim of this paper is to give an overview of the issues relating to decision-making regarding symbolic vocabularies for aided communication.

Method/Activities/Techniques

The paper will present an initial theoretical structure of communication and language relating to the use of symbol vocabularies derived from a review of the literature. The paper will also present an initial characterisation of existing symbol vocabularies. These two elements of work provide an initial foundation from the two perspectives of the user and the system on which the proposed future investigations can build. The presentation will report on on-going work and conclusions will be tentative and exploratory and aim to foster discussion with the audience.

Results/Findings

Currently, findings suggest there is much to revisit in the decision-making choices of vocabulary design, in terms of vocabulary items, the organisational structure and the ability to map them into available technologies. Terminology used appears to be understood

and applied in an inconsistent and unhelpful manner, e.g. dynamic systems.

Conclusions

Organisational and navigational consistency could be better described. Inclusion of language learning components and typical language trajectories seem absent from many existing systems. These elements form the basis of future work.

Research Stream | Specialist session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Janice Murray
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Session 7.2

Education Stream
Tuesday 09.55-10.40
Room LG.15, Michael Sadler
Shakespeare, Rap and AAC
Helen Dunman
(Chailey Heritage Foundation)

Summary:

Our drama group, entered the National Shakespeare Festival. The students all had complex learning needs and physical disabilities, some used AAC. We were not allowed to use any microphones or amplifiers on stage; only one multi-track CD could be used. How were the AAC users going to be heard on stage in a large, mainstream theatre? My aim is to describe our journey in getting our AAC performers to be heard.

Method/Activities/Techniques

We made our own Rap CD with recordings of all our students sounds, with help from a leading Rap band. Our AAC users chose to record Shakespearean insults, onto the Rap piece, using AAC. We choreographed a movement piece to go with it and this formed the main part of our contemporary interpretation of 'Romeo and Juliet'.

Results/Findings

We performed as part of the festival, achieving excellent feedback from the audience and festival organisers. Special mention was given to the creativity of the Rap piece. Our AAC performers had been heard and felt very proud.

Conclusions

It was such a positive experience for everyone that I'm entering this festival for the third time, with a different group of students. I look forward to pushing the boundaries of AAC with performers.

Education Stream | General session level

Age Group:

- Adolescent

Interest:

- Special school
- Further/Higher Ed.

Contact: Helen Dunman
helenmarydunman@hotmail.co.uk

Tuesday Before Lunch

Session 7.3

Tuesday 09.55-10.40

Room 10.05, Social Sciences

My Own Voice

Bart Noé (Jabbla)

Summary:

Text-to-speech technology has evolved in such a way that it now allows people to reproduce their voice in a rather easy way. The recording is done by means of an internet application. It takes you about 2.5 hours to record about 1500 sentences. You can do this in different sessions. The aims of this paper is to demonstrate the possibilities of voice banking.

Method/Activities/Techniques

In order to evaluate this 'new' text-to-speech technology we did a try-out and reproduced one of our voices and implemented the result in one of our SGDs and presented this to the social network of the person who's voice was 'reproduced'. The use of the 'wearable voice' allowed us to make the experience even more 'personal' as the voice didn't come out of the SGD but from a little wearable device.

Results/Findings

The evaluation process is still ongoing but the first findings are exciting. Relatives, friends really recognise the voice as being from the person. The identity that a voice carries was in fact still there. This is not the case with 'standard' text-to-speech voices. And in fact there are not a lot of text-to-speech voices available (Nuance, Acapela, Microsoft...). So a lot of AAC users speak with the same voice.

Conclusions

This could bring AAC to another level. People who know that there is a chance of losing their voice could make a recording of their voice.

Sponsored Research | Introductory session level

Age Group:

- All Ages

Interest:

- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Bart Noé
bart.noe@jabbla.com

Session 7.4

Tuesday 09.55-10.40

Room 10.06, Social Sciences

Grasping the Thistle: The thorny reality of parenting a child with complex needs

Claire Hayward (Access to Communication and Technology)

Summary:

To relate my experience and learning as an AAC clinician who then also became a parent of a child with complex health and speech, language and communication needs.

Method/Activities/Techniques

After working with clients with complex needs for many years, I am now also a Mum to a three year old son who is deaf and has a tracheostomy.

Results/Findings

There are many challenges in caring for a child with complex needs. Focusing strongly on communication needs had many positive, but also some negative, outcomes. My son's emerging communication skills increased professionals' expectations of his abilities, and other developmental milestones were led by these language gains. However, some therapies had to be de-prioritised, and fighting for resources was exhausting.

Conclusions

I challenge fellow professionals not to "wait and see". Parents face extremely difficult choices, balancing therapies and other medical priorities with wider family life. Early support and honest discussion of the likely pathway to language for children with complex needs is essential. I propose that AAC services front load their support to very young children, re-evaluating the balance of home vs. school interventions, more clearly and strongly articulating the long-term risks of language deprivation.

Personal Experience | General session level

Age Group:

- Child

Contact: Claire Hayward
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Session 7.5

Tuesday 09.55-10.40

Room LG.19, Michael Sadler

A Multidisciplinary Approach to AAC Assessment

Francesca Sephton
(Bridge College)

Andy Banns (Bridge College)

Summary:

To describe Bridge College's high tech AAC assessment pathway and the impact of the multidisciplinary team approach we apply.

Method/Activities/Techniques

Research and practice has shown up to a 75% abandonment rate of AAC devices when students have transitioned from further education into adult services (Scope, 2007). In response to this the therapy team at Bridge College have modified the assessment process, applying an AAC Predictive Assessment Model (Glennon & Decoste, 1998) to consider the individual's communication needs, environment and motivation and to place more emphasis on family / carer involvement. The multidisciplinary team have implemented a collaborative decision-making process when selecting AAC solutions. This new pathway has been trialled and three case studies have been collated to review its effectiveness. Parent/ carer questionnaires and accessible student questionnaires have been administered to rate overall satisfaction with the assessment pathway and AAC solutions.

Results/Findings

Questionnaires from parents / carers yielded positive results highlighting that they felt included in the process and satisfied with training and ongoing support. Students reported that they are happy with their AAC and are aware of who to go to if they have any issues.

Conclusions

The evidence base for AAC assessment is limited and further research in the area is required to identify the best methodology for continuing AAC device use during transitions within a challenging socio-economic climate. Follow up research needs to be completed in order to determine whether the Bridge College assessment pathway has led to a decrease in AAC device abandonment.

Tuesday Before Lunch

References

- Glennen, S. and Decoste, D. (1998) Handbook of AAC. New York: Cengage Learning
- SCOPE (2007) Communication Aids Provision: Review of the Literature. Policy and Government Affairs. Retrieved (27/04/15) from www.scope.org.uk/disablism/downloads/scope-commaidprov-litreview07.pdf

Education Stream | General session level

Age Group:

- Adolescent
- Adult

Interest:

- Further/Higher Ed.
- Adult
- Transitions

Contact: Francesca Sephton
fsephton@bridgecollege.ac.uk

Session 7.6

Tuesday 09.55-10.40

Room G.37, Baines Wing

Communication Access Matters: More than just work

Brett Reynolds
(Scope Victoria, Australia)

Summary:

Work is an important part of adult life, but there are some jobs that are more than just work. Work as a Communication Access Assessor gives people with communication difficulties the opportunity to work that is not only paid, but is meaningful and important to improving a person's quality of life. My work is about promoting inclusion for everyone in society and making a better tomorrow.

Method/Activities/Techniques

A Communication Access Assessor delivers training and educates others about communication access; carries out mystery customer visits; and completes communication access assessments. Communication access assessments take place with people face to face and by telephone, to assess whether businesses and services are able to interact successfully with customers who have little or no speech. In order to be able to make this evaluation, you have to be a person with a communication difficulty who has a real life experience of communicating with people. During the assessment, the assessors observe the behaviour and response of the communication partner. The assessor also makes recommendations for improving communication.

