Hello Everyone,
This term I will be teaming up with Monica Leo a very experienced OT who specialises In ASD. She is very passionate and her session will be informative and fun. I have collected more articles for educators and parents for you to enjoy and to pass on to others.

Cristina

**WORKSHOPS**

Download registration forms from website: www.autismspectrumeducation.com

- **SOUTH: Wednesday April 28, FRANKSTON RSL**
  Whole day workshop: Intro to ASD, Positive Behaviour Support & BE SENSE-able! Using sensational Sensory strategies to help kids learn

- **NORTH: Friday May 7, VENETO CLUB Bulleen**
  Half day workshop: Intro to ASD, Positive Behaviour Support

- **EAST: Friday May 14, WAVERLEY GOLF CLUB, ROWVILLE**
  Whole day workshop: Intro to ASD, Positive Behaviour Support & Learning and Social Success with Visuals

- **SOUTH: Tuesday May 18, Cardinia Cultural Centre, PAKENHAM**
  Half day workshop: Intro to ASD, Positive Behaviour Support

- **WEST: Friday May 28, YARRAVILLE CLUB, Yarraville**
  Whole day workshop: Intro to ASD, Positive Behaviour Support & Learning and Social Success with Visuals

- **REGIONAL: Thursday June 3, BENDIGO Foundry Hotel Complex**
  Half day workshop: Intro to ASD, Positive Behaviour Support
WORKSHOPS

• **SOUTH: Tuesday June 8, Sandown Park Hotel, Noble Park.**
  Half day workshop: Learning and Social Success with Visuals

• **NORTH: Friday June 18, GREENSBOROUGH RSL**
  Half day workshop: Learning and Social Success with Visuals

• **REGIONAL: Tuesday June 22, SWAN HILL CLUB**
  Half day workshop: Intro to ASD, Positive Behaviour Support

➢ I am available for Professional learning sessions at your school or organization.

### POSITIVE STRATEGIES OR ACTIVITIES FROM PARTICIPANTS WHO ATTENDED MY WORKSHOPS.

- Reward time: when you finish “x” then you can read/draw(reward) for 5 minutes
- Try to see the world from his point of view.
- Praise on progress made during activity.
- Toy basket” Squishy things”
- For positive behaviours: Visual pictures of positive behaviours and rewards
- Communication journal between school and home. Let each party know what is happening.
- Stress free zone in the classroom and in the school to help management of anxiety & anger.
- Modified transition program year 6 going to Secondary school. Small group sessions include extra transition visits to secondary school.
- I’ve found reading short children’s meditation to my child helps him relax before bed, when he can’t switch off.
- Keeping a tub full of favourite things/toys- to use as rewards or to take outside.
- When student has told me they do not need my help I go away. I have said if you can read this page with no help I will go. When they cannot the student says it is okay to help.

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Ten Rules of Conversation for Asperger Teens  
by Kristyn Crow

Children with Asperger’s Disorder sometimes have a difficult time relating to peers due to their social awkwardness and narrow, often obsessive, interests. Especially during adolescence, these kids want to make friends and even date but they misinterpret important social cues. For example, they might speak too loudly or get too close, making other teens uncomfortable. They might talk incessantly about their peculiar hobbies, leaving peers perplexed at how to relate. They might have odd behaviours which tip-off classmates that something about them is unusual, yet it's subtle enough that it doesn't appear to be a disability. So peers think, “That kid is so weird,” instead of wanting to reach out.

This sets up the teen with Aspergers for bullying and ridicule. But some schools are addressing the problem by providing more peer education and setting-up group practice sessions where they have the opportunity to learn the rules of conversation. Peer tutors, or neuro-typical teens volunteer to participate in these conversation sessions. You can help your child with Asperger’s Disorder by teaching some rules of conversation as early as he or she can understand. (Adapt them to your child’s cognitive level.) Make it a game, where the child gains points or rewards for not breaking the "rules!" Have your son or daughter try out conversation with people. You may need to provide him or her with the exact phrases or greetings necessary. This is why involving peers is a good idea. On some level, your child needs to use or at least understand the current "lingo" of today’s teens.

And frankly, we ALL could use a brush-up on good conversation skills!

