

Register for 3 webinars for the Price of 2!

**Getting Confident with AAC in Early Childhood
Implementing AAC with Deaf and Hard of Hearing Students
Transitioning the AAC User in Adulthood: Goals, Implementation, and Equipment**

All webinars are: 120-Minute recordings each
Earn 0.20 ASHA CEUs for each webinar

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Online Registration

NJSHA Member – \$80

NJSHA Student Member – \$10

Non-Member – \$120

Student Non-Member – \$60

Cancellations accepted until May 11, 2026. A full refund will be processed back to the original payment method.

Professional Conduct and Discrimination Policy

All participants are expected to conduct themselves in professional manor. Please review NJSHA's [Professional Conduct and Discrimination Policy](#).

Complaint Policy

Questions and concerns should be emailed to the Association Office, info@njsha.org. Complaints arising during or after an event, can be filed using the post event evaluation form or by contacting the Association office.

Accessibility Policy

The Association is committed to providing an outstanding experience for all participants at its events. We strive for full access to the activities of these events and accommodations relating to mobility, hearing, vision or other areas may be provided. We ask that requests for reasonable accommodations at the event be made as early as possible, and well in advance of the event, so we may explore options to best meet the individual's need or provide a resource/suggestion to help meet the individuals' requirement.

Potential Barriers: Although we strive to make this event as accessible as possible to all members, some barriers may remain due to financial, logistical, facility, vendor or volunteer/staffing limitations.

If the association is unable to provide an accommodation due to one or more of the reasons stated above and the individual feels attendance is no longer an option, the Association will provide a full refund of the event registration fee.

Originally recorded on October 23, 2025, 7:00 pm-9:00pm

1st Webinar: *Getting Confident with AAC in Early Childhood*

Presenters: Melissa Donovan MS, CCC-SLP, ATP; Lawrence McDonald MA, CCC-SLP

Abstract:

Attendees will build their confidence in working with early language learners who may benefit from the use of AAC. They will walk away with resources to build their own low and high tech AAC toolkits, as well as learning how to develop and introduce AAC in quick and easy ways.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify the difference between core and fringe vocabulary and explain the benefits of core vocabulary acquisition for early language development
2. Define strategies to introduce AAC as a tool to build language with parents, caregivers, and other providers (i.e., busting AAC myths)
3. Explain different resources for creating and accessing AAC, acquiring assistive technology

Time-Ordered Agenda:

- Core language and its relationship to early language development (10 min.)
- Core vs. fringe language; the benefits of core across interactions and settings (10 min.)
- Language building strategies in EI and parallels to AAC best practice (aided language stimulation, engineering the environment) (25 min.)
- Introducing AAC as a language building tool: research, myth-busting, etc. (10 min.)
- Collaborating with other professionals to support access and carryover (5 min.)
- Resources to build your low-tech toolkit and make it quick (15 min.)
- NJ state code across early intervention and school settings to support AAC (20 min.)
- Free or low cost resources to build your high-tech toolkit and make it quick (15 min.)
- Referral resources for AAC evaluations (5 min.)
- Wrap up, motivating SLPs, three things you can do tomorrow, etc. (5 min.)

Level of Education: Intermediate

Speaker Bio:

Melissa Donovan is a Speech/Language Pathologist with almost 15 years of experience working with individuals with complex communication needs across the lifespan.

Currently, Melissa works in private practice providing AAC Evaluations and Therapy to children and adults across New Jersey. Melissa is passionate about providing all people with access to robust communication systems so that their voices can be heard.

Lawrence McDonald is a speech-language pathologist with 7 years of experience working primarily in pediatric outpatient and early intervention settings. Lawrence prides himself on his ability to establish positive relationships with patients, their families, and caregivers. He takes a special interest in fostering communication-enhancing environments with a focus on child-lead and routine-based interventions to motivate communication across varied modalities.

Continuing Education and Disclosure:



ASHA CE APPROVED PROVIDER

New Jersey
Speech-Language-Hearing
Association

Intermediate Level

0.2 ASHA CEUs

Satisfactory Completion Requirements:

Certificates of completion will be awarded after active attendance at the entire presentation, submission of a completed evaluation and submission of a completed assessment of learning. There is no partial credit. A link to the online assessment and evaluation will be provided.

Presenter Disclosure:

Financial Disclosures:

Melissa Donovan will be receiving an honorarium from NJSHA for this webinar. Melissa is the owner of Garden State AAC Specialists and will be referencing her place of employment.

Lawrence McDonald will be receiving an honorarium from NJSHA for this webinar.

Non-Financial Disclosures:

Melissa Donovan is a NJSHA member and on the AAC Committee.

Lawrence McDonald is a NJSHA member and is the chair of the AAC Committee.