Results/Findings

Organisations that meet the minimum standards for communication access are awarded with the Communication Access Symbol and promoted as being communication accessible. Communication Access Assessors have assessed over 150 places in Victoria, Australia since the symbol was launched in 2011.

Conclusions

Organisations and services are realising that a certification for communication accessibility adds value to their service and benefits anyone who may have a communication difficulty. It is a way of improving customer services.

Personal Experience | General session level

Age Group:

- Adolescent • Adult

Interest:

- Secondary school
- Special school
- Further/Higher Ed.
- Adult

Contact: Brett Reynolds
B19reynolds@bigpond.com

Tuesday Before Lunch

Session 7.7

Tuesday 09.55-10.40

Room LG.10, Michael Sadler

Establishing and Nurturing an AAC Network across Scotland: Legacy from the Right to Speak Project

Deborah Jans
Janet Scott
Linda Page
Sandra Miller

(Augmentative Communication in Practice: Scotland)

Summary:

This paper will describe the expansion of an AAC network across a large area (Scotland) and discuss how this has enhanced services for people who use AAC. We also will aim to inform the participants about how we use this forum to build capacity and knowledge across multiple agencies and disciplines. Partnership building across agencies will also be discussed with specific examples of practice across Scotland. This session will also aim to discuss how the development of an AAC network will contribute to the sustainability of services and resource over time as well as provide a forum for AAC Users to improve participation and involvement in planning services.

Method/Activities/Techniques
Development of an AAC Leads Network as a result of the Right to Speak Project to provide support and build capacity across Scotland.

Results/Findings
The AAC Leads network led to a forum for sharing intervention and experiences and building capacity within the Health Boards as well as with partnership agencies. We are now able to carry this on as a legacy to the Right to Speak project.

Conclusions
We have now been able to re-evaluate how Augmentative Communication in Practice: Scotland works and how, as a group we can support the ongoing AAC Leads Network. We are looking into attaining a more formal status as well as how we can involve AAC Users within the network.

Practice Report | Introductory session level

Age Group:
• All Ages

Contact: Deborah Jans
deborah.jans@ea.edin.sch.uk

Session 7.8

Tuesday 09.55-10.40

Room 10.07, Social Sciences

AAC Intervention Strategies for Beginning Communicators

Lindsey Paden Cargill
(Helping Hands Center for Special Needs, Ohio)

Summary:

Successful intervention for beginning communicators learning to use speech generating devices requires careful consideration of several factors. Team members must choose versatile vocabulary and utilize effective intervention strategies to maximize success. Synthesis of available research and clinician experience will support therapists practicing in this area.

Method/Activities/Techniques
Strategies common in speech/language intervention for verbal children were compared to those for children who are AAC users and utilized with AAC users.

Results/Findings
Common speech/language therapy strategies are effective for children who are AAC users but there are some strategies that are different and need to be modified for AAC instruction.

Conclusions
The successes of AAC intervention with beginning communicators using the principles of natural language development and the tested practices of speech and language intervention beg for further research. Current practice should continue to follow the principles of natural language development rather than defaulting to limiting language functions or the demanding/requesting of preferred objects.

Practice Report | General session level

Age Group:
• Child

Interest:
• Primary school • Special school

Contact: Lindsey Paden Cargill
LindseyPCargill@gmail.com

Session Meeting

Tuesday 10.40 – 11.05

Room G.36, Baines Wing

Involving People who Use AAC in Communication Matters: a discussion

Marion Stanton (CandLE Ltd)
Barry Smith

(Communication Matters Member)

Summary:

This meeting is for those who wish to discuss ways in which CM can develop and support people who use AAC to become more involved in the charity. CM want to find out what activities would be of interest and how the charity could achieve the aim of attracting members who use AAC and help them to really get something out of belonging to the organisation, especially those who are in College, transitioning into adult life and independence.

Age Group:
All Ages

Level of Session:
General

Tuesday Before Lunch

Session 8.1

Tuesday 11.10-11.55

Parkinson 1.08

Overview of what is new in Talking Mats: App features, resources, training and projects

Lois Cameron (Talking Mats)

Summary:

This session presents an overview of developments in Talking Mats in 2015 and will focus in particular on:

- The use of Talking Mats to meet the requirements across the UK to involve children in their health and education planning.
- The launch of the eating and drinking resource.
- The new features of the digital Talking Mat which includes an ability to integrate photos from your camera roll into the mat as well as new sets.
- Specialist training on the role of Talking Mats in decision-making and understanding capacity.

It will signpost participants to our current projects, e.g. Our free Talking Mats resource to gain feedback on AAC services; the free online learning resource Promoting Inclusion and Participation, for children who use AAC; Keeping Safe, enabling adults with learning disability to raise concerns; and Family Training, for family members who support people with dementia.

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult
- Transitions

Contact: Lois Cameron
lois@talkingmats.com

Session 8.2

Tuesday 11.10-11.55

Michael Sadler LG15

CARLA: Computer-based Receptive Language Assessment

John Hicks (Techcess Ltd)

Summary:

This seminar is for any speech and language therapist carrying out receptive language assessments for children with a range of physical and cognitive abilities. Andrea and Ian will present CARLA (the Computer based Receptive Language Assessment software), a collaboration between Devices for Dignity, Jabbla and Techcess.

Age Group:

- Child

Interest:

- Primary school
- Special school
- Transitions

Contact: John Hicks
(coordinating presentation)
john.hicks@techcess.co.uk

Session 8.3

Tuesday 11.10-11.55

Social Sciences 10.05

Improving Communication and Participation in Mental Health & Social Justice Settings using Visual Support

Doug Watt – Widgit Software

Summary:

If you could communicate your health needs you would get the best solution to your problems, therefore effective communication in Health settings is absolutely essential. Techniques to aid communication and understanding by using visual support & cues have been used in various settings including Speech and Language Therapy and Education for many years now. They are utilised as a support mechanism and indeed an access point for service users and consequently, provide a means of empowering the user as well as engendering independence, self-confidence and self-esteem. Outside these environments, however, many of these crucial techniques have been overlooked, primarily due to a lack of knowledge of their existence and a lack of tailored resources to meet specific client needs.

In this presentation, I aim to demonstrate the powerful effect of using visual support, in the form of symbols, to improve the service user experience in a variety of sectors, particularly within medical healthcare, mental health settings and custodial / social justice environments.

Age Group:

- All Ages

Interest:

- Special school

Contact: Doug Watt
doug@widgit.com

Tuesday Before Lunch

Session 8.4

Tuesday 11.10-11.55
Social Sciences 10.06

Using Proloquo2Go 4 to Develop Language and Communication

David Niemeijer (AssistiveWare)

Summary:

Proloquo2Go 4 is the most significant update of Proloquo2Go ever. Two years in the making, this release of the popular symbols-based AAC solution for iOS is bursting with new features to promote communication and language development. In this session we overview the new customization tools and redesigned vocabulary which will benefit family members and therapists customizing the app as well as AAC users communicating with the app. More than ever, Proloquo2Go 4 allows smooth expansion of vocabulary and grid-size as the user's experience with AAC and language skills develop. Proloquo2Go 4 also includes enhanced switch access features and a simplified editing interface. And last but not least, you can now create a user that is optimized for UK, with UK spelling, new UK-based symbols from SymbolStix, and fringe folders that prioritize UK content! Join us to learn more about the new Proloquo2Go!

Age Group:

- All Ages

Contact: David Niemeijer
d.niemeijer@assistiveware.com

Session 8.5

Tuesday 11.10-11.55
Social Sciences 10.05

Using Boardmaker in the Cloud

Hector Minto – Tobii Dynavox

Summary:

Cloud services are utilised everywhere in our daily lives now, from photo uploads on our mobile phones, to streaming online films without leaving our front doors. This revolution has now come to symbol work, low tech boards and basic AAC through Boardmaker Online. This session will introduce this new software system to delegates and walk through how to create your virtual classroom, create "apps" for symbol users and much much more.

