Course Abstract
This course immerses learners in the swiftly-changing world of Augmentative-Alternative Communication, touching on key vocabulary and definitions, common myths, potential users, and available levels of technology and their pros and cons.

Target audience: Occupational Therapists, Occupational Therapy Assistants, Speech-Language Pathologists, Speech-Language Pathology Assistants (no prerequisites).

NOTE: Links provided within the course material are for informational purposes only. No endorsement of processes or products is intended or implied.

Learning Objectives
At the end of this course, learners will be able to:

- Recall the definitions of “communication” and “augmentative-alternative communication” as well as key terminology involved in discussions of Augmentative-Alternative Communication (AAC)
- Recognize populations for whom AAC intervention may be of benefit, with attention to the role of the communication partner in AAC
- Identify common myths surrounding AAC and rebuttals to each
- Differentiate between no tech, low tech, and high tech AAC components, with attention to their pros and cons
- Identify ways that the course material impacts the practice of Occupational Therapy

Timed Topic Outline
I. Definitions and Terminology (10 minutes)
II. Common Myths Surrounding Augmentative-Alternative Communication (AAC) (25 minutes)
III. Who Should Use AAC and Why? (10 minutes)
IV. AAC Systems – Just What Are We Talking About? (90 minutes)
   No Tech, Low Tech, High Tech
V. References, Additional Resources, and Exam (15 minutes)

**Delivery & Instructional Method**
Distance Learning – Independent. Correspondence/internet text-based self-study, including a provider-graded multiple choice final exam.

*To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

**Registration & Cancellation**
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**Accessibility and/or Special Needs Concerns?**
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**Course Author Bio & Disclosure**
Susan Berkowitz received a B.A. in Psychology from Clark University, an M.S. in Speech-Pathology and Audiology from Tulane, and an M.Ed. in Education Administration from California State University at Fullerton. She also has extensive graduate background in Special Education and Applied Behavior Analysis, and has worked with children with autism for more than 40 years. Susan has worked in a variety of settings as a SLP, a Director of Education, and a Chairperson of the Speech Pathology Department. Her career has taken her to public and private schools, developmental centers, group homes, and adult day programs. She currently runs her own private practice in San Diego, providing Independent Educational Evaluations in speech-language, AAC, and Assistive Technology, as well as consultation and staff training. She presents at a variety of national conferences and provides workshops in AAC, autism, and literacy.

DISCLOSURES: Financial – Susan Berkowitz received a stipend as the author of this course. Nonfinancial – No relevant nonfinancial relationship exists.