**ISSUES IN AUTISM:**

**PART 1-BEYOND SNACK: BUILDING CLASSROOM PARTICIPATION BY STUDENTS WITH AAC NEEDS**

**PART 2-CREATING QUALITY IEPs FOR STUDENTS USING AAC**

Presented by: Dr. Carole Zangari & Susan R. McCloskey Hosted by: UMNSU CARD

**About the Presenter**

Dr. Zangari is a professor of speech-language pathology at Nova Southeastern University where she teaches master’s and doctoral courses in AAC, coordinates the AAC Lab, and provides clinical supervision to graduate student clinicians. She is a frequent presenter on AAC topics and is co-editor of the book Practically Speaking: Language, Literacy, and Academic Development of Students with AAC Needs. Dr. Zangari blogs at www.PrAACticalAAC.org.

Susan McCloskey is an ASHA certified speech-language pathologist who has worked in the area of augmentative/alternative Communication for over 25 years. She has trained classroom-based teams across the country on AAC assessment and implementation strategies, and is a former Board Member of ASHA’s Special Interest Division on AAC. Currently, as the Department Chair of the Volusia County Assistive Technology Team, she also coordinates the county’s SCERTS project for students with Autism Spectrum Disorder.

**Training Description**

**Part 1:** A sizable percentage of students with autism have little or no functional speech and require AAC supports to achieve their educational potential. This presentation reviews key concepts for a) supporting students with AAC needs in the classroom and b) promoting meaningful communication that goes beyond requesting favored items. Strategies for expanding student participation in classroom activities and routines will be discussed. Examples of students at various levels of communicative functioning will be provided.

**Part 2:** Since the IEP drives the process for service delivery, it’s important to make sure there is enough detail in the IEP so that all staff knows what is supposed to happen – what is supposed to be provided. Using the Quality Indicators for Assistive Technology (QIAT) as a framework, participants in this session will learn how to include language that is descriptive and informative for all IEP team members. The session will provide examples of students using augmentative/alternative communication systems and examples of how the technology (low or high tech) was included in the IEP. The third Quality Indicator, Including AT in the IEP, will be reviewed, and the indicators and matrices will be used as a framework for including important information about AAC devices and services. Finally, connections to the Common Core will be made to goals and objectives for the use of AAC systems.

**Training Objectives**

As a result of this training, participants will:

- Explain key concepts in supporting AAC in the classroom.
- Describe strategies to expand active participation of students who use AAC in existing classroom lessons and routines.
- Revise an existing lesson or activity to increase the frequency of communication by students who use AAC.
- Identify resources from the Quality Indicators for Assistive Technology website. [http://indicators.knowbility.org/](http://indicators.knowbility.org/)
- Identify guidelines for including assistive technology in the IEP.
- Analyze descriptions for including AT in the IEP using the Quality Indicators.
- Make connections between IEP goals and objectives and Common Core goals and objectives.

**Registration Information:**

REGISTRATION IS MANDATORY

DEADLINE: March 31, 2014
Limited to first 200 participants

Register online at [www.doepartnership.org/trainings.html](http://www.doepartnership.org/trainings.html)

For more information contact:
Lezonne Codner at 954-262-7111 or lezonne@nova.edu

**Directions:**

For directions, click [HERE](http://www.co.davie.fl.us) or [C]redits:

ASHA: .60 CEUs
(Intermediate level, Professional area.)

Regional Trainings are hosted by the Center for Autism and Related Disabilities, through the Partnership for Effective Programs for Students with Autism (PEPSA), a program funded by the State of Florida, Department of Education, K-12 Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B. [www.DOepartnership.org](http://www.DOepartnership.org)