Age Group:

- All Ages

Interest:

- Primary school • Secondary school • Special school • Further/ Higher Ed. • Adult • Transitions

Contact: Hector Minto
hector.minto@tobiidynavox.com

Session 8.6

Tuesday 11.10-11.55
Baines Wing G37

Sensory support with the ProxPAD kick starts AAC for language development and restoration

Sandra Hartley
(Logan Technologies)

Summary:

Sensory support is vital for successful access to vocabulary for a range of people of all ages with a variety of abilities. The motor, tactile, auditory and verbal support made possible by the use of tangible objects and pictures on the ProxPAD choice maker make it a versatile tool to support this population.

We will explore examples of success and future developments on both sides of the Atlantic in a hands-on session demonstrating how easy it is to be creative with easy to use technology and a little imagination.

Age Group:

- All Ages

Contact: Sandra Hartley
Sandra@logan-technologies.com

Tuesday Before Lunch

Session 8.7

Tuesday 11.10-11.55
Michael Sadler LG19

Do so much more with Grid 3

Barney Hawes – Smartbox

Summary:

Grid 3 is here! Come and find out how our latest software raises the standard for AAC users.

- Communicate using symbols or text. New features make AAC faster and more accurate than ever.
- Socialise with your friends and family. Grid 3 includes fully-accessible apps for all the things you love, like Facebook, Twitter and YouTube.
- Learn with our Interactive Learning resources. Grid 3 provides a pathway to take young users from cause and effect and choice making to early AAC.
- Control your home and computer with powerful new tools that are easy to setup and use.

Barney Hawes is our Director of Software Development. He will be taking you on a tour of Grid 3, sharing new features and explaining who they have been developed for.

Age Group:

- All Ages

Interest:

- Special school
- Further/Higher Ed.
- Adult

Contact: Barney Hawes
barney@smartboxat.com

Session 8.8

Tuesday 11.10-11.55
Social Sciences 10.07

Compass Software: Matching access to ability

Tina Voizey (Toby Churchill)
Kat Smith (Toby Churchill)

Summary:

We will look closely at Compass software and how it can quickly and easily grow and adapt to meet the communication and access needs of a user, as well as support positive behaviour and social interactions. A range of page-sets with features specifically developed to support people with stroke and brain injury, autism and learning difficulties provides a supportive and intuitive environment for meaningful communication and interaction.

Come and see how the versatility of the Compass software offered on a wide range of hardware solutions allows flexibility and choice of access methods. We will also illustrate how with a click of a button you can adapt the amount of vocabulary available to meet growing or deteriorating access skills. Lastly, we will look at how seamless integration of environmental control can increase independence and enhance learning experiences.

Age Group:

- All Ages

Contact: Tina Voizey
info@toby-churchill.com

Session 8.9

Tuesday 11.10-11.55
Social Sciences 10.09

What's happening with Saltillo: Explore reading, writing and communicating

Meghan Conover (Saltillo)

Summary:

Saltillo offers a powerful line of communication devices. The systems are lightweight and user friendly. They also contain a variety of vocabulary options to meet the communication needs of our diverse clientele. Learn more about the NOVA chat line, vocabulary options and implementation tips through this brief seminar. We will explore a couple of vocabulary options and discuss ideas on how to get started teaching language. During this presentation, a few topics will be touched on and include: language development and AAC, literacy, writing and communication. How are they all related? Let's take a look at the basics to get started and look to where we set the achievement bar. Participants will see a demo of what Saltillo offers within the communication systems to achieve these goals.

Age Group:

- All Ages

Contact: Meghan Conover
meghan@saltilloconsultant.com

Tuesday Before Lunch

Session 9.1

Research Stream
Tuesday 12.05-12.50
Room 1.08, Parkinson

Outcomes of a Train-the-trainer Model for Introducing iPads® for Communication

Pammi Raghavendra
(Flinders University, Australia)
Janelle Sampson
(Flinders University, Australia)
Teresa Iacono
(La Trobe University, Australia)
Denise Wood (Central Queensland University, Australia)

Summary:

The aim was to explore outcomes of training support workers to implement the use of iPads as communication devices for adults with complex communication needs.

Method/Activities/Techniques

Participants comprised six day service support workers (Group I); and six adults with complex communication needs attending the day services (Group II). Group I received training on assessment tools, selection of apps to meet communication goals and strategies to support iPads use for communication. Following training, Group I administered the Canadian Occupational Performance Measure to Group II to determine communication goals, and the Social Networks Inventory for information on communication abilities and circles of communication partners. Group I provided intervention to Group II over 4-months; project staff provided advisory support.

Results/Findings

Modest gains were obtained as Group I had limited time and expertise to implement the intervention and needed extensive support. Group II were motivated to use iPads to communicate and increased performance scores on their communication goals.

Conclusions

Simply providing iPads will not result in immediate solutions. As with any communication technology, training and support must be provided to adults with complex communication needs and their communication partners across varied contexts and by people with experience and expertise in AAC.

Research Stream | General session level

Age Group:

• Adult

Interest:

• Adult

Contact: Pammi Raghavendra
parimala.raghavendra@flinders.edu.au

Session 9.2

Education Stream
Tuesday 12.05-12.50
Room LG.15, Michael Sadler

Lights! Camera! Communication!

Jane Lynch (Ash Field Academy)
Becky Manship
(Ash Field Academy)
Caroline Knight (Leicestershire Partnership NHS Trust)

Summary:

Ash Field Academy is a day school with residential provision for 125 pupils aged 4-19 who have a wide range of ability and a main presenting physical disability. In 2010 we came to the Conference and presented a workshop entitled 'Hanging out with the cool guys! Making music as motivation for teenage AAC users.' This session will show how we took the work forward, working with different groups of students throughout the school.

Method/Activities/Techniques

Working with the musicians, Dan and Kev, we have been able to include groups of students of different ages and abilities and build on their communication and interaction using music and AAC. Some students with profound and multiple learning disabilities have used the sessions to build on their early communication and AAC skills of shared attention, anticipation and developing and showing preferences. The 'Early AAC Users' group has used the session to develop their use of communication grids using a range of access methods. Our teenagers have now included acting and producing to their musical skills and have participated in the making of several short films. We will include clips charting their progress in this presentation.

Results/Findings

Working as a communication team with members from different professional backgrounds has enabled us to offer many students in the school new and exciting ways and reasons to communicate. Through school celebrations and productions they have been able to take centre stage and share their achievements with others. This has raised the self-esteem of the individual students and raised the profile of AAC within the school.

Tuesday Before Lunch

Conclusions

Building on the students' success, we as a team have also devised ways of supporting and developing the skills of all the staff in school so that the communication needs of the students can be addressed by all, at all times, both at school and also in the wider community.

Education Stream | General session level

Age Group:

- Child
- Adolescent

Interest:

- Primary school
- Secondary school

Contact: Becky Manship
bmanship@ashfield.leicester.sch.uk

Session 9.3

Tuesday 12.05-12.50

Room 10.05, Social Sciences

Verse: Contextual augmented reality communication aid

Setareh Shamdani (Royal College of Art / Imperial College)

Antton Peña (Royal College of Art / Imperial College)

Summary:

Communication aids for people with speech impediments have long existed in various forms. However, lacking intuition and bearing the time-consuming process of translating thoughts into spoken words, they face the challenge of compromised speed in conversations. Verse is an aid that adopts the latest technology to significantly reduce the time it takes to input choices, ultimately helping users to engage easier in various social interactions.

Method/Activities/Techniques

With the latest eye tracking and computer vision technology, users only need to look to an object for the system to recognise what that item is and reveal its relevant lexicon. Options can then be selected from the displayed words to construct sentences. To increase the speed of communication, rather than selecting every single word to form sentences, the user simply selects key concepts, which the software then translates into full sentences.

Results/Findings

By simplifying input methods and displaying only the contextually relevant words, Verse has found that a sentence that required 102 seconds to input in a traditional communication aid, took merely 12 seconds - significantly increasing a user's speed in communication.

