



North Carolina Augmentative Communication Association

## 27<sup>th</sup> Annual Conference on AAC “AAC, Across the Lifespan!”

February 25-26, 2010  
The Raleigh Marriot City Center

Sponsored by the North Carolina Augmentative Communication Association  
& the Division of Speech and Hearing Sciences in the Department of Allied Health Sciences, The University of North Carolina at Chapel Hill  
The Department of Allied Health Sciences is a part of the School of Medicine at UNC Chapel Hill

For individuals who are communicatively impaired, the use of augmentative and alternative communication (AAC) and assistive technology are often critical in facilitating independence, fostering social and emotional wellbeing as well as expanding and enriching activities of daily living. Bringing together AAC consumers, family members and professionals, the annual NCACA conference continues to provide a forum for learning and sharing essential information. This year's conference “ACC, Across the Lifespan”, celebrates 27 years of excellence and innovation in augmentative communication in North Carolina. Thursday, February 25, we are fortunate to have Dr. Caroline Musslewhite presenting, “Communication Circles, Super Support for People who Use AAC.”



### **Caroline Musslewhite, Ph.D, CCC SLP**

Communication Circles: Super Support for People who Use AAC

Dr. Caroline Musselwhite is an assistive technology specialist with more than 30 years of experience working with children and adolescents with severe disabilities, in a variety of settings, including Head Start, developmental day programs, and the public schools. She has also taught courses at several universities, including West Virginia University, and Western Carolina University. Dr. Musselwhite has authored a number of textbooks and “how-to” books on a range of topics, including Emergent Literacy Success, Communication Programming for Persons with Severe Handicaps, and Reading Activities Project for Older Students (R.A.P.S.). She has also authored a number of software programs (Write to Talk, Social Scripts) and books (Learning to Work) for youth with disabilities. She has presented thousands of workshops throughout the world, and is a founding member of the Board of Directors for the International Society for Augmentative and Alternative Communication. Honors include Foundation Fellowship (West Virginia University), Educator of the Year (Association for Retarded Citizens, North Carolina), Honors of the Association, (North Carolina Augmentative Communication Association), and DiCarlo Outstanding Clinician Award (North Carolina Speech-Language-Hearing Association).

Friday, February 26<sup>th</sup> will consist of breakout sessions related to augmentative communication, literacy, assistive technology, family/consumer issues, and vendor products.

At the conclusion of this conference, participants should be able to:

- Identify purposes for communication circles.
- Describe strategies to set up a communication circle, including target individual selection, partner selection, and first meeting ideas.
- Summarize at least two strategies each for supporting individuals who use AAC in operational, linguistic, social, and strategic skills.

**Target Audience:** This conference is designed for speech/language pathologists, occupational therapists, physical therapists, psychologists, educators, para-professionals, families, and consumers interested in increasing their knowledge of AAC and assistive technology.

**Special Events:**

- Exhibit Hours: Thursday, 8:00 a.m. – 4:30 p.m. and Friday, 8:00 a.m. – 2:30 p.m.
- Non-speaking Auction: (Thursday all day & Friday morning)  
Donate AAC & Literacy materials, books, toys, etc. Stop by the non-speaking auction table, and place your bid on these treasures. Highest bidders will be posted at the registration table by 2:30 p.m. on Friday. Contact Jessica Yeganian (919-971-9284) for details. Don't forget to bring donations and dollars!
- Thursday 6:30 – 7:15 p.m. **Rhythmicity** - African, Afro-Cuban drumming and more



## 27<sup>th</sup> Annual NCACA Conference

### Agenda

Thursday, February 25, 2010

8:00 am Registration & Exhibit Hall open

8:30 – 10:00 "Communication Circles: Super Support for People who Use AAC!"