1. When meeting someone for the first time, **introduce yourself.** "Hi, I'm James." Politely ask the person what her name is. If you’re seeing someone you know, address him by name. "Hi Scott!"
3. In most cases, **stay at arm's length.**
4. **Ask a question about the other person.** What subject does he or she like the most? What does she do for fun? Does he play sports? An instrument? Did anything interesting happen to her today?
5. **Use good listening skills.** Make eye contact. Nod. Don't interrupt.
6. **Ask a question relating to something the person just told you.** Always try to ask two questions about the other person before talking about yourself.
7. **Take turns talking and listening.** No monologues allowed!
8. **Look for signs of disinterest.** Turning the head or body away, giving short replies, refusing to make eye contact, etc., are signs that your attempts at conversation aren't wanted. This happens to everybody! Just say, "see you later!" and move on.
9. **No changing the subject!**
10. When it’s time to end the conversation, (because its time to do something else, or signs of disinterest are being displayed) **say, "It was nice talking to you!"** "I'll see you later!"

Adolescent Friendships are based on...What?
Anna Tullemans

When putting together friendship programmes we must remember that adolescent friendships (especially among boys) are not based on talking, but upon doing things together.

• Look for activities that relate to the adolescents passion and interests. It gives the adolescent the opportunity to observe others and eventually make connections
• Encourage the adolescent to invite others to join him in games that have inherent structure such as bowling games etc. It’s easier to interact around a few games of bowling rather than hanging out at home where the structure has to be more planned.
• When the activity is to be at home, organise it around a certain task or activity eg checking out the new X - Box game, baking biscuits, building a fort in the backyard

Create opportunities for friendships
There are many times and places where we can create opportunities for friendship. We need to find these opportunities in places where the ASD person feels comfortable and not force the situation. What I mean is that we create an opportunity while the ASD person is engaging in an activity that they enjoy.

• Class times:
  o Use his special interest. Allow him to introduce some - one else to his special interest so they can share ideas etc.
  o Teach them to teach others. People respect and like to associate with others who are good at something. This gives them “social currency” This currency needs to be one that others respect.
  • Help friendships along by increasing their “social currency”
• Clubs: (Special Interest) Match individuals with similar interests
  o Computer, Music, Entomology
  o They don’t have to be formal, but they do need to be supervised
• Library:
  o Reading club, research club, showing other students/peers about favourite subject (but not another adult), play games
• Rent – a – friend: This is where you invite a friend to play, and when the ASD child leaves, the parent steps in and plays with the child and then when the ASD child is ready to step back in, the parent quietly moves away. This way both children have a good time and the friend will want to return.
• Playing soccer:
  o Teach the micro skills of playing soccer
  o Use two or three students who can play to help teach him
Independent Work Tasks
Structured Learning Activities for School or Home

A Math/Money Task
The cards in this task have the name of a coin written on each card, with a traced outline of the coin and velcro in the middle. Each coin (two each of pennies, dimes, nickels, and quarters - one with the velcro on the front and one with the velcro on the back) is placed on the correct card. As they are completed, the student places each card in the “All Done” box and takes the next card from the pile. Other notes: I use real money to promote generalization of the skill; the traced outline of the coins could also be faded out as the student learns to identify the coins without this prompt.

A Spelling/Reading Comprehension Task
The student takes one card out of the “Work To Do” box and places it on the table. The student traces the sentence (which contains a spelling word in the format, “This is a a Farm.”) with a dry erase marker.
The student then finds the picture of the farm and attaches it to the card (there is velcro on the cards and pictures). The student then places the card in the “All Done” box and takes the next card from the pile.

A Spelling Task
The student takes one card out of the “Work To Do” box and places it on the table. The student places letter tiles in the boxes on the card to spell the word.
The student then traces the word with a dry erase marker. The student then places the card in the “All Done” box and takes the next card from the pile.
Here you are, finally the teacher has asked for a meeting with you. You know it is in regards to your child’s behaviour. You are a bit nervous because you’re not sure what you are going to say. Well stop being nervous and start preparing for the meeting.

Following are some tips which will help you run a smooth meeting.