Conclusions

Combining new technologies with a contextually-aware system, we can significantly increase the speed of communication, enabling users to integrate easier in different social settings.

Tutorial | General session level

Age Group:

- All Ages

Interest:

- Special school • Adult • Transitions

Contact: Antton Peña
antton.pena-arregui@network.rca.ac.uk

Session 9.4

Tuesday 12.05-12.50

Room 10.06, Social Sciences

Bridging the Gap: Making the transition from paediatric to adult services

Lindsay Lambert (Keycomm)

Summary:

To provide an overview of the Keycomm Transition project where we created a pathway to support AAC users moving from paediatric to adult services. We aimed to maintain and develop the young people's communication skills and those of their families and key support staff. We aimed to promote multidisciplinary work between young people, families and paediatric and adult staff in order to streamline the transition process.

Method/Activities/Techniques

The project started in 2013. Each target group of young people are identified in their final 6 months of school. We liaise with the school staff, the paediatric SLT and other people who know the young person well, through observation and discussion in the home and school environments. Links are made with the receiving placement and families, training needs identified and joint training carried out prior to the young person's start date.

Results/Findings

The number of young people who continue to use their AAC system regularly in their post school placement has increased. Collaboration between therapy services and adult, social care staff has increased.

Conclusions

Through onsite training we aim to continue to raise the skill level within the adult care sector. We also hope to engage a group of service users to help us to create a 'training package' that they can use to help train new staff themselves.

Practice Report | General session level

Age Group:

- Adolescent

Interest:

- Secondary school
- Transitions

Contact: Lindsay Lambert
lindsay.lambert@nhslothian.scot.nhs.uk

Tuesday Before Lunch

Session 9.5

Tuesday 12.05-12.50
Room LG.19, Michael Sadler

Online Training to Support AAC Assessment

Janice Murray (Manchester Metropolitan University)
Helen Whittle (Manchester Metropolitan University)
Janet Scott (SCTCI)
Sara Dale (ACE Centre)
Helen Bell (Manchester Metropolitan University)
Osman Javaid (Manchester Metropolitan University)

Summary:

This presentation will outline the content of the online AAC training materials intended for professionals supporting those who use AAC. The process of development will be commented on. The training materials were produced as part of the NHS Education for Scotland strategy following the production of iPAACKS: Informing and Profiling AAC Knowledge and Skills.

Method/Activities/Techniques

A multidisciplinary team worked with a steering group to produce an interactive set of online training materials. The team used film of a person who uses AAC and photos to illustrate the points made in the different chapters of the training materials. Technical support was received from the E-Learning officer who implemented the format of the online content.

Results/Findings

The training materials are completed and ready to use. They are free to use. They will be suitable for many teams to use as there introductory level and generic/specialist level of assessment training. The materials are organised into chapters, e.g. 'Types of Assessment', 'Your role in AAC Assessment', and 'Placing the client at the centre of the Assessment'.

Conclusions

The training materials are intended to be used by many professionals to help them better support the people who use AAC that they work with.

Practice Report | Introductory session level

Age Group: All Ages

Interest:

• Primary school • Secondary school • Special school • Further/Higher Ed. • Adult • Transitions

Contact: Janice Murray
j.murray@mmu.ac.uk

Session 9.6

Tuesday 12.05-12.50
Room G.37, Baines Wing

Tweeting at last! My slow journey towards independent access to social media

Jemima Hughes
Janet Mayes

Summary:

I will describe how I developed computer access on my VOCA, explain how I use social media, and say why it is important. We will consider why it took so long and what support is needed.

Method/Activities/Techniques

I will explain how I learned to use a computer, what problems I experienced, and my excitement at acquiring a VOCA with full computer functionality. I will describe my difficulties regarding switch access to the internet, how these were eventually resolved, and how my access has since improved. I now use social media and the internet to stay connected to the world, develop my interests and do more things independently.

Results/Findings

Despite good support with AAC at school and college, it took several years to find the information and support needed for me to access social media independently.

Conclusions

Young people using AAC who require alternative computer access should be supported not just with basic communication and school work, but also in communicating through social media like other teenagers. This requires holistic support from integrated teams which include parents. Social media is a good way for AAC users to communicate and feel connected to the world.

Personal Experience | Introductory session level

Age Group:

• All Ages

Interest:

• Primary school
• Secondary school
• Special school
• Further/Higher Ed.
• Adult

Contact: Jemima Hughes
jemima.hughes@btinternet.com

Session 9.7

Tuesday 12.05-12.50
Room LG.10, Michael Sadler

Chalk Let and Are Me: Vocabulary re-appropriation phenomena

Lindsey Paden Cargill (Helping Hands Center for Special Needs, USA)

Summary:

Pre-literate children who are given access to speech-generating devices with robust vocabularies, immediate auditory feedback and consistent vocabulary locations overcome limitations of their device's vocabularies by re-appropriating words and word parts to create words to satisfy their messages.

Method/Activities/Techniques

Video archives of speech/language therapy sessions were reviewed to identify and classify vocabulary re-appropriation phenomena that occur when pre-literate children use stored vocabulary for purposes outside their original intention.

Results/Findings

Four different vocabulary re-appropriation phenomena were identified: word building, acoustically similarities, partial echolalia and multiple meanings.

Conclusions

Based on the variation and frequency of noted vocabulary re-appropriations in the spontaneous aided communication of preliterate children, it is essential that speech-generating devices provided to children have a robust vocabulary, immediate auditory feedback and the ability to develop motor patterns for words. The findings also have implications for how adults interact with SGD-using children: by attending to the auditory signal rather than the text feedback.

Practice Report | General session level

Age Group:

• Child

Interest:

• Primary school
• Special school

Contact: Lindsey Paden Cargill
LindseyPCargill@gmail.com

Tuesday Before Lunch

Session 9.8

Tuesday 12.05-12.50

Room 10.07, Social Sciences

AAC Hacking: Sometimes it's the little things that make the difference

Kate McCallum (Beaumont College)

Summary:

As said by Beukelman & Mirenda 1998, "Everyone can communicate. Everyone does communicate." There are many ways in which people use AAC. To make access to communication as easy and functional as possible my role often involves hacking, putting together bespoke items to facilitate access to AAC. In some cases I find we are doing the same hack time and time again; other hacks are quite unique and bespoke. I will share a range of solutions I have put in place to help resolve some of the problems faced by our students who use AAC, their families and our staff, to support the everyday use of AAC.

Method/Activities/Techniques

I intend to share ideas and demonstrate practical solutions we have put in place to support people who use AAC, e.g. communication book mounts, colour coding systems for all chargers, and low cost sensory stories.

Results/Findings

Sharing practice is important. I intend to share a whole range of ideas in the hope that people will find something that helps them in their daily practice.

Conclusions

Having a community of practice in which to share and break down issues has proven an immensely useful resource. In sharing good practice at conferences it is hoped that some of the ideas will help make life easier for one or two individuals who use AAC and their support team.

Tutorial | General session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Further/Higher Ed.
- Adult • Transitions

Contact: Kate McCallum

Kate.McCallum@scope.org.uk

Session 9.9

Tuesday 12.05-12.50

Room 10.09, Social Sciences

Eye Gaze Technology for Voice Output Communication: Some case studies

Friedl van Vuuren
(Kent & Medway CAT)

Debbie Bailey
(Kent & Medway CAT)

Nicole Tumber
(Kent & Medway CAT)

Richard Miles
(Kent & Medway CAT)

Summary:

What do we define as "successful use of eye gaze technology"? This depends on what you set out to achieve – pure enjoyment, leisure, voice output communication or all of the above. As a service, our ultimate aim is to provide technology to service users to enable them to communicate, access & demonstrate learning and ultimately also general access to computers. Therefore, when we consider providing and supporting eye gaze technology for communication we have to consider added value, i.e. what does it add that other methods of access do not?

