



***PLEASE REGISTER ONLINE  
TO EXPRESS YOUR INTEREST!***

***PRESENTED BY***

**Gayle Porter  
and Claire Cotter  
CPEC – Australia**

### **About this event:**

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 5-day workshop will provide participants with an in-depth opportunity to explore the movement differences associated with cerebral palsy, other significant neurological movement impairments (e.g. Rett Syndrome, Angelman 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.

### **Audience**

This 5-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 therapists, 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.

# 5-Day Teaching Movements for Communication – 2027

After this 5-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, and 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.

## Case studies

There will be an opportunity for course participants to submit a case study that may be selected for inclusion in the workshop.

| Content |                                                                            |  |       |                                                              |
|---------|----------------------------------------------------------------------------|--|-------|--------------------------------------------------------------|
| DAY 1   |                                                                            |  | DAY 2 |                                                              |
| 8:30    | Role of movement in communication<br>Learning to move                      |  | 8:30  | Understanding the learner with sensory processing challenges |
| 10:15   | Break                                                                      |  | 10:15 | Break                                                        |
| 10:35   | Processes for developing movement for communication<br>Key movement issues |  | 10:35 | Understanding the learner with Rett syndrome                 |
| 12:00   | Lunch                                                                      |  | 12:00 | Lunch                                                        |
| 12:45   | Understanding the learner with Cerebral Palsy                              |  | 12:45 | Key movement issues - Learners with different challenges.    |
| 2:45    | Break                                                                      |  | 2:45  | Break                                                        |
| 3:00    | Dynamic assessment<br>Observation – Identifying Key movement issues (CP)   |  | 3:00  | Learning to Intend<br>Circle of successful learning          |
| 4:30    | Finish                                                                     |  | 4:30  | Finish                                                       |

| DAY 3 |                                                                                         | DAY 4 |                                                                        |
|-------|-----------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------|
| 8:30  | Strategies to support learning<br>Hands on facilitation, sensory input, time, equipment | 8:30  | Teaching movements for communication Non-electronic                    |
| 10:15 | Break                                                                                   | 10:15 | Break                                                                  |
| 10:35 | Strategies (continued)                                                                  | 10:35 | Non-electronic (continued)                                             |
| 12:00 | Lunch                                                                                   | 12:00 | Lunch                                                                  |
| 12:45 | Strategies ( continued)                                                                 | 12:45 | Non- electronic ( continued)                                           |
| 2:45  | Break                                                                                   | 2:45  | Break                                                                  |
| 3:00  | Practice, repetition with intent, purpose and variation                                 | 3:00  | Parallel learning<br>Teaching movements for communication - electronic |
| 4:30  | Finish                                                                                  | 4:30  | Finish                                                                 |
| DAY 5 |                                                                                         |       |                                                                        |
| 8:30  | Electronic (continued)<br>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<br>Where to Now, Service models, Collaborative team     |
| 12:00 | Lunch                                                                                   | 4:30  | FINISH                                                                 |

**About the presenters**

**Claire Cotter** (B.App Sc. (OT), Dip. CE (Hon), OTR) is a senior Occupational Therapist with 47 years’ experience in this field. She is currently 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.

## Minimum numbers:

Events require a minimum of participants to proceed. This registration will just hold a spot for you if and when the course opens. By then, you will receive an email from us that will confirm the starting date and give you priority to secure your spot before a certain date. An official go-ahead of the actual event will be confirmed at the latest two weeks before the start date of the event. You can find our full cancellation and refunds policy [here](#).

## Estimated costs- still to be confirmed :

- \$1725.00 – ATANZ members
- \$1995.00 – Non-members (note: ATANZ membership is \$110)
- \$250.00 – Whānau/family members ( Limited numbers
- \$500.00 – Students ( Limited numbers

Please check out our [Whanau Professional Development and Learning Grant](#) and [ATANZ Professional Development Grant](#)

**Expressions of Interest for this 5-Day workshop close 15 August 2026** – places for the actual event will be capped at 50 participants!

**PLEASE EXPRESS YOUR INTEREST VIA THIS LINK:**



<https://www.atanz.org.nz/2027-eoi-teaching-movements-for-communication-5-day-workshop>

[www.atanz.org.nz/events](http://www.atanz.org.nz/events)



**Date(s) to be confirmed –  
At this stage planned for 12-16 July 2027 (2nd week of school holidays)**

**Location Auckland –  
Venue to be confirmed**



**Time: 8.30.am – 4.30 pm  
with 45 min lunch break.  
Morning tea, lunch and  
afternoon tea will be provided**

Email us at [events@atanz.org.nz](mailto:events@atanz.org.nz)