



International Society For
Augmentative And Alternative Communication

INDIA CHAPTER

**INTERNATIONAL SOCIETY FOR
AUGMENTATIVE AND ALTERNATIVE
COMMUNICATION**

ISAAC - INDIA CHAPTER

Tri-annual Newsletter

**ISSUE 3
DECEMBER 2025**

VISION

AAC will be
recognized, valued and
used throughout the
world

MISSION

To promote the best
possible
communication for
people with complex
communication need



International Society For
Augmentative And Alternative Communication

INDIA CHAPTER

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From the Desk of ISAAC India Chapter

DISCUSSION ON AAC AS RIGHTFUL MEANS TO PERSONS WITH COMPLEX COMMUNICATION NEEDS

“AAC is not a limitation; it is your strength”

As a professional working with children with complex communication needs, one of the most common concerns parents express is whether introducing an AAC system will hinder the development of speech and language. They also worry about the challenges their child may face in continuing education or being included in society.

I was discussing these concerns with Md. Aryan, a young AAC advocate who is completing his higher secondary examination this year and aspires to study management. Aryan loves writing stories - his mother tongue is Hindi, but he is conversant in English and Bengali and creating animated video versions of his own stories (as well as stories he enjoys) using AI tools. Aryan is a friendly young man who is popular not only in his school, the Indian Institute of Cerebral Palsy (IICP), but also in his neighbourhood, the slum where his family lives. He uses a wheelchair for mobility.

I asked Aryan about his own experience as an AAC user - the challenges and doubts he faced, and how he overcame them. Our conversation gradually took the shape of an interview, as Aryan openly shared his thoughts.

S: Aryan, how did you express yourself when you were very young? Could people understand what you were saying?

A: When I was very young, I mainly expressed myself using sounds, gestures, and facial expressions. I used to make funny noises to get attention.

My speech was unclear - much worse than what you hear now - so most people could not understand what I was trying to say. In fact, my mother was the only person who would really listen to me, understand what I was saying, and act as my translator.

From the Desk of ISAAC India Chapter

DISCUSSION ON AAC AS RIGHTFUL MEANS TO PERSONS WITH COMPLEX COMMUNICATION NEEDS Contd.

S: Did you get angry or frustrated because people couldn't understand you?

A: Yes, sometimes I felt frustrated and angry because I knew what I wanted to say, but I couldn't express it clearly. People in the neighbourhood, and even some members of my family, couldn't understand me and would ignore me, which was very frustrating. That frustration made communication very difficult in my early years. Sometimes I stopped trying to talk to anyone except my mother, but soon I realised that was useless because others wouldn't even take notice of me. And you know, I always had strong opinions about many things happening around me (laughs), and I hated being left out—so I used to get angry. The problem was that whenever I got angry, my speech became even more garbled, and people avoided me even more. It really was a vicious circle. Things changed for the better when I came to school at IICP.

S: So how old were you then? Who introduced AAC to you?

A: I joined IICP when I was around nine years old. My first teacher there was very supportive and patient. She soon realised that I was good at studies and that I loved working hard to please her. I loved coming to school - it felt like a place of my own. I had friends, and nobody avoided me.

My mother taught me Hindi alphabets and helped me learn to read books. AAC was introduced to me by my teachers and therapists at IICP. I started with a "red" book of words and phrases, along with an alphabet board in Hindi and later in English. Life became much easier. Within a year or two, I started using a spell board, because I could make sentences by combining words, which gave me much more freedom to express my thoughts independently.

DISCUSSION ON AAC AS RIGHTFUL MEANS TO PERSONS WITH COMPLEX COMMUNICATION NEEDS

Contd.

Whenever I had something to say, I would take out my “red” book. My father - who often had different opinions from mine - would tease me and say, “Now aren’t you getting your red book out? You must have some different logic!” AAC brought peace into my life; nobody could shut me out anymore.

S: You use your spell board for exams. How helpful is that?

A: AAC has helped me a lot in my studies. It allowed me to answer questions in class and express my knowledge during exams. Without the spell board, it would have been impossible for me to show what I actually knew and score good marks.

However, one major challenge I faced was working with scribes. According to board rules, my scribes were often younger than me. Sometimes they were impatient, couldn’t keep up with my spelling speed, or couldn’t remember what I was spelling. They also couldn’t guess words, so I had to spell every single word. That took a lot of time.

With my teacher’s support, I introduced some basic words and phrases on the board. Generally, it takes time, coordination, and mutual trust to work smoothly with a scribe while using AAC. I have also learned to speak and spell more slowly so that others can understand me better. Before exams, I usually work with my scribe for at least four to five practice sessions.