We reflect on case studies, applying previous evidence and research from the Cogain project findings and advice, more recent GOSH research with "9 descriptions of underlying skills used in eye-pointing", alongside the different descriptions for eye gaze (technology software based) learning progression. We can then hypothesise other contributing factors (by no means a complete list) that need to be considered before, during and after on-going eye gaze assessment for communication.

Method/Activities/Techniques

Reflective review of five case studies - three children & two adults.

Results/Findings

Beginnings of a list of possible skills and other factors required to use eye gaze technology for independent expressive communication.

Conclusions

More collaborative AAC world thinking and reflection required.

Practice Report | Specialist session level

Age Group:

- All Ages

Interest:

- Primary school
- Secondary school
- Special school
- Adult
- Transitions

Contact: Friedl Jansen van Vuuren

friedl.vanvuuren@nhs.net

Tuesday After Lunch

Session Plenary

Tuesday 14.00-15.30

Rupert Beckett Lecture Theatre

AAC Around the World

Prof Gregor Renner
(ISAAC President)

Janice Murray
(Chair, ISAAC Council and
Executive Board Member)

Aldona Mysakowska Adamczyk
(Chair-Elect, ISAAC Council)

Dorothy Fraser (BUILD
Representative, ISAAC)

Summary:

Since 1986 the International Society for Augmentative and Alternative Communication (ISAAC) has been raising awareness of AAC through supporting service delivery initiatives, research and education platforms. Currently there is membership contribution from over 23 countries. Communication Matters is a member of ISAAC. You are ISAAC!

This plenary session will introduce you to some key people in the management of ISAAC (Professor Gregor Renner, Germany, ISAAC President; Dr Janice Murray, UK, Chair of ISAAC Council; Aldona Mysakowska, Poland, Chair-Elect of ISAAC Council; and Dorothy Fraser, BUILD representative, ISAAC). This is an unprecedented opportunity to hear more of the work of ISAAC from an international line up of presenters. The session will give you insights into the reach and impact of ISAAC, including its influence as an NGO within the United Nations, its collaborative activities including publications, training and educational events, leadership development activities for people who use AAC and support for countries and locations where AAC is an emerging phenomenon. Gregor and Janice will provide an overview of the range of ISAAC activities and opportunities for members, whilst Aldona and Dorothy will provide a detailed example from one of the BUILD supported initiatives in Poland, as outlined here.

Poland has a history of 30 years of AAC in parts of the country but is still an ISAAC emerging AAC nation. Polish SLTs and other AAC professionals want to expand awareness and use of AAC and

Assistive Technology nationally through international collaborations. Polish members of ISAAC invited Dot to provide training in education, health care and other public sectors through workshops in schools, presentations at universities and conferences, including information for local authorities and government officials to learn about AAC based on information from the UK and other developed AAC nations.

Since this collaboration began in 2011, there has been a perceived change of attitudes – with AAC resources being considered for all aspects of life, not only for school curriculum. People who use AAC living in Poland have been creating materials based on examples from the UK for social justice. AAC is also now in use in healthcare. Many professionals would like to develop collaborations with the UK. The Polish national AAC Association ('Speaking without Words') aims to form an ISAAC Chapter and would appreciate advice from Communication Matters. Gregor, the ISAAC President, has suggested that as Poland is the leading AAC nation in Eastern and Central Europe, other emerging AAC nations could benefit from sharing the expertise that Poland has acquired through its international collaborations.

Contact: Janice Murray
j.murray@mmu.ac.uk

List of Delegates

Adams, Ailsa (NHS Lanarkshire)	Cargill, Lindsey (Liberator Ltd)
Alexander, Jean	Carpenter, Louise
Allen, Laurel	Caryer, Kate
Allsopp, Lynne (Birmingham Community Healthcare NHS Trust)	Cassidy, Dorothy
Anderson, Jo	Cave, Richard (Royal Hospital for Neuro-disability)
Andres, Paul (Liberator Ltd)	Chan, Sally
Arthurs, Diane	Chapman, Judith (Humber NHS Foundation Trust)
Atkinson, Julie (Access to Communication and Technology)	Chapman, Lynn
Bailey, Debbie (Kent Community Health Foundation Trust)	Chubb, Della
Bailey, Karen (ACE Centre (South))	Church, Hannah (Smartbox Assistive Technology Ltd)
Baines, Helen	Clark, Rosie
Ball, Emily (Treloar Trust)	Clark, Tammi
Banns, Andy	Clegg, Kevin (Soft Options (Systems) Ltd)
Barlow, Elizabeth	Clyne, Charlotte (Soft Options (Systems) Ltd)
Barnard, Vincent	Coats, Shani
Bashir-Larsen, Layla (Medical Physics Dept, Kent & Canterbury Hospital)	Conover, Meghan (Liberator Ltd)
Bates, Patrick	Conroy, Lisa
Bayliss, Ria (Cardiff Metropolitan University)	Cooper, Aileen
Begum, Neela	Cooper, Daniel (Whittington Health)
Bell, Helen (Manchester Metropolitan University)	Cooper, Valerie (Central & North West London NHS Foundation Trust)
Bello, Julie	Cowan, Donna
Bello, Natasha	Crossley, Shelagh
Birch, Tiffany (Marjorie McClure School)	Currie, Helen
Black, Rolf	Cygan, Anna (Harpo)
Blaney, Bronagh	Dadge, Nellie (Dame Hannah Rogers Trust)
Blemings, Lee (Sensory Guru Ltd)	Dale, Sara (ACE Centre)
Bone, Claire	Daly, Danielle (Central Remedial Clinic)
Boulton, James	Darley, Sally
Bovingdon, Heather (Kent Community Health Foundation Trust)	Davidson, Trish
Bowen, Beckie	Dawes, Nikki
Brady, Anna (Leeds Metropolitan University)	de Ste Croix, Judith (Bristol Communication Aid Service)
Breslin, Debbie (Tobii-DynaVox)	Dean, Melissa
Briers, Jeremy	Derwent, Gary (Royal Hospital for Neuro-disability)
Briggs, Mary	Deverill, Liz
Brockbank, Sally	Dines, Stephanie (Humber NHS Foundation Trust)
Brown, Caroline (Richard Cloudesley School)	Dixon, Helen (Cumbria Partnership NHS Trust)
Broxton, Sally (Nottinghamshire Healthcare NHS Foundation Trust)	Doak, Luran
Bullock, Ian (Mounts & More Ltd)	Dobbs, Glen (Logan Technologies Ltd)
Bullock, William (Mounts & More Ltd)	Donnelly, Jane (FAACT)
Burke, Carmel	Doran, Cathy (Suffolk Communication Aids Resource Centre)
Burke, Catriona (Birmingham Community Healthcare NHS Trust)	Dormedy, Rachel
Burton, Mike (Steeper Ltd)	Downie, Pauline (NHS Lanarkshire)
Bush, Nicola	Draffan, E.A.
Butel, Jordan (Crick Software Ltd)	Drake, Theresa
Cahill, Holly (NHS Croydon)	Dryden, Angie
Cameron, Lois (Talking Mats)	Dryden-Sillars, Samantha
Campbell, Emily	Dunman, Helen
Campbell, Shona	Edson, Chris (Tobii-DynaVox)
Campbell, Tracey	Edwards, Victoria (Addenbrooke's Hospital)
	Ellis, Kay (Nottinghamshire Healthcare NHS Foundation Trust)
	Ellis, Stephanie