**Caroline Musslewhite, Ph.D., CCC-SLP**

This presentation will explain and examine the rationale and use of communication circles for a variety of AAC users across the lifespan. Participants will learn strategies to creating communication circles through the selection of appropriate communication partners as well as support strategies for individuals who use AAC. Specific support strategies will be presented to address the areas of AAC operation, linguistics, social language and more. Attendees will gain insights and understanding of the role communication circles play in increasing and improving communication opportunities, quality of communication experiences for individuals who use AAC.

**Learning Objectives:**

1. Participants will identify purposes for communication circles.
2. Participants will describe strategies to set up a communication circle, including target individual selection, partner selection, and first meeting ideas.
3. Participants will summarize at least two strategies each for supporting individuals who use AAC in operational, linguistic, social, and strategic skills.

10:00-10:30 Break and Visit Exhibits

10:30-12:00 Continuation... Communication Circles: Super Support for People who Use AAC

Noon – 1:15 pm Lunch (provided)

Business Meeting & Awards Luncheon

1:15-2:45 Continuation... Communication Circles: Super Support for People who Use AAC

2:45-3:00 Break and Visit Exhibits

3:00-4:30 Conclusion... Communication Circles: Super Support for People who Use AAC

## 27th Annual NCACA Conference

### Agenda

Friday, February 26, 2010

8:00 am Registration & Exhibit Hall open

8:30 - 10:00 Concurrent Sessions

Vendor/AAC	Literacy/Schools	Family/Consumer	Post School age/ Adult	AAC
<p><b>W1</b> <i>Changing times... The New World of Text Based Augmentative Communication Devices</i></p> <p><b>Kenneth P. Whitley, M.A., CCC-SLP</b></p> <p>New devices with new capabilities for the literate nonspeaking person! Today's exciting text-based augmentative communication devices offer much more than dynamic display devices are able to in power, features, user friendliness and price. This presentation will examine the new Polyana series, Freedom Lite series, Freedom Toughbook series, SpeakOut, Persona Mobile and more.</p>	<p><b>W2</b> <b>Beyond Schedules, Choice Making, Repeated Line: Meaningful Language, Literacy, Communication in the Classroom.</b></p> <p><b>Betsy Cordle, M.Ed.; Amanda Hummel, B.S.; Patsy Pierce, Ph.D.</b></p> <p>Once teachers implement a schedule, choice making and using repeated lines in their class, they often are stuck with what to do next for their AAC users. This presentation will focus on helping teachers and SLPs create an environment that goes beyond these and is rich in literacy, language and excitement.</p>	<p><b>W3</b> <b>Teaching Language Through Music</b></p> <p><b>Mary J. Pearson, M.S. CCC-SLP; Abbe Reed, MT-BC, QDDP</b></p> <p>Combining music therapy and speech therapy has revealed an increase in speech production, attention and social skills for children with a variety of disabilities. The presenters, speech therapist and music therapist, will bring their voices, instruments, visual supports and innovative ideas into this team treatment approach. This presentation will include demonstrations of songs, books, and movement activities that have been successful in eliciting speech and language skills within their practice. Video case studies will be included.</p>	<p><b>W4</b> <b>AAC and Other Assistive Tech for Patients with ALS</b></p> <p><b>Amy Wright, MCD, CCC-SLP</b></p> <p>When treating patients with ALS one must provide management at each stage of the disease progression. This frequently involves implementation of adaptive equipment to facilitate communication, computer access, telephone access and other environmental controls. Different types of assistive tech and practical application to ALS patients will be discussed.</p>	<p><b>W5</b> <b>Jump Start Your AAC Evaluation Process</b></p> <p><b>Libby Rush M.A., CCC-SLP; Celeste Helling, M.A., CCC-SLP</b></p> <p>The goal of AAC assessment is effective use of communication, but how to get there when there are few systematic assessment protocols available. This session will provide an overview of the major components of the AAC evaluation process as well as the information that must be obtained for each area. Budget conscious devices and materials that are fundamental to testing various functions of communication and AAC utilization will be identified and discussed. Participants will learn about a variety of resources and strategies for working better, smarter and faster.</p>

