

## GAYLE PORTER

**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 in Melbourne, Australia. She also has a private practice working with both children and teenagers with complex communication needs in their schools.

She has given instructional courses and papers at ISAAC's International Conference for the last many

**PODD** years, given courses all over the world and written about AAC/ ASK/AKK and PODD.

When developing the PODD-principles Gayle Porter has taken the normal child's language development as a starting point, and the fact that language is developed when used.

She considers it an on-going challenge to provide sufficient vocabulary to both meet their present communication requirements and to stimulate the further development of their communication and language skills.



## TO GET AND READ ABOUT PODD

Hand outs about PODD from ISAAC-International: [www.lburkhart.com](http://www.lburkhart.com)  
Introduction to Gayle Porters work with PODD: [www.isaac.no/fagstoff/](http://www.isaac.no/fagstoff/)  
Inspiration and practical experience with PODD: [www.podd.dk](http://www.podd.dk) (mostly in Danish)

To get the PODD-resources (theory book and CDs with templates:  
[Www.spectronicsinoz.com](http://www.spectronicsinoz.com) (3 CD with theory book as .PDF)  
[Www.podd.dk](http://www.podd.dk) (2 CD with printed Theory book)

## PODD COMMUNICATION WITH GAYLE PORTER

### INTENSIVE COURSE

DESIGNING AND IMPLEMENTING  
COMMUNICATION BOOKS,  
SUPPORTING COMMUNICATION  
PARTNERS TO USE PODDs



**26.-30. SEPTEMBER 2011  
DAILY. 8.30-16.30**

**HABILITERINGSSENTERET, TØNSBERG,  
NORGE**

## THE AIM OF THE INTENSIVE COURSE IS

- ◆ To give professionals from the Scandinavian Countries a knowledge and an experience using the PODD approach to enable genuine communication for persons who have complex communication needs, to teach and support individuals in teams.
- ◆ That knowledge about PODD communication is spread in the Scandinavian Countries to be of benefit to persons who have complex communication needs.
- ◆ To establish a Scandinavian network to exchange PODD experience and templates.

## TARGET AUDIENCE

Individuals 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.

## COMPLEX COMMUNICATION NEEDS

Gayle Porter has worked with development of Pragmatic Organized Dynamic Displays since 1993 in her work with children and young people with Cerebral Palsy.

Since we in the Scandinavian Countries first heard about PODD - and especially since the Danish translation in 2007 - we have used the principles for communication books for persons of all ages and with many kinds



of complex communication needs. Using the PODD principles has been positive, but has also given us challenges to assess, adjust and customize PODD communication books for persons who already had different experiences with communication.

It shows that many **professionals** can gain from knowledge about PODD, but we need to evaluate, adjust and customize to our individual users.

## LODGING AND EVENING MEALS

The fee of 5.500 NOK only covers the course. Lodging during the time of the course the participants have to arrange themselves.

In Tønsberg you have a very fine youth hostel and several hotels at different price levels:

**Tønsberg Hostel** 20-25 min. walk to the Habiliteringscenter  
Dronning Blancas gata 22, N-3111, Tønsberg tlf. 4733312175  
E-mail: tonsberg@hihostels.no, website: www.hihostels.no/tonsberg  
The youth hostel is used by students at the Norwegian ASK/AAC-course, and they recommend it.

It is possible to make your own evening meals at the hostel, if you wish.

**Hotels In Tønsberg:** 15-20 min. walk to the Habiliteringscenter  
Maritim Hotel, Storgt. 17, N-3126 Tønsberg  
Quality hotel Klubben, Nedre Langgate 49, N-3101 Tønsberg  
Thon hotel Brygga, Nedre Langgt 40, N-3126 Tønsberg  
Quality hotel Tønsberg, Ollebukta 3, N-3126 Tønsberg

### Having a car you can find:

Active Cabin Hotel, Stalsbergveien 5, N-3115 Tønsberg tlf. +4733345910  
Thon hotel Aasgaardstrand, Havnegata 6, Åsgardstrand, N-3179 Horten  
Campingcabins <http://www.furustrand.no/hytter/cms/9>

Tønsberg has several small restaurants with food at reasonable prices.

