

make someone's
life better

Gayle Porter is a Speech Pathologist with over 25 years hands on experience working with people with complex communication needs. Gayle currently works at the Cerebral Palsy Education Centre and the Communication Resource Centre in Melbourne, Australia. She also has a private practice working with both children and teenagers with complex communication needs in their schools. Gayle developed and has published resources on the Pragmatic Organization Dynamic Display (PODD) communication books and page sets for speech generating devices. In addition, she has authored articles, publications and chapters on Augmentative and Alternative Communication and cerebral palsy. Gayle is a highly sought after international presenter.

Linda J. Burkhart is an internationally known pioneer in the field of simplified technology for children with severe challenges. She has developed numerous adapted materials and innovative strategies for using these devices with children. She is the author of a number of books and software titles on topics of assistive technology and augmentative communication. Linda was a classroom teacher for fifteen years. Then for eight years, she worked as an Augmentative Communication and Assistive Technology Specialist for the Center for Technology in Education - a joint project between Johns Hopkins University and the Maryland State Department of Education. Currently, Linda works as a private consultant and technology integration specialist.

The Center for Independence through Conductive Education

The mission of our program is to help children with profound physical disabilities, such as cerebral palsy, gain physical independence. We do this by developing their motor functions in a manner that creates positive self-esteem and self-direction. All of our children are taught that they are valued; that each child is important and can give back to society regardless of his/her disability.

For more information about the Center, visit the website: www.center-for-independence.org or contact Patti Herbst, Executive Director at 708-588-0833 or pcherbst_1@msn.com

Location:

Marianjoy Rehabilitation Hospital (MRH) Conference Center
26W171 Roosevelt Rd., Wheaton, IL. 60187
*Note: The 60-acre MRH site is all non-smoking

Fee:

\$850 for Five-day Intensive
\$175 for One-day Introductory

Parent/caregiver scholarships may be available upon request.

Meals: A box style lunch and morning/ afternoon refreshments will be provided.

Registration: Space is limited. Early registration is encouraged. To register, complete the form contained in this brochure and mail the form with PO, check, or credit card information to:

Center for Independence through Conductive Education
100 W. Plainfield Rd.
Countryside, IL. 60525
708-588-0833

Cancellations must be in writing and received no later than June 15th, 2010.

Seminar Questions:

Please contact Shirley Sains at stsains@comcast.net (preferred) or 708-510-8956 (if unable to use email)

This conference is sponsored by:



www.center-for-independence.org



Marianjoy Rehabilitation Hospital
Wheaton Franciscan Healthcare
www.Marianjoy.org

The College of Health and Human Services
at Governors State University

1 University Parkway
University Park, IL 60484-0975
708.534.5000
www.govst.edu/chhs

Designing and Implementing Pragmatic Organization Dynamic Display (PODD) Communication Books



Presented by:
Gayle Porter and Linda Burkhart

Two training options:

Five-day intensive course
July 5th – July 9th, 2010
8:30 a.m. - 4:30 p.m.

Registration starts: 7:45 a.m. July 5th

-OR-

One-day Introductory course
Thursday, July 8th,, 2010
8:30 a.m. - 4:30 p.m.

Registration starts: 7:45a.m. July 8th

Both courses will be held at Marianjoy Rehabilitation Hospital in Wheaton, IL

The College of Health and Human Services
at Governors State University

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Designing and Implementing Pragmatic Organization Dynamic Display (PODD) Communication Books

Seminar Description (Five Day):

For children who have complex communication needs, the need to make communication symbols accessible in the environment seems to be an obvious first step. However, it is often a case of "easier said than done". Producing efficient workable communication systems from scratch requires considerable time and knowledge to select and organize vocabulary to meet the individual's communication and language requirements. This is further complicated when children have complex multiple, physical and sensory challenges and need to juggle the additional challenges of motor coordination, sensory processing, communication, language, and cognition in order to communicate what they are thinking. The scenario of spending hours and hours trying to create the "perfect system" for an individual child only to discover that it is not working effectively or not being used in the child's daily environments is extremely disheartening and frustrating.