Learning objectives:	Learning objectives:	Learning objectives:	Learning objectives:	Learning objectives:
<ol style="list-style-type: none"> <li>Describe how text based communication devices better serve many nonspeaking persons that do picture based dynamic display devices.</li> <li>List three message creation/retrieval techniques found in text-based communication devices.</li> <li>Discuss academic, vocational and daily living capabilities of text-based communication devices.</li> </ol>	<ol style="list-style-type: none"> <li>Discuss meaningful language and literacy experiences and how they differ from less rich experiences.</li> <li>Define Aided Language Stimulation and how it is used effectively in a variety of communication modes.</li> <li>Describe how to incorporate meaningful language into at least one part of the school day.</li> </ol>	<ol style="list-style-type: none"> <li>Identify the benefits of using music to elicit nonverbal and verbal communication</li> <li>Combine music and visual aids in their everyday practice</li> <li>Utilize suggested implementation techniques to create a novel song and language activity.</li> </ol>	<ol style="list-style-type: none"> <li>Name 3 different types of SGDs frequently used to facilitate communication when treating patients with ALS and other neuromuscular diseases.</li> <li>Name 3 different methods used to access SGDs and other adaptive equipment</li> <li>Identify 4-5 equipment alternatives for adaptive computer and/or telephone access including common store bought items.</li> </ol>	<ol style="list-style-type: none"> <li>Define the basics of an AAC evaluation.</li> <li>Identify tools needed for providing AAC evaluation to individuals across the lifespan</li> <li>Describe the criteria required by various funding sources.</li> </ol>
<i>Intermediate</i>	<i>Intermediate</i>	<i>Varied</i>	<i>Varied</i>	<i>Intermediate</i>

**10:00 – 10:30 Break and Visit Exhibits**

<b>10:30 - 12:00 Concurrent Sessions</b>				
Vendor/AAC	Literacy/ Schools	Family/Consumer	Post Schoolage/ Adult	AAC
<b>W6</b> <b>Introduction to Eye Control for AAC and Computer Access</b>  <b>Jennifer Mashburn, M.A., CCC-SLP</b>	<b>W7</b> <b>Pragmatically Speaking</b>  <b>Kristine Drum M.A., CCC-SLP; Lynda Horney, OTR-L; Jill Reynolds, teacher</b>	<b>W8</b> <b>Parents choose different paths to same destination: Alternatives to Spoken Language</b>  <b>Betsy Huffstetler B.A.; Linda Gaster, B.A.</b>	<b>W9</b> <b>The ABC's of ALS</b>  <b>Shelby Kennerly, AT Consultant; Sue Humphries LMSW</b>	<b>W10</b> <b>Using Multiple Approaches for Children on the Autism Spectrum</b>  <b>Karen Casey M.A., CCC-SLP; Robbin Newton, M.A. OTR/L, BCP</b>