## TO TRAVEL TO TØNSBERG

Tønsberg is situated ca.100km SE of Oslo

Flight to Gardemoen, Airport, Oslo (OSL), train to Tønsberg (2 hours)  
Flight to Sandefjord Airport, Oslo Torp (TRP), train to Tønsberg (20 min.)

From Oslo by car, app. an hour.

By boat from Strømstad to Sandefjord (car/train to Tønsberg (20 min.)

By boat from Jutland (Denmark) to Larvik(car/train to Tønsberg (45 min.)

By car E6 from Sweden to Moss, boat to Horten (45 min). Car to Tønsberg (20 min.)

## ADDITIONAL INFORMATION

**Time:** Monday the 26th of September till Friday the 30th of September 2011, every day from 8.30—16.30 o'clock

**Location:** Habiliteringscenteret/sykehuset i Vestfold, Welhavensvei 14-16, 3103 Tønsberg, Norge

**Language:** The course will be held in English.

**Fee:** 5500 NOK., includes hand outs and other materials as well as meals during the day.

**Registration:** Before Wednesday the 1th. of June.

To register use the website: [www.nettilmeldinger.dk/podd](http://www.nettilmeldinger.dk/podd)

Participants will get a notice about admission around the 1th. of July.

**Limitation of participants:** max 32

**Bring:** the Theory book from the PODD resources in Danish or English (compulsory) - see last page "to get and read about PODD".

**Presenter:** Speech Pathologist Gayle Porter, CPEC, Melbourne, Australia

### Practical organisation group:

Emmy Kjelmann, Østerskoven, Hobro, Danmark, [egk@rn.dk](mailto:egk@rn.dk)

Edda Medici, Institut for Syn og Hørelse, Aalborg, Danmark, [edda.medici@rn.dk](mailto:edda.medici@rn.dk)

Tone Mjøen, Habiliteringscenteret, Tønsberg, Norge, [tone.mjoen@siv.no](mailto:tone.mjoen@siv.no)

Anna Carlstrand, DART, Göteborg, Sverige, [anna.carlstrand@vgregion.se](mailto:anna.carlstrand@vgregion.se)

Maria Olsson, DART, Göteborg, Sverige,

## PROGRAM

### Day one:

- ◆ Introduction to the challenges in aided language acquisition, assessment-intervention.
- ◆ Theoretical principles, development and features of PODD.
- ◆ The use of generic templates.
- ◆ Vocabulary selection and PODD templates.
- ◆ Selecting and customising PODD templates to suit individual requirements.

### Day Two:

- ◆ Creating aided language learning environments. Providing receptive input using PODD. Hands-on practise modelling using direct access PODD communication books.
- ◆ Teaching-learning strategies (receptive input, scaffolding interactions, prompts and cues).
- ◆ Alternative access methodologies, design, selection, developing operational skills and use of eye-gaze, pick-up and give show, visual partner-assisted scanning, combination and coded access methodologies. Hands on practice modelling using different access methodologies.

### Day three:

- ◆ Developing operational skills.
- ◆ Strategies for students who have visual challenges (particularly CVI).
- ◆ Alternative visual/auditory presentation PODD communication books. Hands-on practice modelling using alternative visual – auditory presentation partner-assisted scanning.
- ◆ Introduction to communication partner training



## PROGRAM

### Day four:

- ◆ Focus on communication partner training – participation.
- ◆ Discuss communication partner teaching strategies and practice the sentences and use of alternate access so they can model that to small groups and receive scaffolded practice in how to teach others.

### Day five:

- ◆ Dynamic assessment.
- ◆ Case studies will be used to demonstrate and practice the process for dynamic assessment – intervention.
- ◆ Setting communication objectives for Individual Education Plans (IEPs).
- ◆ Answering frequently asked questions.
- ◆ Creating communication communities.



## 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 customising for individual requirements.
- ◆ Use PODD generic template resources to produce customised 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.