Originally recorded on October 28, 2025, 7:00 pm-9:00 pm

2nd Webinar: *Implementing AAC with Deaf and Hard of Hearing Students*

Presenter: Quinn Kelly MS., CCC-SLP, TSSLD, ASLPI: 3

Abstract:

Recently, the American Speech and Hearing Association (ASHA) changed its guidelines as to what constitutes as unaided augmentative and alternative communication (AAC). For a long time, sign language has been considered a form of AAC, when in fact it is a natural language; what does this mean to professionals in the field? AAC can be used as a communication support for individuals who are d/Deaf or hard of hearing; what does this look like? Resources such as the “Determining DHH Candidacy for an AAC Device” and “AAC Feature Matching Tool for DHH Students ” resources, were created by American Sign Language-fluent speech-language pathologists with extensive experience working at schools for the Deaf. These tools can help broadly determine candidacy for a d/Deaf or hard of hearing child. Many Deaf children who communicate using ASL are also encouraged to use AAC devices when they are not candidates, and likely would not benefit from them. These tools can help providers minimize those occurrences. The participants will also learn about different Deaf-Friendly AAC features in a variety of applications, analyze case studies, and feature matching AAC apps to the correct student while continuing to support the individual’s communication style. The webinar will also look into various lesson plans and carryover for home to support the professional in understanding various implementation methods. There will also be audiological connections made in discussing auditory neuropathy, core boards during audiological testing and the

importance of connecting an individual's device to their listening devices and strategies on what happens next!

Research Based Abstract:

Communication barriers are unfortunately common for individuals who are Deaf or hard of hearing (HOH). These barriers cause a lack of equity in many areas, most commonly seen in closed captioning (CC) and education access. Some individuals who are Deaf or HOH, use listening assistive technology and/or American Sign Language to access communication whether spoken or signed.

For these individuals who are Deaf or HOH, there are ways for them to communicate with individuals who do not know sign language, such as: writing notes, texting, or an interpreter (Cohen et al. (2010). According to the Gallaudet Research Institute (GRI), the leading Deaf university in the country, approximately 52% of Deaf or HOH individuals have an additional disability (Gallaudet Research Institute 2005). GRI reported results of comorbidities such as: 10% of the individuals have an intellectual disability, 9% have a learning disability, 3.5% were considered deaf-blind, and 3% as having cerebral palsy (GRI 2003.) Some of the comorbidities will require additional methods to help access communication, along with sign language and/or assistive listening devices. The unique communication barriers associated with this population allows them to be considered candidates for the use of AAC (Davis 2009).

Augmentative and alternative communication (AAC) can be a viable tool for deaf, Deaf, and HOH individuals who fall under guidelines in the “ Determining Candidacy for an AAC Device” resource. This free tool was created by ASL-fluent speech-language pathologists (SLPs) with extensive experience working at schools for the Deaf and research knowledge in AAC. It is intended to be utilized as a screening tool to help broadly determine whether a signing Deaf child is a candidate for an AAC device. Many Deaf children who communicate in ASL are encouraged to use AAC devices when they are not candidates and likely would not benefit from them. This tool can help providers minimize those occurrences.

The success of an individual communicating with their AAC device requires understanding of the communicator and the careful consideration of various features in a variety of language systems (Reichle et al. 1991; Sigafoos et al. 2008). The success and use of the AAC device would need to meet all their specific needs in relation to their use of sign language and comorbidity. Schlosser and Raghavendra (2004) have stated that there is a need for more evidence based practice and additional research within the area of assistive technology; more specifically implementing AAC with Deaf or HOH individuals.

Learner Outcomes:

After completing this course, participants will be able to:

1. Define the four possible reasons for candidacy within the outcomes of the resource.
2. Formulate five different Deaf-Friendly AAC features amongst a variety of communication applications.
3. Identify two possible AAC apps for trailing with a Deaf student while using a Deaf-Friendly feature matching chart when given a case study.

Time-Ordered Agenda:

- 0-5 minutes: Introduction
- 5-20 minutes: Introduction into AAC with the DHH population

- 20-40 minutes: AAC Candidacy
- 40-60 minutes: AAC Feature Matching
- 60-90 minutes: Case Studies
- 90-120 minutes: Game/Questions

Level of Education: Introductory

Speaker Bio:

Quinn Kelly is a bilingual, American Sign Language (ASL)-fluent, certified Speech-Language Pathologist in NY and NJ. Currently, Quinn works for the private practice The Way You Say LLC in northern NJ and is a content expert and AAC consultant for Language First. She primarily services students targeting Augmentative and Alternative Communication (AAC) within expressive and receptive language skills.

As a bilingual therapist, Quinn specializes in working with AAC with individuals who are Deaf Disabled. Quinn has worked with both neurotypical and complex communicators through various bilingual approaches with ASL and AAC.

