

## 3 Day PODD Introductory Course: With Alternative Visual/Auditory Access

### Day 1&2: PODD Communication Books: Two Day Introduction

Presented by: Gayle Porter Senior Speech Pathologist (Australia)

Carolyn O’Hearn, M.A., CCC-SLP

Rebecca Sobolevsky M.S., CCC-SLP

### Day 3: Alternative Visual/Auditory Presentation: Application of PODD for Children who have Visual Impairment, including CVI

Presented by : Linda Burkhart

**Where:** Marianjoy Rehabilitation Conference Center  
28W171 Roosevelt Rd., Wheaton, IL 60187

**When:** July 19th – July 21st, 2017  
8:30 am – 4:30 pm, Check-in: 8:00 am, each day

**Cost:** \$395 for all 3 Days (Wed./Thurs./Fri.) *OR*  
\$295 for Day 1 & 2 only (Wed/Thur) *OR*  
\$150 for Day 3 Only (Fri.) \*Prerequisite – must have  
completed 2 or 3 day PODD introductory course for Day 3 option  
*Includes lunch & course materials*

*\*Space is limited. Early registration is encouraged - Register by Friday, June 30th*

To register please visit: [center-for-independence.org](http://center-for-independence.org)



**Gayle Porter** is a Speech Pathologist with 30 years hands on experience working with people with complex communication needs. Gayle is a senior speech pathologist and cofounder of the Cerebral Palsy Education Centre in Melbourne, Australia. She also has a private practice working with

children and teenagers with complex communication needs in their local schools. Gayle developed and published resources on the Pragmatic Organization Dynamic Display (PODD) communication books and page sets for speech generating devices. She has authored articles, publications and chapters on Augmentative and Alternative Communication and cerebral palsy.



**Linda Burkhart** is an internationally known pioneer in the field of simplified technology for children with severe challenges with more than 40 years experience. She has developed numerous adapted materials and strategies for using devices with children. She has written

various books and software titles on assistive technology and augmentative communication. Linda was a classroom teacher for 15 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. She presents workshops nationally and internationally.

## PODD Communication Books: Two Day Introductory Workshop

Children who have complex communication needs or have limited speech often struggle to interact and communicate. This may include children who have physical disabilities, multiple disabilities, sensory processing challenges, limited social interaction skills, and/or a range of cognitive limitations and learning difficulties.

The first two days of this course will demonstrate the use of a Pragmatic Organization Dynamic Display (PODD) approach developed by Gayle Porter (Melbourne, Australia). Generic templates for multi-page “light tech” communication books have been carefully designed to support genuine communication for a variety of functions. These templates may be customized for a range of access methods and individual needs. The videos and examples will focus on children who use direct access.

Come learn strategies for creating multi-modal language learning environments that provide receptive and expressive opportunities for language development! Learn strategies for teaching and using PODD with children and their communication partners. Participants will have an opportunity for hands-on practice with PODD Communication books.

Participants will be able to:

- Describe the challenges faced by professionals creating communication systems
- Discuss the importance of receptive language input and creating a language learning environment
- Discuss the PODD communication system including vocabulary organization, layout, range of access strategies and customizing for individuals
- Use PODD generic template resources to produce customized communication books
- Discuss the teaching/learning strategies for implementing PODD communication

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### Day 3: Alternative Visual/Auditory Presentation:

#### Application of PODD for Children with Visual Impairment, including CVI

This full-day additional course is for anyone working with students who have visual challenges and visual challenges in addition to physical challenges that limits their ability to point to the picture symbols. **Attendance at days 1 and 2 of this training, or previous attendance at a 2 or 3 day introductory PODD course is a prerequisite for this course. Please provide date and location of previous training information at registration.**

How will the layout of the book need to be different, while still maintaining the fundamentals of PODD? Which individuals will benefit from high contrast picture symbols? When is it appropriate to combine visual and auditory modalities? What are appropriate strategies for teaching partner-assisted auditory plus visual or auditory-only scanning? How do you teach operational skills using parallel programming? Participants will have hands-on opportunities to practice these skills.

Participants will be able to:

- Describe Alternative Access methods for using PODD books with children who have visual challenges and visual plus physical challenges.
- Discuss the essential differences in layout and design for access methods of auditory plus visual and auditory only partner-assisted scanning
- Describe the characteristics of CVI in relation to designing and implementing PODD communication books
- Explain strategies for modeling alternative visual/auditory presentation PODD books and for teaching children and their communication partners how to use them
- Describe the process of Parallel Programming and explain how to teach language and operational skills over time