<p>This presentation will be an informative session related to all eye tracking devices including information about the eye, how the technology works and how it will benefit your client. We will specifically look at the P10 and the C12 with CEye from Tobii ATI.</p>	<p>This workshop will utilize the PODD (Pragmatically Organized Dynamic Display) communication system to demonstrate how communication can open up a world of possibilities for challenging students and encourage participation in a variety of classroom activities.</p>	<p>Speakers will present the paths they have followed while seeking effective communication alternatives to verbal language for their children. Presenters plan to address tips to securing funding, informal assessments parents can utilize, and the stumbling blocks to AAC success they hope to help others avoid.</p>	<p>The main part of this session will be information presented on the progression of ALS and methods for coping with the disease. The last 20 minutes will be a Q &amp; A session with Sue Humphries, Amy Wright, and Shelby Kennerly as the panel.</p>	<p>Children on the Autism spectrum can be successful by using multiple approaches together for fostering certain skills. Choosing activities, strategies and materials to enhance language, literacy and social skills will be emphasized. See videotape examples using structured teaching and visual supports for choices, play, schedules shared reading, writing and more.</p>
<p><b>Learning objectives:</b></p>	<p><b>Learning objectives:</b></p>	<p><b>Learning objectives:</b></p>	<p><b>Learning objectives:</b></p>	<p><b>Learning objectives:</b></p>
<p>1. Identify the appropriate population for using eye control assistive technology</p>	<p>1. Explain the PODD communication system.</p>	<p>1. Analyze cost effectiveness of high tech vs. low tech. AAC strategies.</p>	<p>1. Understanding of ALS</p>	<p>1. Discuss examples of Structured Teaching Strategies such as Social Stories, Schedules, and visual supports for enhancing play, language and literacy.</p>
<p>2. Describe the reasons that Tobii ATI eye gaze technology is different from other eye gaze technology.</p>	<p>1. Demonstrate and implement the PODD communication system in their classroom</p>	<p>2. Utilize strategies to secure funding for AAC software and hardware.</p>	<p>2. Know contact information on how to receive assistance.</p>	<p>2. provide examples of how visual supports for language, literacy and learning can be used in conjunction with at least two different treatment approaches for children on the Autism Spectrum.</p>
<p>3. Calibrate and use the My Tobii P10 and /or the C12 and Ceye</p>	<p>3. Compare their current classroom communication systems with the PODD system</p>	<p>3. Explain services and supports for CAP DD recipients that can provide assessment and continual training on AAC devices.</p>	<p>3. Be able to support persons with ALS</p>	<p>3. Describe strategies and materials to make Shared Reading and Writing enjoyable and successful.</p>
<p><i>Varied</i></p>	<p><i>Intermediate</i></p>	<p><i>Basic</i></p>	<p><i>Intermediate</i></p>	<p><i>Intermediate</i></p>

**1:00- 2:30 Concurrent Sessions**

Vendor/ AAC	Literacy/Schools	Family/Consumer	Post school aged/ Adult	AAC
<p><b>W11</b> <b>Saying it with Sam! Looking at Say-It with Sam Device Series</b></p> <p><b>Kenneth P. Whitley, M.A., CCC-SLP</b></p> <p>Dynamic Display has never been so easily learned, supported or used since the arrival of the Say-It! SAM series of communication devices! These are rugged, powerful, user-friendly devices (for both support personnel as well as users) and available in many sizes... from small handhelds to mid-sized tablets to full notebook size systems.</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify common drawbacks to many dynamic display devices.</li> <li>2. Specify three advantages the Say-It! SAM series of communication devices demonstrate over other dynamic display devices</li> </ol>	<p><b>W12</b> <b>Literacy From the Beginning: Where to Start</b></p> <p><b>Toy Dills-Booth, M.Ed., NBCT</b></p> <p>Have you ever thought about teaching literacy to your students with significant disabilities and didn't know where to start? This session will provide strategies and materials for teaching literacy skills to students with significant disabilities from the point of origin It will help you get started!</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Apply beginning reading strategies to teach students with significant disabilities literacy skills</li> <li>2. Apply beginning writing strategies to teach students with significant disabilities literacy skills.</li> </ol>	<p><b>W13</b> <b>Funding Issues and Strategies for Assistive Technology</b></p> <p><b>Annette Lauber, MA; Carol Williams B.S</b></p> <p>Presenters will discuss issues faced by families and adults and suggest strategies to secure funding for assistive technology. Participants will learn the latest information on the potential public and private funding resources.</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify NC public and private funding resources for obtaining assistive technology</li> <li>2. Develop a list of appropriate funding strategies to be used by individuals and families to access assistive technology devices and AT services</li> </ol>	<p><b>W14</b> <b>AAC Interventions for Adults: Stroke, TBI, ALS &amp; Head/Neck Cancer</b></p> <p><b>Laura Ball, Ph.D. CCC-SLP; Skye Lewis M.A., CCC-SLP</b></p> <p>This technology focused session will present current evidence on providing AAC services to adults with complex communication needs results from four etiologies, including: Stroke (severe aphasia/apraxia of speech), ALS (dysarthria/anarthria), TBI (expressive, cognitive, linguistic impairments) and Head &amp; Neck Cancers (aphonia)</p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Characterize patterns of speech deterioration/improvement, among adults with complex communication needs</li> <li>2. Describe staging of AAC strategies for adults with complex communication needs</li> </ol>	<p><b>W15</b> <b>Pragmatically Speaking Make and Take</b></p> <p><b>Kristine Drum M.A., CCC-SLP; Lynda Horney, OTR-L; Jill Reynolds, teacher</b></p> <p>This is a continuation of the Pragmatically speaking workshop. In this session, participants will make a simple PODD communication system to take back to their classroom as well as receive a CD with templates of other boards discussed in the workshop.</p> <p><b>This is a continuation of the Pragmatically Speaking workshop- a materials fee will be collected at the door.</b></p> <p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Participants will create a simple PODD communication system.</li> <li>2. Demonstrate and implement the PODD communication system in their classrooms.</li> </ol>

