

# Understanding and Nurturing the Communicative Competence of Learners with Significant Disabilities

Understanding and nurturing the communicative competence of learners with significant disabilities is a challenge. This workshop will focus on assessing levels of communication for learners at the non-symbolic or early symbolic level of communication. The Communication Matrix will be used to review the assessment process and how to target levels for instruction and programming. There will be a variety of examples of learners with significant disabilities along with interventions to promote transition from pre-symbolic to emerging symbolic communication and continued progress.

**Please register for both sections.**

➤ **Nov 4, 2021 3:00-5:30 PM Central Time (US and Canada)**

Register in advance for this meeting:

[us06web.zoom.us/join/zoom/register/tZEvf-qurjMiE93Vmjl-x3BmDqoy4JFf8zfE](https://us06web.zoom.us/join/zoom/register/tZEvf-qurjMiE93Vmjl-x3BmDqoy4JFf8zfE)

➤ **Nov 18, 2021 03:00 PM Central Time (US and Canada)**

Register in advance for this meeting:

[us06web.zoom.us/join/zoom/register/tZYtcuqhqzlvEtVwVBFu--gmgDJpyx-mBGcz](https://us06web.zoom.us/join/zoom/register/tZYtcuqhqzlvEtVwVBFu--gmgDJpyx-mBGcz)

**A little about the speaker:**

Philip Schweiger, M.Ed. began working with children with sensory and multiple disabilities in 1977 in Oregon. After serving as both a classroom teacher and later, program chair, he spent 22 years as project coordinator on numerous research and demonstration efforts to investigate assessment and intervention strategies in communication and cognitive skill development in individuals with severe disabilities. Philip has authored and co-authored articles for refereed journals as well as curriculum materials through the Design to Learn project of Oregon Health & Sciences University. He subsequently serves as a consultant, lead teacher and affiliate university instructor and continues to provide consultation nationally in the area of communication strategies for learners with significant disabilities.