She has co-developed and published an informal assessment for AAC and various resources. Quinn has conducted and presented research about AAC use with d/Deaf individuals on the national and international level. Quinn currently holds her ASL-PI certificate from Gallaudet University. She currently resides in New Jersey.

Continuing Education and Disclosure:



**New Jersey
Speech-Language-Hearing
Association**

Introductory Level

0.2 ASHA CEUs

Satisfactory Completion Requirements:

Certificates of completion will be awarded after active attendance at the entire presentation, submission of a completed evaluation and submission of a completed assessment of learning. There is no partial credit. A link to the online assessment and evaluation will be provided.

Presenter Disclosure:

Financial Disclosures:

Quinn Kelly will be receiving an honorarium from NJSHA for this webinar. Quinn is employed by The Way You Say LLC/ Language First and receives a salary, she will be referencing Free Resources from her place of employment.

Non-Financial Disclosures:

Quinn Kelly is ASL Fluent SLP worked at school for the Deaf. She is also a NJSHA member.

Product Disclosures:

This course will discuss the products used for resources, “ AAC Device Determining DHH Candidacy” and “AAC Feature Matching Tool for DHH Students” with limited to no information about like products or services.

Originally recorded on November 13, 2025, 7:00 pm-9:00pm

3rd Webinar: *Transitioning the AAC User to Adulthood: Goals, Implementation and Equipment*

Presenters: Kate Flaxman, MS, CCC-SLP; Barbra Seltzer, MS, CCC-SLP, ATP

Abstract:

Transitioning from the school setting to adult programming presents many challenges for AAC Users, their families and their clinical/educational team. This webinar will highlight different goals and implementation strategies that need to be considered when helping students who use AAC through this important transition. In addition, vocabulary considerations will be discussed. Finally, how and when to obtain AAC equipment and services through the adult system will be demystified.

Learner Outcomes:

After completing this course, participants will be able to:

1. Identify 3 appropriate goals for AAC users transitioning to adulthood.
2. Identify 3 appropriate activities for targeting communication with young adult AAC users.
3. Explain the process for obtaining AAC equipment for an individual who will be aging out of the school system.

Time-Ordered Agenda:

- Introductions and Learning Objectives: 5 minutes
- Goals for Young Adults: 25 minutes
- Vocabulary Selection for Young Adults: 25 minutes
- Timeline/Process for AAC Equipment/Services post grad : 25 minutes
- Summary and Questions: 15 minutes

Level of Education: Intermediate

Speaker Bio:

Kate Flaxman MS CCC-SLP is an Augmentative Communication Specialist with Advancing Opportunities. She has had a diversified experience working with individuals with complex communication needs who benefit from AAC in early intervention, schools, adult placement settings, homes, and employment. She strives to promote communication for the purpose of improving lives through interactions with parents, family members, peers, caregivers, school personnel, and community members.

Barbra Seltzer, MS, CCC-SLP, ATP is a Speech/Language Pathologist with more than 30 years of experience working with children and adults with complex communication needs. She has worked in a variety of settings and currently works in private practice providing AAC Evaluations and Therapy to children and adults in Northern New Jersey. Barbra has a Certificate of Clinical Competence from the American Speech/Language and Hearing Association, a New Jersey license to practice Speech/Language Pathology and Certification by the New Jersey Department of Education as a Speech/Language Specialist. She serves as Chair of the AAC Committee and is on the Board of Directors for the New Jersey Speech/Language and Hearing Association. Barbra is also a member of the Rehabilitation Engineering and Assistive Technology Society of North America and is

certified as an Assistive Technology Professional. Barbra believes that all people have a right to be heard, understood, and respected.

Continuing Education and Disclosure:



ASHA CE
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**New Jersey
Speech-Language-Hearing
Association**

Intermediate Level

0.2 ASHA CEUs

Satisfactory Completion Requirements:

Certificates of completion will be awarded after active attendance at the entire presentation, submission of a completed evaluation and submission of a completed assessment of learning. There is no partial credit. A link to the online assessment and evaluation will be provided.

Presenter Disclosure:

Financial Disclosures:

Kate Flaxman will be receiving an honorarium from NJSHA for this webinar. Kate is employed by Advancing Opportunities and receives a salary, she will be referencing actual case studies from her place of employment.

Barbra Seltzer will be receiving an honorarium from NJSHA for this webinar. Barbra is employed by Access Communication and Therapy and receives a salary, she will be referencing actual case studies from her place of employment.

Non-Financial Disclosures:

Kate Flaxman is a NJSHA member and on the AAC Committee.

Barbra Seltzer is a NJSHA member and on the NJSHA Board of Directors as well as the AAC Committee.