The PODD approach provides strategies to support the design, production and implementation of communication systems to enable genuine communication for a variety of functions in all daily environments. PODD includes strategies to minimize some of the common difficulties associated with the use of multi-level communication books including

- Supporting the child and communication partners to efficiently move between levels (pages) to locate vocabulary they require.
- Speed to access vocabulary to produce messages
- Quicker access to predictable messages and access to a broad vocabulary for spontaneous, unpredicted messages.

PODD resources provide generic templates which can be customized to suit individual requirements. Generic templates can be used for trial to enable more informed system development and then be customized to suit individual needs. PODD can be used to create a wide range of communication books to suit varying communication, language, sensory and physical access requirements.

Creative and practical strategies will be demonstrated through videos and case examples. Case examples will be used to demonstrate the Dynamic Assessment Process to identify individual communication requirements and strategies.

Participants will have the opportunity for hands-on supported practice using PODD communication books and teaching others to use PODD communication books (within the context of the one-day introductory workshop on Thursday).

Target Audience

This course is designed to train teams who are working with children who have complex communication needs to implement the PODD communication system. In the process of training whole teams, it is not necessary for everybody in a team to complete the full 5-day training, as it is designed to target those individuals on the team who take primary responsibility to assess individual communication requirements, select and customize PODD communication books, develop individualized intervention programs and support other communication partners to use PODDs.

The one-day introductory course is designed for additional members of the team (including family members and paraprofessionals) who require sufficient information to understand the purposes of and how to implement the PODD communication book in a child's daily environment (for example, provide receptive input, use appropriate strategies to support the use of PODD in the child's daily environments).

Five Day Learning Outcomes:

After this conference participants will be able to:

Describe the challenges faced by professionals creating communication systems for children with a wide range of complex communication needs and discuss strategies to combat these challenges.

Discuss the features of a PODD communication system in terms of vocabulary organization, layout, design, range of access strategies, and customizing for individual requirements.

Use PODD generic template resources to produce customized communication books.

Discuss the teaching and learning strategies for implementing PODD communication systems with students and team members.

Delineate strategies to teach communication partners to provide receptive input using PODD communication books.

Teach children and partners to use PODD communication books in daily environments.

Describe characteristics of children who have severe physical, communication, and multiple needs in addition to CVI and explain how the use of partner-assisted communication using a PODD can address these needs.

Use a dynamic assessment process to identify individual communication requirements and teaching-learning strategies.

Seminar Description (One Day):

Overview: Using Pragmatic Organization Dynamic Display (PODD) communication books.

This one-day workshop will provide teachers, support personnel, teacher assistants, parents, caregivers and other communication partners with information and strategies to more effectively interact with and teach children who are learning to use PODD communication books.

Video and case examples will be used to discuss frequently asked questions about using PODD communication books including

- What is a PODD communication book?
- What are the purposes for using a PODD communication book?
- How does PODD differ from other types of communication aids / other approaches to teaching symbols?
- Is this approach supported by current theoretical and research literature?
- Why is there so much vocabulary?
- Why should we use a PODD communication book with this student?
- Is a PODD communication book appropriate for this student?
- How is it used? When do I use it? What do I need to do?
- How do we teach the child to communicate?

Participants will also have the opportunity for hands-on practice with tips for learning to use PODD communication books to communicate in daily life.



Clip here >

Registration Form

Please send this completed form with PO, check, or credit card information for \$850.00 for Five-Day or \$175.00

for One-Day to: **The Center for Independence**
100 W. Plainfield Rd.
Countryside, IL. 60525

FAX number: 708-588-0406

*All POs must be paid in full by June 15th, 2010 or registration will be cancelled.

Name _____

Title/Position/Parent _____

Organization _____

Address _____

City _____ State _____ Zip _____

Phone _____

Alternate Phone _____

E-mail _____

***Email required for registration confirmation, receipt, and additional seminar information. Proof of registration and payment will be required to be admitted to the seminar.

For credit card payment, please complete:

Card Type (circle one): Visa MasterCard American Express

Credit Card Number: _____

Expiration Date: _____

I am registering for:

___ \$850.00 for Five Day course July 5th – July 9th

___ \$175.00 for One Day course on July 8th

Checks should be made payable to:
The Center for Independence

Cancellations must be in writing and received no later than June 15th, 2010.