3. Describe both the picture symbol and literacy support features of the Say-It! SAM series of communication devices.	3. Create a beginning framework for teaching literacy skills for students with significant disabilities	3. Define the types of documentation that SLP's may be asked to provide as individuals request funding assistance	3. Consider implications of complex communication needs on determining AAC interventions and clinical decision-making.	3. Explore and discuss various PODD communication systems used in a classroom setting.
<i>Intermediate</i>	<i>Basic</i>	<i>Varied</i>	<i>Varied</i>	<i>Intermediate</i>

**2:30 – 2:45 Break and Examine Silent Auction**

**2:45-4:15 Concurrent Sessions**

Vendor/AAC	Literacy/Schools	Family/Consumer	Post school age/ Adult	AAC
<p><b>W16</b></p> <p><b>Autism-Resolving Behavior, Social and Communication Challenges Through AAC</b></p> <p><b>Scott Chapman, B.S.</b></p> <p>In this session, you will see how DynaVox Devices address the challenges people with Autism deal with on a daily basis such as behavior, socialization, and communication. Great leaps have been made in research and technology that create solutions for these challenges.</p>	<p><b>W17</b></p> <p><b>Boardmaker: Design Exciting Connected Boards Using Version 6</b></p> <p><b>Barbara A. Puceta SLP, M.Ed.; Karen Packer CCC-SLP</b></p> <p>Students with Autism thrive on visuals and associated sounds. See how boards can be designed to meet varying needs/interests. Techniques for adapting academic materials will demonstrate: connected speech, sounds, moveable buttons, action clips, message box and backgrounds. These tools increase students' engagement, academic and conversational skills across functioning levels.</p>	<p><b>W18</b></p> <p><b>Communication Books Galore!</b></p> <p><b>Laura Lewis M.S., CCC-SLP; Tiffany Maddox MA, CCC-SLP</b></p> <p>Communication Anytime, Anywhere! Communication books provide language rich interactions for students with varying abilities in all types of situations and environments. This workshop will discuss the various ways to design communication books, use of core versus fringe vocabulary, use of communication repair strategies and/ or alternate access ideas for communication books.</p>	<p><b>W19</b></p> <p><b>AAC: <u>A</u>ssisting <u>A</u>ddult <u>C</u>ommunicators</b></p> <p><b>Lynne Deese, M.A., ATP; April Furr, M.S. CCC-SLP, NCATP</b></p> <p>This session will focus on assisting adult users of AAC across settings. Participants will be given a "nuts and bolts" course that will address High Tech and Low Tech AAC options, scanning, switches, access site, and strategies for becoming and effective communication partner with the adult population.</p>	<p><b>W20</b></p> <p><b>Implementation of AAC in the Classroom</b></p> <p><b>Jane Odom, M. Ed, Prentke Romich Company</b></p> <p>Explore strategies that will assist in the effective implementation of AAC devices into the classroom curriculum. This session will demonstrate the ability to easily use devices to interact with common classroom technology as well as specialized computer programs.</p>

