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

Hosted and funded by MonTECH

Tuesday, August 4, 2020
8:30-4:30
1500 University Dr.
Billings, MT 59101

$100 per person with some scholarships available.
Lunch included.

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

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 or 406-243-5769.
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.

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
8:30 - 9:00 - Check-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, Visit with Vendors

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

CEUs from OPI, MOTA, and ASHA pending approval.

This event will adhere to social distancing guidelines, and will transition to an online event as needed.
For those who are unable to travel to Billings for MontComm, there will be an option to participate virtually.
(There is no discount for virtual attendance.)