List of Delegates

Evans, Nicola	Hartley, Sandra
Evbonaye , Linda (Leeds Metropolitan University)	Hawes, Barney
Faghian, Daniela (Dad In A Shed)	Hayton, Nicola (Sheffield Health and Social Care NHS Foundation Trust)
Fallon, Shaun	Hayward, Claire (Birmingham Community Healthcare NHS Trust)
Farrand, Lisa	Hazell, Gillian
Featon, Sally	Healy, Vicky
Fenson, Viki (Park Lane School)	Hepburn, Olivia (Manor Mead School)
Firth, Ruth (Dame Hannah Rogers Trust)	Hershberger, Dave (Saltillo Corporation)
Fisher, Martin (ACE Centre (South))	Heuclin, Jason
Fitzgerald, Neil (Smartbox Assistive Technology Ltd)	Hewett, Paul (The ACE Centre)
Fletcher, Abra	Hewson, Liz (Just Different)
Flett, Elizabeth	Hewson, Toby (Just Different)
Flomet, Charlotte (Therapy Box Ltd)	Hicks, John (Techcess Communications Ltd)
Follows, Amy (Widgit Software)	Hirst, Kate
Ford, Nicola (Keycomm/NHS Lothian)	Holloway, Kate (Physical Impairment & Medical Support Team)
Fordyce, Gemma (Leeds SLT Communication Aid Service)	Hopkins, Megan (Sensory Guru Ltd)
Foulger, Ian (Techcess Communications Ltd)	Hopkins, Shona
Foy, Catherine	Hornberger, Shelley (Berkshire Healthcare NHS Foundation Trust)
Francis, Naomi (Sutton and Merton Comunity Services)	Hough, Jackie
Franklin, Angela	Houlden, Debra
Fraser, Dorothy (Central Coast Children's Foundation Inc)	Howden, Sarah
Fraser, Ros	Hughes, Jemima
Friday, Marcus (Barnsley Assistive Technology Team)	Hunnisett, Abbie
Fry, Natalie (Richard Cloudesley School)	Hunnisett, Marion
Gabrielle, Emily (Liberator Ltd)	Hynan, Amanda (Leeds Beckett University)
Ganzert, Eva (Percy Hedley School)	Ibrahim, Seray (Whittington Health)
Gardner, Hilary	Ingleby, Christopher
Gaskin, Alli	Irvine, Charlotte
Gatt, Marica (Tizard Centre, University of Kent)	Jamieson, Elaine
Gay, Jennifer	Jans, Deborah (Keycomm)
Gehlin, Jennie (Abilia AB)	Javid, Osman (Manchester Metropolitan University)
Gentleman, Damian	Jeffery, Hannah (Birmingham Community Healthcare NHS Trust)
Gibbins, Jo (Crick Software Ltd)	Johnson, Vicky (Barnsley Assistive Technology Team)
Gilbert, Pauline (Toby Churchill Ltd)	Jones, Vernon (Toby Churchill Ltd)
Gilmour, Gregor	Judge, Simon (Barnsley Assistive Technology Team)
Gladwell, Ruth	Kane, Lizzie
Goodwin, Ryan (Dame Hannah Rogers Trust)	Keddy, Sarah (Seashell Trust)
Gopsill , Haydn	Keith, Lauren
Gopsill , Matt	Kelly, Mick
Goulding, Eileen	Kelly, Russell
Green, Martin (Techcess Communications Ltd)	Kettle, Karen (LCH)
Gregory, Rob (Tobii-DynaVox)	King, Judy (Positive Communication)
Griffiths, Hannah	Kirton, Andrea
Griffiths, Tom (Great Ormond Street Hospital)	Knapp, Samuel
Haigh, Adrian	Knight, Sally (Just Different)
Hall, Darren	Knights, Alyson (J.A. Scholefield Associates)
Hammersley , Robert (Keycomm)	Kozlowski, Grzegorz (Hearing Products International Ltd)
Hampson, Julia (Royal National Institute for Blind)	
Hards, Helen (Access Through Technology)	
Hansford, Joseph	
Harris, Catherine (Communication Matters)	

List of Delegates

Kruczynska, Alex	Minto, Hector (Tobii-DynaVox)
Ladbrook, Stacey	Mitchell, Sophie (Sandwell & West Birmingham NHS Trust)
Lambert, Lindsay	Mobbs, Trevor (Smartbox Assistive Technology Ltd)
Latham, Katy (Pennine Care NHS Foundation Trust)	Mooney, Paul
Le Roux, Natalee (Your Healthcare)	Moulam, Beth
Lee, Oliver (Abertawe Bro Morgannwg University Health Board)	Moulam, Liz
Legoza, Sandor (AssistiveWare)	Mullan, Rosaleen (Northants County AAC Team)
Lehner, Anna (Leeds Metropolitan University)	Murphy, Siobhan (Birmingham Community Healthcare NHS Trust)
Lenartowicz, Joe	Murphy-Mann, Saffron (CANDLE)
Liddle, John (Tobii-DynaVox)	Murray, Debra
Lindstrom, Peter (Tobii-DynaVox)	Murray, Janice
Litten, Debbie	Mysakowska-Adamczyk, Aldona (School Complex 109 Warsaw)
Tony Lowry	Najafi, Ladan
Lund, Rachel (Kingsley Special Academy Trust)	Naraynsingh, Joe (Tobii-DynaVox)
Luszczak, Kasia (Harpo)	Newman, Jemma
Lynch, Jane (Ash Field Academy)	Niemeijer, David (AssistiveWare)
Macfadden, Wendy	Noe, Bart (Techcess Communications Ltd)
Macleod, Katrina (Great Ormond Street Hospital)	Nuttall, Sofia (Derbyshire Community Health Services NHS Foundation Trust)
Male, Victoria (Treloar Trust)	O'Connell, Kirsty
Malinowska, Sylwia (AssistiveWare)	O'Connor, Alanna
Manship, Becky	O'Malley, Rebecca (Access Through Technology)
Marchant, Katherine (St Rose's)	Osterloh, Jessica (Assistive Communication Service)
Marden, Jennifer (AssistiveWare)	Page, Linda
Marriott, Rebecca	Parker, Matthew (Therapy Box Ltd)
Marriott, Sarah	Patel, Deborah
Marriott, Wendy	Paterson, Helen (Royal Hospital for Neuro-disability)
Mars, Josh	Peacock, Dinah (Coventry & Warwickshire Partnership Trust)
Marshall, Laura (NHS Croydon)	Pemberton, Jenny (Hollybank Trust)
Marten, Paula	Pena, Antton (Royal College of Art)
Maszidi, Aqeela (Leeds Metropolitan University)	Perestroika, Romik
Matheson, Maureen (SCTCI)	Phelan, Cathal (LCH)
Matthews, Rhona (Talking Mats)	Pinnington, Edward
Mayes, Janet	Popple, Nathan
Mcauley, Coral	Power, Hayley (Center for AAC and Autism (UK))
McCallum, Kate	Press, Tracey (Northants County AAC Team)
McCleary, Jan	Price, Lisa (Birmingham Community Healthcare NHS Trust)
McCormack, Angela (1Voice)	Pugh, Deborah (Northants County AAC Team)
McCormack, Shaun (Smartbox Assistive Technology Ltd)	Punt, Rowan
McCormack, Steve (ACE Centre)	Quiller, Helen
McCreadie, Jacqui (CALLUP)	Raghavendra, Pammi
McCreadie, John (CALLUP)	Ramalhos, Afonso
McGuinness, Andrea (Center for AAC and Autism (UK))	Randall, Nicola
McMichael, Karen (NHS Lothian)	Reddington, Joe
McMorran, Ruth	Reeves, Anna
McNeill, Gillian (CALL Scotland)	Renner, Gregor
Mears, Kim (TherapyThread)	
Middleton, Ann	
Miles, Richard	
Millar, Sally (CALL Scotland)	
Miller, Sandra (FAACT)	
Mills, Sally	
Millward, Mick (CANDLE)	