<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explain how DynaVox devices help AAC users overcome behavioral challenges.</li> <li>2. Explain how DynaVox devices help AAC users overcome social challenges.</li> <li>3. Explain how DynaVox Devices help AAC users overcome communication challenges.</li> </ol>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Apply their knowledge using the tools demonstrated to design academic materials.</li> <li>2. Predict what visual or auditory elements in Boardmaker will interest their own students</li> <li>3. Use the sample template boards for their own students' individualization</li> </ol>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Create communication books to meet specific needs of students.</li> <li>2. Design a communication book for students who need alternate access</li> <li>3. Organize communication books for ease of use for students and caregivers</li> </ol>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Discuss relative benefits of high tech versus low tech options when using AAC.</li> <li>2. Create low tech communication boards for individuals based off existing and core vocabulary.</li> <li>3. Identify appropriate access site for AAC user.</li> </ol>	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. Learn how to integrate such tools as Microsoft power point, Microsoft Word, Classroom Suite, Clicker, screen readers, and MP3 players to enhance literacy and learning</li> <li>2. Identify various device features that enhance integration. These features include computer emulation, ability to play MP3 files, and device tools that allow the user to control common computer applications</li> <li>3. Describe types of both high and low tech strategies in the continuum of self contained classrooms to general education and modeling the use of light- or high-tech AAC systems / building language with the AAC system</li> </ol>
<p><i>Basic</i></p>	<p><i>Varied</i></p>	<p><i>Varied</i></p>	<p><i>Varied</i></p>	<p><i>Basic</i></p>

Presenters:

Laura Ball, Ph.D., CCC-SLP	Associate Professor, East Carolina University, Greenville NC
Karen Casey, CCC-SLP	AT Specialist, Durham CDSA
Scott Chapman, B.S.	Sales Representative, DynaVox Technology
Betsy Cordle, M.Ed.	Assistive Technology Specialist, Wake County Schools, Raleigh, NC
Lynne Deese, M.A., ATP	Assistive Technologist, North Carolina Assistive Technology Program, Raleigh, NC
Toy Dills-Booth M.Ed., NBCT	Special Educator, Shelby County School, Shelby NC
Kristine Drum, M.A., CCC-SLP	The Special Children's School, Winston-Salem, NC
April Furr, M.S., CCC-SLP	North Carolina Assistive Technology Program, Raleigh, NC
Linda Gaster, B.A.	Infant-Toddler Family Specialist, Dreamweavers Unlimited, Inc. Gastonia, NC
Celeste Helling, M.A., CCC-SLP, ATP	North Carolina Assistive Technology Program, Raleigh, NC
Linda Horney, ORT-L	Occupational Therapist, WS/FCS, Winston-Salem
Betsy Huffstetler, B.A.	Executive Director, Dreamweavers Unlimited, Inc. Gastonia, NC
Amanda Hummel, B.S.	Pre-K Special Educator, Wake County School System, Raleigh, NC
Sue Humphries, LMSW	Director of Parent and Family Services for Jim Catfish Hunter Chapter of ALS Association
Shelby Kennerly	Assistive Technology Consultant for North Carolina Assistive Technology Program, Raleigh, NC
Annette Lauber	Funding Specialist, NC Assistive Technology Program
Laura Lewis M.S., CCC-SLP	Assistive Technology Specialist, Wake County Schools, Raleigh, NC
Skye Lewis, M.A., CCC-SLP	Doctoral Student, East Carolina University, Greenville, NC
Tiffany Maddox, M.A., CCC-SLP	Wake County Public Schools
Jennifer Mashburn, M.A., CCC-SLP	Sales Representative, Tobii ATI
Caroline Musslewhite, Ph.D., CCC-SLP	Assistive Technology Specialist, Professor
Robbin Newton, M.A., OTR/L, BCP	Duke University Medical Center, Durham, NC
Jane Odom, M. Ed	Education Segment Manager - Prentke Romich Company – Surprise, AZ
Karen Packer, M.A., CCC-SLP	Gaston County Schools, Gastonia, NC
Marcy Pearson, M.S., CCC-SLP	Director of Speech Therapy Services, Dreamweavers Unlimited, Inc., Gastonia, NC
Tammy Pereboom, LPT	North Carolina Assistive Technology Program, Charlotte, NC
Patsy Pierce, Ph.D., CCC-SLP	Center for Literacy and Disability Studies UNC Chapel Hill, Chapel Hill, NC
Barbara Puceta, M.Ed., SLP	Assistive Technology Teacher, Gaston County Schools, Gastonia, NC
Abbe Reed, MT-BC, QDDP	Music Therapist, CAP Supervisor, Dreamweavers Unlimited, Inc., Gastonia, NC

