REGISTRATION FORM

please send it to <u>contact@caapables.fr</u>

Teaching Movements for Communication (5 days)
See program attached

Place : TOULOUSE   Date :   21 - 25 September 2026

PARTICIPANT

Name :

Occupation :

Invoice address :

Phone number :

Email :

	PRICE (TTC)	included
☐ Parent, student* (*with certificate)	1135 €	material + morning coffee + 5 lunchs + coffee breaks
☐ self-employed / independent professional	1345 €	
☐ employed professional	1445 €	

WHO IS FINANCING THE TRAINING :

☐ Individual

☐ Employer / school, organisation…

NAME :

Invoice Address :

Mail Contact to send invoice :

PRE-INFORMATION AND SURVEY

- Do you have special needs we need to accommodate ?   YES / NO

- Do you have any food allergies or specific needs ?   YES / NO

- Have you taken any training courses in Alternative and Augmentative Communication (AAC) ? If so, which ones ?

- Do you have any expectations regarding this training ?

SELF-POSITIONING ASSESSMENT

On a scale from 1 (no knowledge) to 10 (excellent knowledge), what is your level of competence in the following areas?

N°	Question	Answer (1 to 10)
1	Can you identify the role of movement in communication?	
2	Can you explain the difficulties of assessing communication and cognitive skills for students with significant motor and sensory challenges?	
3	Can you identify the key movement issues that affect the development of movement required for intelligible communication?	
4	Can you identify the key movement issues that affect children with Cerebral Palsy ?	
5	Can you analyse the movement for children whose motor and/or sensory processing challenges affect their development of intelligible communication?	
6	Can you explain how to accommodate for challenging postural control?	
7	Can you describe an intervention process for developing movements for communication and operational competencies?	
8	Do you know about the concept of parallel learning for electronic and non-electronic technologies?	
9	Do you know how to teach movements for communication using eye-gaze or scanning access?	
10	Do you about programs that teach operational competencies to master switch scanning?	

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- I understand that the price of the training includes the pedagogical costs of the training + lunch and breaks. It includes training materials (manual, documentation), but the price does not include any AAC material/books.

- I hereby declare that I have read and accept, without reservation, the Internal Terms and Conditions of our organisation and the General Terms and Conditions of Sale (http://www.caapables.fr/calendrier), and declare that I will pay the registration fees as mentioned by CAApables.

- I hereby declare that I have read the legal notice concerning compliance with the General Data Protection Regulation, attached to this registration form.

- Your registration will be effective after confirmation by an e-mail, attesting that you have done all the needed formalities.

Date :

Participant's signature

If employed participant, Employer's signature :

LEGAL NOTICE DATA PROTECTION AND REGULATION

The information collected by CAApables in this document is subject to be integrated in our files to ensure the overall management of training. CAApables undertakes not to pass on to third parties any information provided by the customer, including information concerning participants.

CAApables undertakes to protect and ensure the security and confidentiality of its customers' personal data in accordance with the Data Protection and Regulation, in particular by taking all necessary precautions to prevent such data from being distorted, damaged or accessed by unauthorized third parties. The contact's personal data will only be kept for as long as is strictly necessary for the purposes of the training course(s) concerned.

In accordance with the Data Protection document, customers and participants have the right to access, modify, rectify and delete their personal data, which they can exercise by contacting CAApables mathilde.mella@gmail.com, stating their Name and email address.

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5-days Teaching Movements for Communication

For some children with complex communication needs, it is the method of accessing the Augmentative and Alternative Communication (AAC) system that is significantly affecting their development of intelligible, autonomous communication. These children, who have significant physical and/or sensory challenges, often need to learn movements to access AAC systems.

This intensive five day workshop will provide participants with an in depth opportunity to explore the movement differences associated with cerebral palsy, other significant neurological movement impairments (eg Rett Syndrome, Prader Willi Syndrome), and severe sensory processing challenges. There will be a focus on identifying these posture and movement challenges in relation to their impact on communication development, assessment and intelligibility. A range of strategies and a process to teach movements for communication will be demonstrated.

Training delivered in english, french translation will be available

PRE-REQUISITES
‣ No pre-requisite

DURATION
5 days (35 hours)

AUDIENCE
‣ This five day intensive workshop will be most effective for teams who are working with children who have severe physical and sensory challenges and are struggling to access augmentative communication systems. Teams may include: speech language pathologists, educators, physiotherapists, occupational therapists, family members, school leadership and support personnel. However, it will also be of significant value and give direction and knowledge to individual therapists, educators and family members.It would be helpful, but not a requirement, for one of the members of the team to have previously attended an Introductory PODD (Pragmatic Organisation Dynamic Display Communication) training.

