

# MontCOMM PRESENTS: Making Learning Awesome for All, Including Users of Alternative Communication

Offering CEUs from OPI, ASHA, and the MT Board of OT Practice

Hosted and  
funded by **MonTECH**

This online event,  
featuring celebrated  
assistive technology  
and AAC expert  
Chris Bugaj, will be  
Tuesday, August 4<sup>th</sup>,  
8:30-4:30



## Christopher Bugaj, M.A. CCC-SLP

Christopher R. Bugaj, MA CCC-SLP, is a dynamic speaker who has presented over 400 live or digital sessions at local, regional, state, national, and international events, including TEDx. Chris is the author of ATEval2Go (<http://bit.ly/ateval2go>), an app for iPad that helps professionals in education perform technology assessments for students. He also co-hosts the Talking With Tech podcast and has hosted the A.T.TIPSCAST (a multi-award winning podcast featuring strategies to design educational experiences). His latest book, *The New Assistive Tech: Making Learning Awesome for All*, is available for order now. Read more of Chris' impressive bio at [www.chrisbugaj.com](http://www.chrisbugaj.com)

Register now at:

<https://www.eventbrite.com/e/montcomm-tickets-104473593330>

For further information, or to register with a check, please contact Molly Kimmel at [Molly.Kimmel@mso.umt.edu](mailto:Molly.Kimmel@mso.umt.edu) or 406-243-5769.

# MonTECH

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**Rural Institute**  
For Inclusive Communities

UNIVERSITY OF  
**MONTANA**

## Overall Description:

If a student is not successfully using verbal speech as her or his primary form of expression by the age of three, educators working with that student should be considering augmentative/alternative communication. But what are those considerations? What principles should everyone involved be using when making decisions about what technology to select for implementation? Considerations discussed during this session will include the Least Dangerous Assumption, vocabulary selection, vocabulary organization, aided language input, and designing engaging and empowering language opportunities.

Participants will examine a continuum of supports for how to provide inclusive instruction and accessible materials supported by technology. There are a number of strategies fostered by technologies that can be used by students who are learning language that can also be applied to students with other disabilities, including dyslexia, to enhance their own learning. Participants will learn about initiatives to help educators select materials which are born accessible, how to make inaccessible texts accessible, how to create accessible materials, and how to help students learn to make their own materials accessible in preparation for graduation and the world beyond.

## DISCLOSURES

Financial Disclosure: Chris is receiving a speaking fee for this presentation. You can find Chris' non-financial disclosures on his web site at: [www.chrisbugaj.com](http://www.chrisbugaj.com). Scholarships were graciously provided by Region III Comprehensive System of Professional Development (CSPD) and OPI's Autism Education Project. Montana Center for Inclusive Education at MSU Billings provided the use of their conference space.

## Morning Session: Making Learning Awesome for Students with Disabilities

### LEARNER OUTCOMES

By completing this workshop, the learner will be able to:

1. Examine at least three different functions of technology which can be used by learners to help decode text.
2. Examine at least three different functions of technology which can be used by learners to improve reading fluency.
3. Discuss a continuum of supports for providing accessible instructional materials.

## Afternoon Session: Necessary Components of AAC Consideration and Implementation

### LEARNER OUTCOMES

By completing this workshop, the learner will be able to:

1. Describe the importance of adopting a least restrictive mindset that focuses on using the principles of the Least Dangerous Assumption and working toward an end result of spontaneous generation of novel utterances.
2. Discuss the importance of motor access, planning, and memory in the consideration of functional augmentative and alternative language systems.
3. Discuss the importance of aided language input in the consideration of functional augmentative and alternative language systems.
4. Describe which words should be implemented and taught when considering augmentative and alternative language systems.

## Agenda

### MORNING

#### Making Learning Awesome for Students with Disabilities

- 8:45 - 9:00 - Log-in
- 9:00 - 9:15 - Introductions
- 9:15 - 10:15 - Design Thinking: How to Design Instruction for Everyone
- 10:15 - 10:45 - Break
- 10:45 - 12:00 - Technology to Support Awesome Design for Literacy
- 12:00 - 1:00 - Lunch Break

### AFTERNOON

#### Necessary Components of AAC Consideration and Implementation

- 1:00 - 2:00 - Designing with the End in Mind:  
Spontaneous Novel Utterance Generation & Core Vocabulary
- 2:00 - 2:45 - Motor Planning/Memory & Aided Language Stimulation
- 2:45 - 3:15 - Break
- 3:15 - 4:00 - Implementation Strategies for Language Instruction
- All Day Long
- 4:00 - 4:30 - Questions, Closing

APPROVED PROVIDER



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Montana Speech-Language-Hearing Association is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.



Montana Speech - Language - Hearing Association

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This course is offered for .5 ASHA CEUs (Introductory Level, Professional Area)

MonTECH cares about your health and the health of the population you serve. For that reason, MontComm has transitioned to an online event. If you have questions, please write [molly.kimmel@mso.umt.edu](mailto:molly.kimmel@mso.umt.edu)