- Plan what the meeting is going to be about
  - Decide what you want to talk about
  - Have questions prepared
- Know what you want the outcome to be from this meeting. Should you concentrate on:
  - Behaviour
  - Expectations not being met
  - School camp
  - PE etc
- Make sure the meeting is scheduled for a time when it is convenient to you as well as the teacher. You don’t want to be in a hurry to get to your next appointment!
- Identify what points are important to you. Know why these are important to you as you will need to back up any statements that you make with facts
- Remain calm and use neutral vocabulary. Don’t use an accusing voice. We must not use emotional language.
- Bring an advocate for emotional support

Some points to remember in conducting a successful meeting:

- Set a positive and encouraging tone for the meeting
- Introduce all participants so they feel a part of this meeting
- Introduce your agenda using neutral language
- Give each participant the opportunity to discuss his perspective. (Don’t show disapproval or judgement on your face)
- Clarify perspectives to ensure everyone has understood what is said
- When you make a specific request
- I would like John to have at least two hours one on one teaching
- Be specific about your reasons for this request
- John responds better to work when he isn’t distracted by other noises in the class
- Brainstorm options for your requests
- What skills and resources are available within the school or school system?
- What community resources are available?
- What are ways to combine these skills and resources?
- Take time at the end of the meeting to summarise the discussions and make a plan of action
- Establish times for follow up discussions or communications
- Also remember that everything is not written in stone. If something is not working re evaluate strategies and make changes
Weaving in Special Interest Areas Throughout the School Day

by MaryAnn Winter-Messiers and Cynthia Herr  
Source: Autism Society
http://www.education.com/reference/article/special-interest-areas-school-asperger/

My 12-year-old son, whose passion is aviation and who has Asperger Syndrome (AS), lay on the floor of the family room groaning and sighing bitterly. “This assignment is mind-numbingly boring! I don’t even know what I’m supposed to do! I HATE SCHOOL!” He was angry about the perceived injustice done to him. How dare the teacher assign a speech and poster about a family member? 

Foreseeing an ensuing meltdown, I was on the verge of conceding that we would try again tomorrow when an idea struck me. “I have a box of your grandfather’s WWII flight memorabilia. Would you like to see it?” My son sat straight up. “Wow! That would be super!” I quickly retrieved the box, opened it and stood back to watch what I knew was coming. “A WWII air force base flight manual! Look, his insignia and wings! Oh, cool, a canteen menu—and here are letters from his pilot buddies!” He moved quickly around the room. “I can do my speech on Papa [his grandfather]! I will have the best project! I will write and write—my mind is racing with ideas! I can’t wait to start!” In seconds, the assignment—and my son—were transformed. What made the difference? My son’s special interest area is aviation.

What is a Special Interest Area?

Special interest areas (SIAs) are “those passions that capture the mind, heart, time and attention of individuals with AS, providing the lens through which they view the world” (Winter-Messiers, 2007). They differ from the hobbies of typical children in the amount of time, thought and focus children with AS give them, usually to the exclusion of other interests and activities. Examples of SIAs range from Thomas the Tank Engine to storms to vampires (Winter-Messiers, 2007) to toilets (Attwood, 2006). Parents and teachers often see SIAs as annoying, socially harmful activities, and seek to diminish students’ involvement in them (Attwood, 1998). This is revealed in our tendency to refer to SIAs as “obsessions” (Kluth & Schwarz, 2008), rather than the more respectful “fascinations” or “passions.” Hans Asperger (1944/1991), however, was the first to observe the potential of SIAs: “A special interest enables [those with AS] to achieve quite extraordinary levels of performance in a certain area” (p. 45).

Why are SIAs Important?

SIAs are the best-kept secret for motivating students with AS. This untapped gold mine of drive and passion lies within students, and the challenge for parents and teachers is discerning how best to tap into the students’ reserves of passion for saxophones, frogs, fairies or Disney films (Winter-Messiers, 2007). The SIA is so intensely important to a student with AS that she is utterly compelled to be involved with the interest and to learn more about it, a drive that Attwood (2003) perceives as “the almost insatiable thirst for access to the interest” (p. 131). This thirst should be used to change, motivate, inspire and reward students with AS.
How Can SIAs be Incorporated at School?

Far from mere leisure activities, SIAs are the core of students with AS. As one boy emphatically declared, “Airplanes are who I am” (Winter-Messiers et al., 2007). Thus, it stands to reason that a teacher or parent who can access this powerful awareness can shape a student’s behavior. Integrating assigned tasks with SIAs increases the probability that the student will work hard to achieve his personal goals (Winter-Messiers et al., 2007). Begin by asking the student about her SIA, as assumptions can lead to errors. For example, a girl interested in baseball may not really care about playing baseball herself or attending games, but may have considerable knowledge of baseball statistics, players’ personal records or baseball uniforms. Understanding the SIA is critical. Parents are also an excellent information source.

