



# Everyday Communication, Every Day

Building Self-Advocacy through Communication

Presented by:

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ASHA and BACB CEUs and PDUs available

## Learning Objectives

- Define key terms including consent, assent, and assent withdrawal
- Describe the difference between prompting/helping a learner to communicate versus forcing participation
- Create lessons to teach key self-advocacy terms such as "stop" versus "go" and "I want" versus "I don't want"
- Identify elements of their current practice and describe similarities with neuro-affirming approaches
- Apply ethical decision-making to assess the appropriateness of implementation of new concepts based on evidence versus popular trends
- Define and evaluate two concepts related to the use of Core Boards, Gestalt Language Processing, and Spelling to Communicate/Rapid Prompting Methods
- Identify two potential concerns associated with modeling without expectation
- State three important skills to teach and/or refine for independent use of Speech Generation Devices (SGD)
- Describe specific strategies for teaching skills for independent SGD communication



## Event Details

**Date:** August 19, 2025

**Time:** 8:00 am – 3:30 pm

**Location:** 101 N Grape St, Medford, OR 97501

**Registration Fee:** \$50

### Target Audience:

Professionals working with  
students of all ages

[Register Here](#)

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