The purpose of this symposium is to introduce Children’s Hospital of Richmond at VCU’s (CHoR) assistive technology program, provide evidence-based practice and current best practice assistive technology training, and collaborate with local professionals to enhance communication through the lifespan.

AUDIENCE
Speech, occupational, and physical therapists, as well as professionals (teachers, special educators, etc.) who have an interest in assistive technology.

LOCATION
Children’s Hospital of Richmond at VCU - Brook Road Campus
2924 Brook Road | Richmond, VA 23220

REGISTRATION
$99 (includes breakfast and lunch) | Deadline: September 18, 2015
Register online at chrichmond.org/AT2015

AT SYMPOSIUM DISCLOSURES
Many of the presenters are employees of CHoR. Some presenters have affiliations with outside vendors but will not promote or endorse particular brands or products as part of this presentation.

SPEAKERS
Lauren S. Andelin, MS, OTR/L
Sara Barnhill, MS, CCC-SLP
Michele Bartz, MA, CCC-SLP
Katie Bobbitt, MS, OTR/L
Mandy Butler, DPT
Barbara Cannon, MEd
Meghan L. Danowski, MEd, CCC-SLP
Lauren S. Enders, MA, CCC-SLP
Tony Gentry, PhD, OTR/L
Angie Kiger, MEd, CTRS, ATP/SMS
Barbara Lent, MEd, CCC-SLP
Amy M. Morgan, PT, ATP
Barbara Watkins, AT user
Rachell Westby, MCD, CCC-SLP

CONTINUING EDUCATION
This program is offered for .65 of ASHA CEUs (Intermediate level; Professional area).

CONFERENCE SCHEDULE
8 a.m. Registration
8:30 Welcome and Breakfast
9 Keynote Address: Assistive Technology (AT) to Support Independent Living: Perspectives from an AT Provider and User Barbara Watkins and Tony Gentry, PhD, OTR/L
Participants will be able to: describe two areas of increased functional independence due to improvements in assistive technology (AT); identify three pieces of AT used by the speaker to enable her to live independently; describe two areas where AT equipment or services could be improved; describe two strengths and weaknesses of augmentative and alternative communication (AAC) devices or synthesized speech.

Break

Concurrent Session One (select one)
A – Using Core Vocabulary to Support Non-Verbal Students
B – Eliciting Essential Core Vocabulary Using Low-Cost, Engaging iPad Applications
C – License to Drive: Are You Sure About That?
D – If the Shoe Doesn’t Fit: Dispelling the Evaluation and Treatment Myths of Complex AAC Users

1 Lunch and Time with Exhibitors

Concurrent Session Two (select one)
A – Cortical Visual Impairment: Assessment, Implications, and Adaptations for Successful AAC Use
B – Early AACtion: Use of AAC Systems with Children Ages 0-3
C – Initiating Powered Mobility in Clients with Brain Trauma

Break

Concurrent Session Three (select one)
A – Eliciting Essential Core Vocabulary Using Low-Cost, Engaging iPad Applications
B – Introduction to CHoR’s Alternative Drive Control Program
C – Getting to the Core of Core Vocabulary: AAC Implementation Strategies for Caregivers and Speech Language Pathologists
D – Mobile Technologies as Cognitive Behavioral Aids

Break

Closing Remarks, Evaluations and Raffle Drawings
Concurrent session descriptions on reverse side.

Register online
chrichmond.org/AT2015

Learn more about AT at CHoR
chrichmond.org/AT
CONCURRENT SESSION DESCRIPTIONS

Concurrent Session One

A – Using Core Vocabulary to Support Non-Verbal Students
Barbara Cannon, MEd
Participants will be able to: understand vocabulary terms as they apply to AAC; understand supported core vocabulary AAC interventions; understand why AAC systems that incorporate core vocabulary enhance language learning and functional communication for non-verbal and minimally verbal students; choose appropriate core and fringe vocabulary for beginners through advanced users of AAC; learn ways students can use motor planning in addition to symbol knowledge to improve and speed-up communication; explore various techniques, low tech boards, devices and applications (apps) for AAC.

B – Eliciting Essential Core Vocabulary Using Low-Cost, Engaging iPad Applications
Lauren S. Enders, MA, CCC-SLP
Participants will be able to: describe two reasons why loading apps onto an AAC is often problematic; identify three engaging apps that support core language learning; describe important vocabulary to include when using AAC apps and why this is imperative in supporting vocabulary growth and language learning.

