ORGANIZING VOCABULARY IN THE AAC SYSTEM
(2.5 CE HOURS)

Course Abstract
This Intermediate level course visits the often-contentious topic of vocabulary selection and organization in AAC devices, touching on vocabulary organization, types of vocabulary, and their application to commonly-used AAC systems.

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

List six points supporting the need for SNUG in AAC systems

Identify challenges related to vocabulary organization in AAC systems, and list pros and cons of three organizational methods

Explain core vs. fringe vocabulary, and provide examples of each

Identify the key concepts involved in core vocabulary AAC systems

Identify the key concepts involved in pragmatically organized AAC systems

Timed Topic Outline
I. Achieving SNUG (10 minutes)
II. Organizing Vocabulary (20 minutes)
III. Types of Vocabulary (20 minutes)
IV. Core Vocabulary AAC Systems (30 minutes)
V. Pragmatically Organized Communication Systems (35 minutes)
VI. Final Thoughts & Conclusion (10 minutes)
VII. References, Exam, Evaluation (25 minutes)

Delivery Method
Correspondence/internet self-study with interactivity, including a provider-graded final exam. *To earn continuing education credit for this course, you must achieve a passing score of 80% on the final exam.*

Course Author
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.

She received a stipend as the author of this course; she has no other relevant financial or nonfinancial relationships to disclose.