Preferred assignment design: Encourage the student to infuse his SIA into an assignment. While teachers cannot redesign every assignment to fit an SIA, some tasks readily lend themselves to SIA adaptation, such as story problems, speeches, creative essays, free reading or Internet research.

Non-preferred assignment reward: Establish a “work/play” routine in which the student completes a portion of a non-preferred assignment to earn free time in which she may engage in an SIA-related activity. Offer time to read an SIA-related book or talk to staff about the SIA once the assignment, or a segment of it, is finished.

Positive behavioral consequence: Teachers can reward students’ appropriate behaviors by allowing access to their SIAs. For example, after 10 minutes of working without talking to his neighbor, a student could earn 2 minutes of time on an SIA website. Another student may learn to manage self-stimulating behavior, such as growling or hand flapping, by taking a sensory break from class to engage in a simple form of his SIA. For example, a child who collects dinosaurs could have one on his sensory break. Caution: A student should never be denied his SIA as a negative behavioral consequence. Telling a student that he cannot read about elevators this week because of negative behaviors severs him from his core passion, and the effects can be devastating. Work positively instead: “When you finish your Civil War reading assignment, I will listen to you talk about elevators for three minutes.”

Related work activities: Teachers and parents may work together to design a school-based activity connected to an SIA. For example, a girl who wants to be a chef may help the school cook design a menu, or a boy interested in play production could assist the drama teacher in organizing props. Students could also work with community experts, such as a photographer, architect or plumber, in their SIAs. In this way, students can learn invaluable skills and see first-hand how their SIAs translate into careers.

Summary

Motivation drives engagement. The most powerful motivator for these students is their SIA. They are highly capable of working hard—if that work comes through the SIA door. Let’s open this door while it is in our power to do so!
A hormone thought to encourage bonding between mothers and their babies may foster social behavior in some adults with autism, French researchers said on Monday.

They found patients who inhaled the hormone oxytocin paid more attention to expressions when looking at pictures of faces and were more likely to understand social cues in a game simulation, the researchers said in the journal Proceedings of the National Academy of Sciences.

Angela Sirigu of the Center of Cognitive Neuroscience in Lyon, who led the study, said the hormone has a therapeutic potential in adults as well as in children with autism.

"For instance, if oxytocin is administered early when the diagnosis is made, we can perhaps change very early the impaired social development of autistic patients," Sirigu said in an email.

Sirigu said the study focused on oxytocin because it was known to help breast-feeding mothers bond with their infants and because earlier research has shown that some children with autism have low levels of the hormone.

People with Asperger's syndrome and other autism spectrum disorders often have problems with social interaction. Sirigu said oxytocin could help autism patients who have normal intellectual functions and fairly good language abilities because it improves eye contact.

"Eye contact can be considered the first step of social approach," Sirigu said. But people with autism often avoid looking at others. "In our study we show that oxytocin enhances eye contact because patients spent more time looking at the eyes," she said.

She said the hormone also improves the ability of people with autism to understand how other people respond to them, and they can learn the appropriate response to others' behavior.

In their study, Sirigu and colleagues had 13 people with high-functioning autism spectrum disorders inhale oxytocin before taking part in two experiments. The participants, 11 men and two women, had no medication two weeks before the study, which included a control group of an equal number of healthy men and women.

The researchers watched the patients' responses during a virtual ball tossing game to measure behavioral changes. In a separate experiment, Sirigu's team measured how patients responded to facial expression when shown pictures of human faces.
The Transporters was developed with the Autism Research Centre at Cambridge University. It uses animated vehicles with real human faces to help children transfer learning to real life.

Episodes and quizzes are designed to be enjoyed repeatedly. Children love to watch them again and again - and this helps them learn.

http://www.thetransporters.com

Most of us begin the complex process of learning to recognize facial expression of emotions in infancy. From the faces of parents, siblings, grandparents, or other caregivers, we develop a considerable amount of expertise in this aspect of socialization at an early age. For some children with Autism, Asperger’s, or other developmental deficiencies, this is often not the case. Since skill in recognizing facial expression of emotions is important to functioning in a social environment, there is value in helping children develop this skill. But, what if it doesn't develop normally?

FACELAND uses an Amusement Park theme to engage and motivate. 6 “Schools” introduce concepts as “clues” and 11 game-like activities offer practice that is fun!