C – License to Drive: Are You Sure About That?
Angie Kiger, MEd, CTRS, ATP/SMS
Participants will be able to: describe all of the steps associated with a power mobility training program from evaluation to implementation once the wheelchair is delivered; list five activities/strategies to assist clients in learning to become a safe and efficient power wheelchair user; identify at least three adaptations that can be made to power wheelchair input devices to improve the success rate of a client’s driving ability; name three clinical situations when specialty controls may be required for a client to drive a power wheelchair; identify at least five specialty control options.

D – If the Shoe Doesn’t Fit: Dispelling the Evaluation and Treatment Myths of Complex AAC Users
Rachel Westby, MCO, CCC-SLP
Participants will be able to: identify and dispel common myths when evaluating and treating AAC users and potential eye gaze candidates; identify alternative access methods for AT devices with a variety of co-occurring cognitive and physical differences; gain problem-solving skills for meeting the AT and AAC needs of complex clients and eye gaze users.

Concurrent Session Two

A – Cortical Visual Impairment: Assessment, Implications, and Adaptations for Successful AAC Use
Lauren S. Andelin, MS, OTR/L
Participants will be able to: identify 10 unique characteristics and behaviors assessed for individuals with diagnosis of cortical visual impairment (CVI); identify five environmental barriers for use of functional vision by a patient with CVI; identify five adaptations for an individual with CVI to support use of functional vision and increase successful use of an AAC system.

B – Early AACtion: Use of AAC Systems with Children Ages 0-3
Sara Barnhill, MS, CCC-SLP and Michele Bartz, MA, CCC-SLP
Participants will be able to: describe core vocabulary and aided language input theories; verbalize how to select language functions; verbalize three communication strategies; verbalize the connection between developmental language norms and AAC systems; verbalize three common play routines in which AAC could be incorporated.

C – Initiating Powered Mobility in Clients with Brain Trauma
Amy M. Morgan, PT, ATP
Participants will be able to: list three aspects of cognition and perception related to learning powered mobility; perform a task analysis on wheelchair driving skills and discuss a method of improving success; demonstrate three steps in the power mobility training process.

Concurrent Session Three

A – Eliciting Essential Core Vocabulary Using Low-Cost, Engaging iPad Applications
Lauren S. Enders, MA, CCC-SLP
Participants will be able to: describe two reasons why loading apps onto an AAC is often problematic; identify three engaging apps that support core language learning; describe important vocabulary to include when using AAC apps and why this is imperative in supporting vocabulary growth and language learning.

B – Introduction to CHOR’s Alternative Drive Control Program
Katie Bobbitt, MS, OTR/L and Mandy Butler, DPT
Participants will be able to: demonstrate knowledge of alternative drive control program, from referral to discharge; describe three alternative drive control options; describe recommendation criteria for power wheelchair with alternative drive controls; describe three home programming activities to promote alternative drive control improvements.

C – Getting to the Core of Core Vocabulary: AAC Implementation Strategies for Caregivers and Speech Language Pathologists
Meghan L. Danowski, MEd, CCC-SLP and Barbara C. Lent, MEd, CCC-SLP
Participants will be able to: describe core vocabulary and its rationale for use in AAC; describe aided language input and its rationale for use in AAC; explain the use of three core words in a common play activity; discuss functional opportunities for carryover of core vocabulary into home routines.

D – Mobile Technologies as Cognitive Behavioral Aids
Tony Gentry, PhD, OTR/L
Participants will be able to: compare and contrast mobile platforms that may be used as cognitive aids; use an AT as a cognition assessment instrument; describe the strengths and weaknesses of mobile applications used as reminders for memory impairment; describe how to use mobile applications to build task-sequencing prompts and video modeling for cognitive-behavioral training; describe how to modify a mobile device to best fit the needs of a person with cognitive challenges.

Session Location Information

Breakfast and Keynote
Auditorium

Concurrent Session One

A – Lobby Conference Room
B – Auditorium
C – Therapy Gym
D – Multi-Purpose Room

Concurrent Session Two

A – Lobby Conference Room
B – Multi-Purpose Room
C – Therapy Gym

Concurrent Session Three

A – Auditorium
B – Therapy Gym
C – Multi-Purpose Room
D – Lobby Conference Room

Register online
chrrichmond.org/AT2015

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