Jill Reynolds	Teacher, WS/FCS, Winston-Salem, NC
Elizabeth Rush, M.A., CCC-SLP	Speech Pathologist, Durham, NC
Kenneth P. Whitley, M.A., CCC-SLP	AT Workshops/Key Technologies, Inc., Morganton, NC
Carol Williams B.S.	Consumer Resource Specialist, NC Assistive Technology Program, Raleigh, NC
Amy Wright, MCD	Speech Language Pathologist, Assistive Technology Practitioner, Carolinas Neuromuscular/ ALS-MDA Center, Charlotte, NC

### Logistics and Additional Information

- **Questions about conference content, contact:** Jessica Yeganian (919-971-9284) [jyeganian@yahoo.com](mailto:jyeganian@yahoo.com). Please leave an evening phone number.
- **Questions about registration, contact:** Jane Radford, Radford Professional Meetings, P.O. Box 554, Carrboro, NC 27510  
E-mail: [janeradford@gmail.com](mailto:janeradford@gmail.com). Phone 919-616-6891. For more information, go to [www.radfordprofessionalmeetings.com](http://www.radfordprofessionalmeetings.com)
- **NCACA Membership contact:** Elizabeth Motteler: 301 Old Sawmill Rd, Blounts Creek NC 27814.
- **Educational Credit:**  
Participants will receive a certificate of attendance, which designates this continuing education for 12 contact hours (1.2 CEU's). All public school employees need to obtain prior approval from their supervisor regarding the acceptance of hours from NCACA and the amount of credit to be received. All participants who attend both days will receive a certificate of attendance at the conclusion of the conference on Friday/



The University of North Carolina Division of Speech & Hearing 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.

This course is offered for up to 1.2 ASHA CEUs (Intermediate level, Professional area). **Participants must attend both days of the conference for ASHA credit.**

- **Exhibitors:** If you wish to exhibit at the conference please contact Leslie Bailey, Co-Chair, [lbailey@gcsnc.com](mailto:lbailey@gcsnc.com)
- **Special Opportunity for Members to Exhibit:** If you wish to exhibit your own wares, there is a nominal fee of \$30. If interested, please contact Leslie Bailey, Co-Chair, [lbailey@gcsnc.com](mailto:lbailey@gcsnc.com) for details.
- **Scholarships!** The NCACA has a limited number of scholarships available to families and students. **Applications must be received by January 15<sup>th</sup>, 2010.** Priority will be given to first time applicants.

**Family scholarships** contact Marcy Pearson (phone: 717-856-3975, e-mail: [dwumarcy@bellsouth.net](mailto:dwumarcy@bellsouth.net)).