List of Delegates

Rewaj, Phillipa (University of Edinburgh)	Terry, Chantelle
Reynolds, Brett	Thompson, Ian
Richards, Louise	Thom, Jason
Riches, Claire (The Kent CAT Service)	Tilbe, Gary (Logan Technologies Ltd)
Roberts, Chris (Horizons Specialist Academy Trust)	Touliatou, Maria (Kent and Medway Communication and Assistive Technology Adult Service)
Robertson, Euan	Trapnell, Nicola
Robinson, Helen	Trebilcock, Janet (Oxford Health NHS Foundation Trust)
Rohde, J C	Tumber, Nicole
Rossi, Dante (Royal Hospital for Neuro-disability)	Turtle, Deborah (Newman School)
Rourke, Jake (Techcess Ltd)	Van Berckel, Joanna
Rowbotham, Iain (FaaCT - Fife Council)	Vanstone, Christine
Rowland, Mark	Van Vuuren, Friedl (Kent Community Health Foundation Trust)
Royall, Liz (Cornwall Foundation Trust)	Vennard, Carol
Rumble, Gillian	Viera, Marc (Royal Hospital for Neuro-disability)
Russell, Lauren	Voizey, Tina (Toby Churchill Ltd)
Sayers, Claire	Wade, Will
Scott, Janet (SCTCI)	Waits, Adam (Smartbox Assistive Technology Ltd)
Scott, Mark (SCTCI)	Walker, Ben
Searle-Jones, Hannah (Bradford District Care NHS Foundation Trust)	Walker, Elizabeth
Sephton, Francesca	Walker, Jacqueline
Shaw, Danielle	Walters, Louise (Gloucestershire Care Services NHS Trust)
Sherlock, Christine (Access to Communication and Technology)	Waters, Debra
Short, Lewis	Waters, Shane
Simpkins, Jude (Leeds Metropolitan University)	Waters, Shaun
Simpson, Jodee (Leeds Metropolitan University)	Watt, Doug (Widgit Software)
Simpson, Karen	Webb, Kelly
Skeffington, Aoife	West, Denise (Scope)
Small, Katherine	Whicher, Jules
Smith, Barry	Whittle, Helen
Smith, Kat (Toby Churchill Ltd)	Wilby, Adam (CALLUP)
Smith, Lysa (Newman School)	Wilby, Alex (CALLUP)
Smith, Russell (Dad In A Shed)	Wilcock, Sarah (Smartbox Assistive Technology Ltd)
Smith, Sarah	Wilford, Katie (Hearing Products International Ltd)
Smyth, Claire	Williams, Mark
Soto, Gloria (San Francisco State University)	Williams, Matthew
Stack, Scott	Williams, Robert
Stanton, Marion (CANDLE)	Williams, Ruth (ACE Centre (South))
Steiner, Nikky (Assistive Communication Service NHS)	Wilson, Allan (CALL Scotland)
Stephens, Denise	Wilson, Carol (Kingsley Special Academy Trust)
Stevens, Rachel	Wilson, Fiona
Stewart, Robert (CALL Scotland)	Woodford, Amanda
Stienstra, Patricia	Worthington, Gwyneth
Stollery, Stephanie	Wright, Jess (Smartbox Assistive Technology Ltd)
Street, Mark (Liberator Ltd)	Yates, Simon
Styles, Victoria	Yerbury, Beth (The Children's Trust)
Suchowlanski, Sergio (Cornerways Residential Home Ltd)	Young, Neil (Steeper Ltd)
Suttie, Jenny	Zafir, Samina (Commissioning and Partnership)
Svitorka, Tomas	Zein, Angela
Synnott, Terry	Zein, Peter
Tanchak, Theresa (Assistive Communication Service)	
Tanner, Fiona	

The Alan Martin Award

Presented annually at
Communication Matters Conference
for significant contribution to the Arts
by someone who uses AAC



The Background to the Award

This award, first presented in 2013, is in memory of a remarkable man who was amongst other things a dancer, a musician and comedian who worked for the inclusion for all people within the arts whatever their disability. For 16 years Martin attended and presented at CM conference. If you do a search of his name on the CM website he can be seen to have worked with a wide range of leading figures in the world of AAC. Sadly he passed away in December 2012. The notes below are taken from a tribute to him given by Joan Ruddel who had known him for many years, at the first presentation of the award in September 2013.

“Alan Martin was passionate about equality and inclusion for all people with disabilities, in all aspects of life, especially participation in the Arts. He had himself struggled to be included and taken seriously in the creative dance world. His message to all people with disabilities was to “go for it” and include yourself in any activities that you feel interested in, or wish to try. Not to seek out “special” events, just for disabled people, but to turn up at any event you fancy and insist on being included. He recognised the opportunities offered by access to technological solutions, including AAC, which allowed people with significant impairments, to be enabled to access many creative forms of self expression. His own included Light Graffiti, writing music with the computer, and TV comedy scripts. He also let loose his creativity and sense of humour, in his keen participation in the many fancy dress “showing off” opportunities afforded to him by CM.

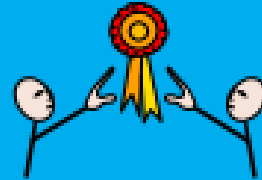
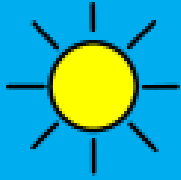
Alan often told the young people who he worked with. “Never let anybody tell you that you can’t do something because of a disability.”

So far the award has been presented to
poetry and drama.

Barry Smith received the award in 2013 for his poetry. The breadth of his work is amazing and gives a real insight into the life and experiences of people who use AAC and have physical as well as communication challenges in their life. There is an interview with Barry in the CM Journal Vol 29 (2) 2015

Kate Caryer received the award in 2014. Kate is a writer, ex Channel 4 continuity person and actor. She is one of the Community Interest Company directors of The Unspoken Project CIC. The Unspoken Project CIC brings Unspoken voices to the stage. She has had funding from the Big Lottery Fund in the recent past for her ‘Unspoken Project’. We plan that a full performance of her work will be staged at conference in 2016.

*What art form
will the award go to
in 2015?*



2015

Sunshine Symbol Art Competition 2015

Congratulations to ALL and a Big Thankyou from CM
for your Participation

Individual and School Age Entries Chestnut Lodge School, Widnes

Hollie age 7
Emily age 13
Rebecca age 6.

Sense for the Deaf-Blind, Peterborough

Jessica Bull
Daniel Treadwell
Karen Goldsack
Max Speigel
Amanda Armitage
Gillian Fellows

Gloucestershire Advisory Teaching Service

Holly, aged 7 years
with Nicki Grey AAC tutor

Ireland Wood Primary School, Leeds (reception-yr 4)

Maisie
Olivia
Lewis
Kaden
Georgia.

Marshlands School, Stafford (years 2-6)

Daniel
Paige
Dylan

Marshlands School, Stafford (years 2-6) (continued)

Alex
Mark
Meg
Dylan
Cole
Cam
Mrs McCarrol & Swans

St Theresa's LCD Penzance. Sylvie

Hillside School, Ayrshire Joint class entry with Mrs Janet MacKenzie

Wetherby High School Jessi Mary Robson (age 15)

ADULT ENTRIES

John Jamieson SILC, Leeds Charlie Gibbons Athol House, Leonard Cheshire Disability

Ejori Onobrauche
Paula Curtis
(with Mary Israel, Activities Organiser:
computer collage)