FACELAND “Schools” are based on the hypothesis that some children will build skill in facial recognition of emotion by:

• Breaking them down into smaller pieces (clues)
• Promoting clue acquisition via spaced repetition
• Checking for understanding of clues using new examples
• Combining clues for “part to whole” learning
• Utilizing instruction that incorporates photos, mirror mimic sessions, and varied interaction

FACELAND “Games” motivate practice and skill acquisition. The program uses a diverse range of subjects to aid generalization/transfer of recognition skills to real life situations.

Surprise, Anger, Fear, Disgust, Sadness, and Happiness were the emotions selected because they are the most basic of human emotions. These emotions are expressed in cultures throughout the world. FACELAND is based on a portion of Paul Ekman’s research, the leading psychologist in the study of facial expression of emotions.
TEMPLE GRANDIN - The Movie!
HBO debuted the long-awaited movie, TEMPLE GRANDIN in February, and it continues in March on HBO stations.

Claire Danes stars in the title role of this HBO Films presentation, based on the true story of the best-selling author, animal scientist and autism advocate, whose own autism has afforded her uncanny powers of observation.

Several HBO trailers are now available. http://www.hbo.com/movies/temple-grandin

  • http://www.templegrandin.com/
  • Check out Temple Grandin on YOUtube

Unwritten Rules of Social Relationships: Decoding Social Mysteries Through the Unique Perspectives of Autism

Dr. Temple Grandin and Sean Barron  Often those with autism/Asperger's suffer socially and professionally because social cues and perceptions hinder their lives. This enlightening and thought-provoking book by two of the leading minds in the field, who themselves have been diagnosed with autism, educates both those on the spectrum and their caregivers. Certain to become a classic, Temple and Sean lead you through their mistakes socially and ways they found to improve their lives.

Addressing the Unproductive Classroom Behaviours of Students with Special Needs  Steve Chinn  Certain classroom behaviours can signify an underlying learning disability. This book will help you recognise potential indicators of Asperger Syndrome, dyslexia, dyspraxia, AD/HD, physical disabilities and speech and language disorders; explores the benefits of different interventions; and offers practical strategies for improving
pupils’ behaviours, social skills and self-esteem.

**Personal Hygiene? What’s that Got to Do with Me?**

*Pat Crissey*  
Illustrated by *Noah Crissey*

*Personal Hygiene? What's that got to do with me?* is a curriculum developed for students with autism, Asperger's Syndrome, learning and developmental disabilities, designed to help them understand how others perceive their appearance and the social implications of neglecting personal hygiene. Simple factual information is accompanied by humorous cartoons that emphasize how others view someone with poor hygiene. Step-by-step cartoons explain exactly what the student needs to do to ensure good hygiene.

**Aspergirls Empowering Females with Asperger Syndrome**  
*Rudy Simone*  
Foreword by *Liane Holliday Willey*  
June 2010,

Girls with Asperger's Syndrome are less frequently diagnosed than boys, and even once symptoms have been recognised, help is often not readily available. The image of coping well presented by AS females of any age can often mask difficulties, deficits, challenges, and loneliness.

This is a must-have handbook written by an Aspergirl for Aspergirls, young and old. Rudy Simone guides you through every aspect of both personal and professional life, from early recollections of blame, guilt, and savant skills, to friendships, romance and marriage. Employment, career, rituals and routines are also covered, along with depression, meltdowns and being misunderstood.

**A Friend like Henry: The Remarkable True Story of an Autistic Boy and the Dog That Unlocked His World**  
by *Nuala Gardner.*

This is a very uplifting account of how a dog helped a boy with autism begin to open up and learn to communicate with others. It shows how animal therapy, often overlooked, can help treat different conditions.

**Arnie and His School Tools: Simple Sensory Solutions That Build Success**  
by *Jennifer Veenendall —*  
Arnie and His School Tools is a delightful and one-of-a-kind book that helps others 'walk a mile in the shoes' of a child with sensory processing difficulties and understand the day-to-day challenges these children experience.