**Student scholarships**, contact Jessica Yeganian (919-971-9284) [jyeganian@yahoo.com](mailto:jyeganian@yahoo.com)

You can find the application form at [www.radfordprofessionalmeetings.com](http://www.radfordprofessionalmeetings.com)

- **Conference Site / Accommodations:** The 27th Annual NCACA Conference will be held at the Raleigh Marriot City Center. A block of overnight accommodations have been reserved for the nights of February 24<sup>th</sup> and 25<sup>th</sup> at a rate of \$139 single/double. The room block will be releases and open to the general public on February 8<sup>th</sup>.

To make a reservation click on the link below or call 919-833-1120.

<http://cwp.marriott.com/rdumc/ncaca/>

Group Name: North Carolina Augmentative Communication Association  
Group Code: ACA  
Check-in: 24-FEB-2010  
Check-out: 26-FEB-2010  
Hotel Name: Raleigh Marriot City Center  
Hotel Address: 500 Fayetteville street  
Raleigh, North Carolina 27601  
Phone Number: 919-833-1120

## **Directions**

### **From North**

Take State Highway 1 to Capital Boulevard. Proceed on Capital Boulevard which will become Dawson Street. Turn left onto West Lenoir and then left onto Fayetteville Street. The hotel is on the left.

### **From South**

Take State Highway 1 to Interstate 40 East. Proceed on I-40E and take Exit 298B (South Saunders Street). Keep right to McDowell Street. Turn right onto West South Street and then left onto South Wilmington Street. Turn Left onto East Lenoir and then Right onto Fayetteville Street. The hotel will be on the left.

### **From East**

Take Interstate 40 to Exit 298B (South Saunders Street). Keep right to McDowell Street. Turn right onto West South Street and then left onto South Wilmington Street. Turn Left onto East Lenoir and then Right onto Fayetteville Street. The hotel will be on the left.

### **From the West**

Take Interstate 40 West towards Raleigh and take Exit 298B (South Saunders Street). Keep right to McDowell Street. Turn right onto West South Street and then left onto South Wilmington Street. Turn Left onto East Lenoir and then Right onto Fayetteville Street. The hotel will be on your left.

### **From Raleigh-Durham International Airport**

Take Interstate 40 East towards Raleigh and take Exit 298B (South Saunders Street). Keep right to McDowell Street. Turn right onto West South Street and then left onto South Wilmington Street. Turn Left onto East Lenoir and then Right onto Fayetteville Street. The hotel will be on your left.



**REGISTRATION PAYMENT MUST BE RECEIVED IN ORDER TO PROCESS YOUR REGISTRATION**

Please Make Checks Payable to: RADFORD PROFESSIONAL MEETINGS

Mail to PO BOX 554, CARRBORO NC 27510 or FAX to 1-866-443-1377

Questions call 919.616-6891 or email: [janeradford@gmail.com](mailto:janeradford@gmail.com)

(#56-1918470 - Radford Professional Meetings is a NC Registered Vendor)

(\*Students must submit a letter from their faculty advisor indicating full time student status)

**Cancellation**

An administrative charge of \$65 will be assessed for any cancellation, and NCACA 2010 membership dues are not refundable. To receive a refund for the registration fee, cancellation must be made in writing, sent to Jane Radford by e-mail at [janeradford@gmail.com](mailto:janeradford@gmail.com) and received by Friday, February 12, 2010. No refunds will be issued for cancellations received after Friday, February 12, 2010.

\*The NCACA is committed to making its' annual conference accessible to all individuals. If you have a disability and/or dietary restriction, please explain below. Most requests can be accommodated, if we receive notification by noon on by January 24 2010

Need Auxiliary Aid(s) or Service(s) \_\_\_\_\_

Need Special Food or Beverage \_\_\_\_\_

**Disclaimer**

The North Carolina Augmentative Communication Association and Radford Professional Meetings hereby assume no liability for any claims, personal injury, or damage that may arise out of or during its 27th Annual Conference.