Continuing Professional Development Credit (CPD)

* For all CA licensed professionals who may wish to apply these hours for licensure renewal. CA licensees should be aware of state regulations which approve only courses relevant to the practice of SLP/Aud as related to direct or indirect patient/client care.

NO LATE ARRIVALS OR EARLY DEPARTURES.

*To receive certificate of Continuing Professional Development Credits, participants must attend entire **6** hours of Course Content.

Sponsored by San Joaquin County SELPA
Provider No. PDP 48

Appropriate for:
Language, Speech and Hearing Specialists

Speech-Language Pathologists and Audiologists can take courses to accrue 24 hours of continuing professional development (CPD) for each biennial license renewal. Licensees must take courses from board-approved providers and course subject matter must be related to the speech-language pathology and audiology scope of practice.

San Joaquin County Office of Education
P.O. Box 213030
Stockton, CA 95213-9030

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Co-Sponsored by:
San Joaquin SELPA, Stockton SELPA
Lodi SELPA, University of the Pacific

24th Annual
LSH Winter Symposium

AAC: A Whole New World:
How to Assess, Create, Modify and Manage the Modern World of Augmentative Communication

Presented by
Daniel P. Phillips, Director

Technology Resource Center of Marin

Wednesday, January 18, 2017
(Sign-in: 8:00am to 8:30am)
Workshop: 8:30am to 4:00pm

Location:
SAN JOAQUIN COUNTY OFFICE OF EDUCATION
WENTWORTH EDUCATION CENTER
BURWOOD AUDITORIUM
2707 Transworld Drive, Stockton, CA

San Joaquin County Office of Education

The Presenter

Dan Phillips has been a speech pathologist in the field of AAC for close to 25 years. He designed and built the Technology Resource Center of Marin in Marin County California that serves over 4,000 students with special needs. He continues to serve as the director of this organization that provides AAC and AT resources and supports to families throughout the Bay Area offering diagnostic consultations and evaluations as well as training on tools, apps and strategies to support the use of technology for communication, reading and writing for students from ages newborn to 22. He is an active member of CSHA, and currently serves as co:chair for the Operations Committee for the 2017 State Convention in Pasadena. Dan routinely lectures both locally, regionally, nationally and internationally. He offers a wide variety of trainings annually throughout Marin that address relevant topics regarding technology supports for education. He regularly lectures with university programs of Dominican and San Francisco State, local assistive technology programs in San Francisco and Sonoma, and SLP and parent organizations throughout the Bay Area. He travels extensively throughout California, speaking with SLP organizations in hospital, school and home health settings. Dan can be seen in January at the Future of Educational Technology Conference in Orlando, FL. Dan continues to be an invited speaker with many international lectures that include the International Society for AAC in Portugal, Teach with Africa in South Africa, he was the keynote speaker at the ISAAC conference in Brazil and most recently lectured in the International Voice Conference in Poland as well as the Autism Around the World conference in Dubai. He has founded and serves as the CEO of the Nika Project, an international technology project to supply tools and trainings for AAC users of any language and culture around the globe.

Learner Outcomes

Following this workshop, participants will be able to:

- Identify at least 3 assessment tools to use in making AAC decisions;
- Identify AAC tools for emerging communicators;
- Identify AAC tools for context dependent communicators;
- Identify AAC tools for independent communicators;
- Identify relevant tools and strategies for digital communication;
- Identify relevant social media strategies for AAC users

Workshop Description

Augmentative communication and its practice as a speech pathologist, parent, educator and end user has been around for many decades. We continue to promote standard practices as we help our clients and students to develop vocabulary, semantic, syntactic and pragmatic skills in utilizing a wide range of assistive devices. What has changed drastically in the past 10 years has been HOW we choose to communicate to others. The power of mobile devices, digital communication strategies, and social media has changed how ALL of us communicate with those around us. In many ways, we are now able to communicate with a much wider network - connecting us to others both nearby and around the world. Nothing speaks more to the AAC community and its members than the power of modern technology to allow our clients and students to communicate in ways they never have before. More and more students and adults are exploring AAC possibilities in ways they never imagined - for essential functional communication, to allowing complete expression in ways that are challenging with personal contacts, to simple language stimulation and visual supports - the world of AAC has grown to encompass a wide range of members who can use it! Now powerful communication tools are accessible to all of us, enabling everyone to explore its possibilities.

This workshop will outline the modern AAC user and tools that are applicable for our professionals who are working to increase communication skills for our clients. We will explore assessment tools and strategies in order to make good decisions that support not only access to immediate communication but stimulate future language growth. We will outline tools and strategies for utilizing mobile technology devices for emergent, context dependent and independent communicators. Participants will leave with a vast understanding of possible tools for every type of communicator. This workshop will also identify current modern methods of communication via digital communication and social media and its applications within the AAC community.

Target Audience

Speech-Language Pathologists,
Occupational Therapists & Educators Serving Students
with Special Needs Throughout Their School Years