**Why Does Izzy Cover Her Ears? Dealing with Sensory Overload (Hardcover)**  
*Jennifer Veenendall*  
This brightly illustrated book creates an environment that is accepting of students with sensory modulation difficulties, including many on the autism spectrum. It’s a great resource for occupational therapists, teachers, and parents to share with children. Resources for adults at the end of the book include definitions of sensory processing and sensory modulation disorder, suggested discussion questions, and lists of related books and websites.
Helping Children with Autism
Parents & Carers: General Enquiries

1. Raising Children Network Autism website:
   Provides impartial and evidence based information, online resources and interactive
   functions to support parents, families, carers and professionals.
   • [www.raisingchildren.net.au/autism](http://www.raisingchildren.net.au/autism)

2. FaHCSIA website:
   Provides an overview of the Helping Children with Autism package and information
   about FaHCSIA Autism Spectrum Disorder (ASD) policy.

3. Department of Health and Ageing (DoHA) – Medicare Enquiry:
   The Department of Health and Ageing has made new Medicare items available for
   children aged under 13 years (for diagnosis and treatment planning) and under 15
   years (for treatment).
   • [epc.items@health.gov.au](mailto:epc.items@health.gov.au)
   DoHA helpline: (02) 6289 4297  Medicare Australia: 132 011

4. Department of Education, Employment and Workplace Relations
   (DEEWR):
   DEEWR is delivering initiatives to help improve the educational outcomes for school
   aged children with ASDs.
   • [www.deewr.gov.au](http://www.deewr.gov.au)
   Australian Autism Education and Training Consortium (AAETC):

5. Autism Associations
   Following diagnosis, families are able to contact an Autism Advisor to access local
   information, advice and practical help. The Autism Advisors can be contacted
   through the lead agency associations listed below:
   • [www.autismvictoria.org.au](http://www.autismvictoria.org.au)
   • [www.autismspectrumseducation.com](http://www.autismspectrumseducation.com)
   • (03) 9795 0328
6. PlayConnect Playgroups, provided by Playgroup Australia:
The Autism Spectrum Disorder Playgroup Program targets children aged zero to six with ASDs or ASD like symptoms. Children will not require a formal diagnosis of an ASD to attend a playgroup.
   - www.playconnect.com.au
   - info@playgroupaustralia.com.au
     1800 790 335

7. Helping Children with Autism Enquiry Line:
For more information about the Helping Children with Autism package please contact the enquiry line or the ASD Inbox.
1800 289 177 (TTY 1800 260 402)
   - asd@fahcsia.gov.au

8. Early Days Workshops:
The Early Days Workshops are aimed at equipping parents and carers of children with ASDs or ASD like symptoms to more effectively manage the pressures they face in raising their children at home.
   - www.earlydays.net.au
     1800 334 155

9. Autism Specific Early Learning and Care Centres
Six Autism Specific Early Learning and Care Centres are being established. They will provide early learning programs and specific support for children with ASDs.
   - asdchildcare@fahcsia.gov.au
What is Proloquo2Go?

Proloquo2Go™ is a new product from AssistiveWare that provides a full-featured communication solution for people who have difficulty speaking. It brings natural sounding text-to-speech voices, up-to-date symbols, powerful automatic conjugations, a default vocabulary of over 7000 items, full expandability and extreme ease of use to the iPhone and iPod touch.

With a price of approx $239.99 Proloquo2Go is a perfect solution for anyone who cannot afford spending thousands of dollars on an AAC device and yet wants a solution that in terms of sheer communication power and easy of use rivals solutions typically priced over 10 times as high. It is also perfect for teenagers and young adults who want a device as cool as the iPhone or iPod touch. Not to mention, this a great solution for children and adults with autism, cerebral palsy, down syndrome, developmental disabilities, or apraxia. Proloquo2Go can also serve adults with acquired disabilities such as ALS, stroke or traumatic brain injury. It can be a useful solution in hospital and rehabilitation settings.

“Proloquo2Go allows the user, especially tween, teen and young adult users, to be "just like the other kids" in terms of carrying something everyone else carries. I am so impressed with the language and cognitive pieces of the software.”

Kate Ahern, M.S.Ed.  Special Educator and Blogger

Special educators, speech language pathologists, occupational therapists have found Proloquo2Go a proven communication solution for children and adults who can access the iPod touch. Educators see it as a cost-effective solution for special education. Augmentative and Alternative Communication specialists love the ease of programming and customization. Users love Proloquo2Go because it is not only powerful, but it runs on the iPhone and iPod touch. Parents appreciate the system because it is easy to program and makes their children cool. Proloquo2Go can be used as a companion to a table top device or as a user’s sole AAC device.