ACCESSIBILITY
If you have any specific needs, let us know.

GOALS
After this five-day workshop, participants will have developed their ability to:
▪ Identify the role of movement in communication.
▪ Identify the communication and cognitive assessment challenges for individuals who have sensory motor challenges and complex communication needs.
▪ Describe the key movement issues that affect the development of all graded movement including that required for intelligible communication
▪ Observe and analyse the movement for children whose motor and/or sensory processing challenges affect their development of intelligible communication. This includes children with
  ° cerebral palsy (and like conditions)
  ° other syndromes (e.g. Rett, Pitt Hopkins, Cri Du Chat)
  ° global developmental delay
▪ Explain how to accommodate for challenging postural control

- Explain how to develop sensory & motor control of selective movements
- Describe an intervention process for developing movements and operational competencies for more intelligible, independent, autonomous communication.
- Assess and teach movements for communication using gesture, non-electronic and electronic AAC systems including direct pointing, eye-gaze, scanning access.
- Discuss the concept of parallel learning for electronic and non-electronic including the Stepping Stones to Switch Access (Burkhart) and eye gaze technology

PEDAGOGICAL SUPPORT
- Powerpoint, videos, case studies and interactive activities.
- Training material is given to the participants (PPT + documentation)

Case studies

Participants will have the opportunity to influence some of the content of the training and present issues and questions. Teams should meet ahead of time to identify a student that will provide participants with opportunities to observe current movement and communication and plan further assessment intervention. One or more members of that team may present that case study during the course. (Not all members need to be present)
Three case studies will be selected for inclusion in the workshop.

PRESENTERS

Claire Cotter (B.App Sc. (OT), Dip. CE (Hon), OTR) is a senior Occupational Therapist with 45 years' experience in this field. She is the CEO and cofounder of the Cerebral Palsy Education Centre in Melbourne, Australia. She is committed to the best possible outcomes for families who are raising a child with cerebral palsy and other neurological disabilities. With expertise in teaching motor control, addressing sensory processing challenges, developmental play and technology for children with neurological impairments, she addresses the sensorimotor challenges to communication access. Claire coordinates a wide range of professional development opportunities across the sector and contributes to published research papers and online resources. She regularly presents papers and workshops.

Gayle Porter is a senior Speech Pathologist with 30 years hands on experience in the field 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. Gayle developed and has published resources on the Pragmatic Organization Dynamic Display (PODD) communication books and pages sets for speech generating devices. In addition, she has authored articles, publications and chapters on Augmentative and Alternative Communication and cerebral palsy. Gayle is a highly sought after international presenter.

EVALUATION

Signing sheet, short self-positioning assessment before and after the training, satisfaction assessment

CONTACT :
contact@caapables.fr

5-days Teaching Movements for Communication

Content

	DAY 1
8:30	Role of movement in communication Learning to move
10:15	Break
10:35	Processes for developing movement for communication Key movement issues
12:00	Lunch
12:45	Understanding the learner with Cerebral Palsy
2:45	Break
3:00	Dynamic assessment Observation – Indentifying Key movement issues (CP)
4:30	Finish

	DAY 2
8:30	Understanding the learner with sensory processing challenges
10:15	Break
10:35	Understanding the learner with Rett syndrome
12:00	Lunch
12:45	Key movement issues - Learners with different challenges.
2:45	Break
3:00	Learning to Intend Circle of successful learning
4:30	Finish

	DAY 3
8:30	Strategies to support learning Hands on facilitation, sensory input, time, equipment
10:15	Break
10:35	Strategies (cont)
12:00	Lunch
12:45	Strategies (continued)
2:45	Break
3:00	Practice, repetition with intent, purpose and variation
4:30	Finish

	DAY 4
8:30	Teaching movements for communication Non-electronic
10:15	Break
10:35	Non-electronic (continued)
12:00	Lunch
12:45	Non-electronic (continued)
2:45	Break
3:00	Parallel learning Teaching movements for communication - electronic
4:30	Finish

	DAY 5		
8:30	Electronic (continued) Accommodations to support communication at any time	12:45	Participant Case Studies 2 & 3
10:15	Break	2:45	Break
10:35	Participant Case Study 1	3:00	Daily routines Where to Now, Service models, Collaborative team
12:00	Lunch	4:30	FINISH