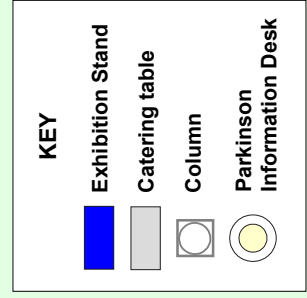
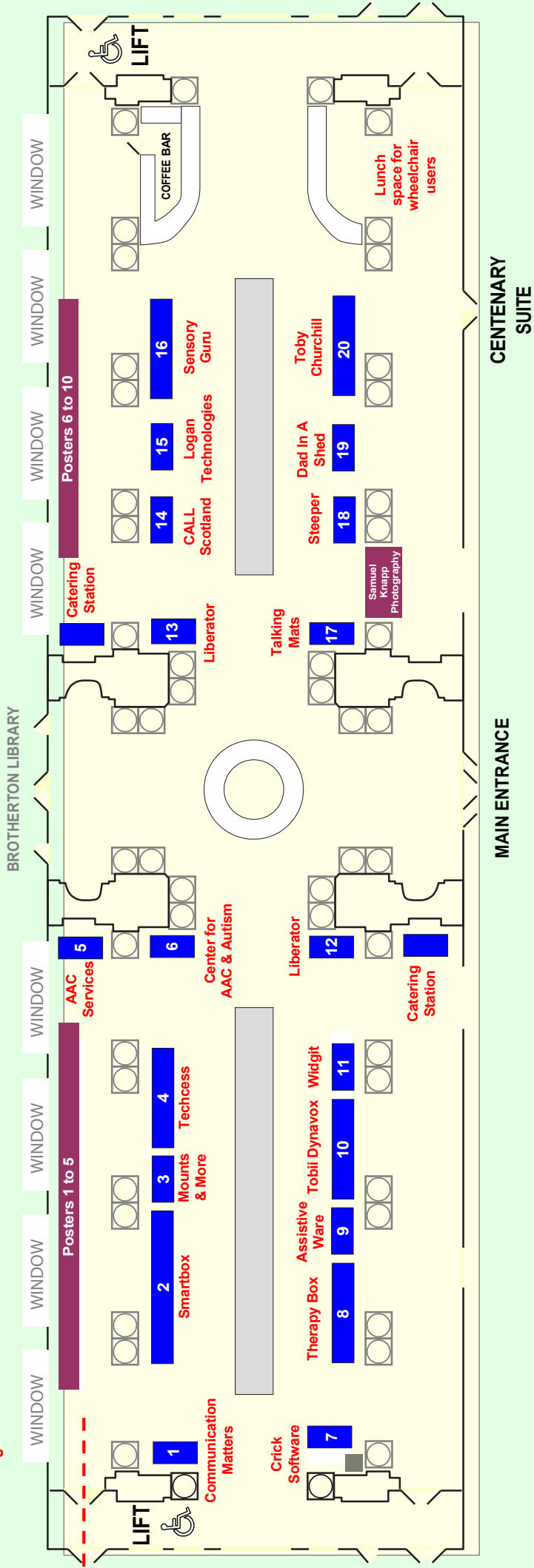
Alne Hall, Cheshire Home, Alne York Y061 15A (4 entries)

Notes

Notes

EXHIBITION HALL - PARKINSON BUILDING

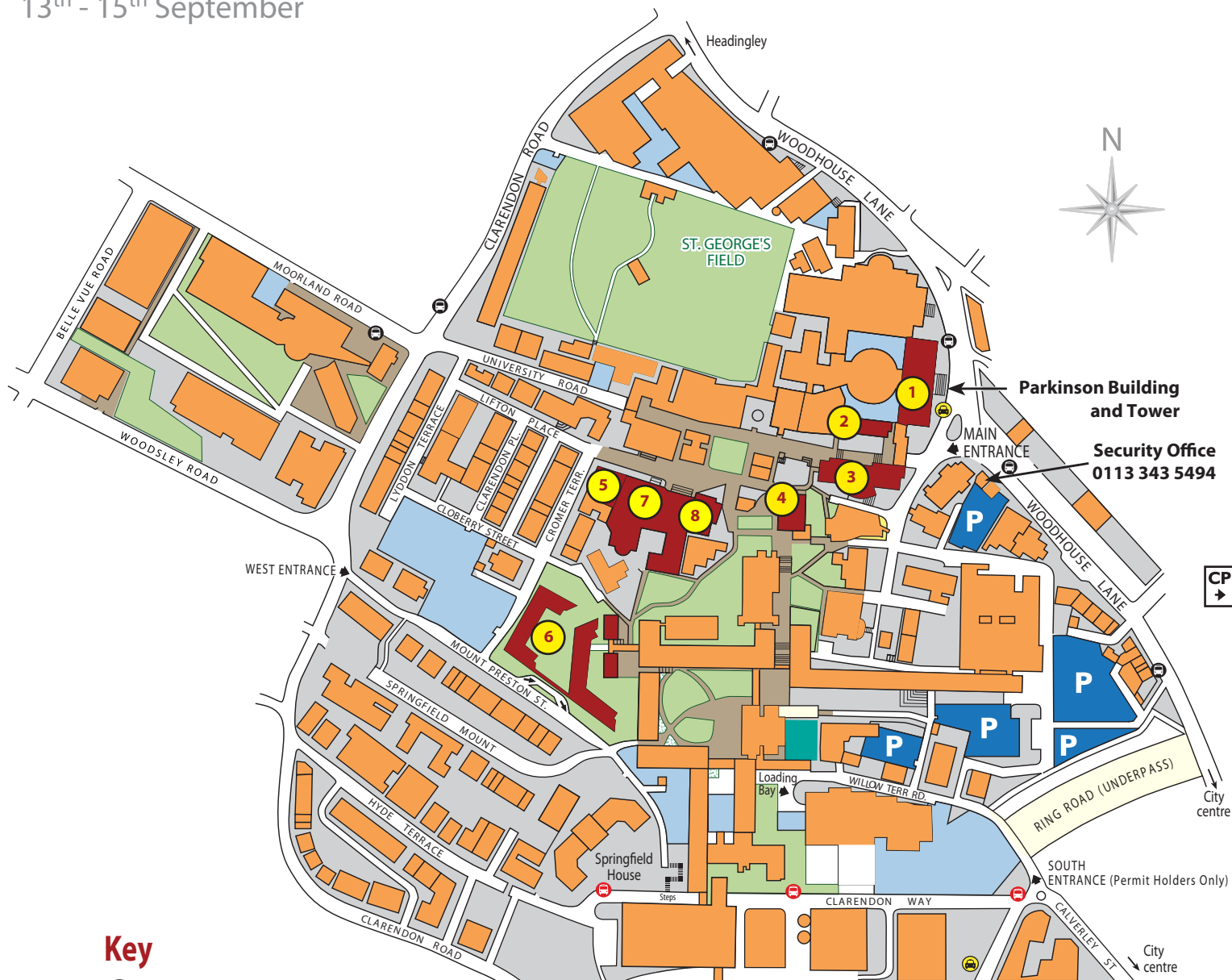
To Michael Sadler Building, Refectory & Storm Jameson Court
via the Baines Wing



5	AAC Services	12	Liberator Ltd	17	Talking Mats Ltd
9	AssistiveWare	13	Liberator Ltd	4	Techcess Ltd
14	CALL Scotland	15	Logan Technologies Ltd	8	Therapy Box Ltd
6	Center for AAC & Autism	3	Mounts & More Ltd	10	Tobii Dynavox Ltd
1	Communication Matters	16	Sensory Guru Ltd	20	Toby Churchill Ltd
7	Crick Software Ltd	2	Smartbox Ltd	11	Wigit Software Ltd
19	Dad In A Shed Ltd	18	Steeper Ltd		

Communication Matters 2015

13th - 15th September



Key

- | | |
|----------------------------|--------------------------|
| ① Parkinson | ⑥ Charles Morris Hall |
| ② Baines Wing | ⑦ Refectory |
| ③ Michael Sadler | ⑧ Leeds University Union |
| ④ Social Sciences Building | |
| ⑤ University House | |

Registration:

Conference Registration will take place in the Storm Jameson Court foyer, Charles Morris Hall (Sunday & Monday) & in the Parkinson Court, Parkinson Building (Tuesday).

Car parks

- University visitors' car parks (limited access)
- Other university car parks
- Public multi-storey car park

Other useful information

- CityBus Stop
- Taxi Rank
- Pedestrian Only Area
- Lawns
- Bus Stop



TECHCESS IS EXHIBITING AT THE COMMUNICATION MATTERS NATIONAL CONFERENCE

13-15TH SEPTEMBER 2015, UNIVERSITY OF LEEDS

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**Bart Noe, Jabbla:
My Own Voice**

Demonstrating the possibilities of 'voice banking'
9.55AM TUESDAY 15TH SEPT 2015

**Andrea Kirton, Barnsley AT Service
& Ian Foulger, Techcess: CARLA**

Computer-based Receptive Language Assessment
11.10AM TUESDAY 15TH SEPT 2015



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Tuesday at 11.10am

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