S: Nowadays, I rarely see you using your spell board. You mostly use your phone to communicate. When and why did you become interested in using your phone, text-to-speech apps, and AI?

A: I became interested in using my phone, apps, and AI when I realised that technology could give me more independence. When I started attending Media Lab sessions at the National Resource Centre for AAC at IICP, you introduced me to AAC apps, iPads, and showed me how to use an Android phone effectively.

From the Desk of ISAAC India Chapter

DISCUSSION ON AAC AS RIGHTFUL MEANS TO PERSONS WITH COMPLEX COMMUNICATION NEEDS Contd.

Then AI came along, and suddenly it became so easy to speak in Hindi and have it translated into English or other languages. Yes, you have to edit often and teach it your own style of writing, but it learns fast (laughs).

The most important thing is that technology allows me to communicate faster, more clearly, and with much less dependence on others. AI and AAC apps help me express complex thoughts, ideas, and imagination, and participate more actively in education and advocacy.

Technology helps me communicate confidently with people who don't know me and reduces my fear of meeting new people. During advocacy campaigns, my phone with AAC helps me express my message clearly and independently. It also helps me connect with students from other schools and colleges. When I use my smartphone, it's easier—everyone uses phones and apps, we play the same games, so they accept me as a peer. They don't focus on my disability (laughs). Yes, it has made making friends much, much easier.

S: What would you like to say to a young AAC user?

A: To a young AAC user, I would say: never feel that your voice is less important. AAC is not a limitation; it is your strength. Be patient with yourself, keep practising, and don't be afraid to express your thoughts, opinions, and questions.

**Your ideas matter, and with AAC,
your voice can reach the world!**



**Swati Chakraborty, Consultant, IICP
Vice President, ISAAC - India Chapter**



Md. Aryan, AAC advocate, IICP

From the Desk of ISAAC - India Chapter

Note from The Patron, ISAAC - India Chapter

Towards Community-Driven Assistive Technology Standards

The purpose of this write-up is to draw the attention of readers to proactively engage in following and contributing to the development of standards, so that local affordable innovations ensure Atmanirbhar Bharat (<https://www.ibef.org/government-schemes/self-reliant-india-aatm-nirbhar-bharat-abhiyan>), in this need felt sector.

Assistive technology and accessibility standards ensure safe and effective assistive products for people with disabilities. Such standards offer comprehensive guidance for designing, classifying, and evaluating the performance of assistive technologies. Often, affordability in middle- and low-income countries ((MLICs- <https://blogs.worldbank.org/en/opendata/world-bank-country-classifications-by-income-level-for-2024-2025>) remains a challenge. Other such challenges include lack of training in the use of the product, insufficient infrastructure including structural barriers, lack of sustained access to spare parts/ maintenance/repair services, stigma and negative attitude towards persons with disabilities.

Acharya Vinoba Bhave (1895-1982), a revered Indian philosopher-saint and the father of the Bhoodan Movement, made efforts to translate complex philosophy into everyday terms (Sania Gupta, 2023, <https://www.ijfmr.com/papers/2023/2/2234.pdf>). While interacting with village officials (trainees), Vinobaji asked them what they would do when they returned to their villages. Each one said that he or she would dig a well, build a hospital or school, plant trees along roadsides, and so on, depending on their observation of what their villages needed.

Vinobaji advised them to go back and organize their communities, stating that an organized community knows what it wants and will take care of it. The answer to several challenges related to use of ATs as listed in the above paragraph, lies in this anecdote, focusing on need to organize the people in every locality/region and discuss solutions.

Solutions locally developed can be highly effective, affordable and sustainable. In this example of low end assistive device, a 20-year-old individual in a rural area with spastic type of cerebral palsy set aside his bilateral elbow crutches and instead held a stick carved from a local tree in his right hand, enabling him to walk with his peers more easily, quickly, and steadily.

The International Organization for Standardization (ISO), Geneva, has a technical committee, ISO/TC 173, responsible for standardization in the field of assistive products for persons with disabilities and older persons. ISO/TC 173 has published around 100 international standards, including both generic standards and specific product standards, such as:

ISO 21856: Assistive products - General requirements and test methods

ISO 21801-1: General guidelines on cognitive accessibility

ISO 19027:2016: Design principles for communication support boards using pictorial symbols

ISO 17049:2016: Assistive designs - Application of Braille on signage, equipment, and appliances

MHD 09, which deals with assistive products for persons with disabilities, is the national mirror committee of ISO/TC 173 (Assistive Products) under the Bureau of Indian Standards, New Delhi.

(https://www.bis.gov.in/branch_important_lin/download-bis-care-app-for-consumers-external-link).

In the context of a perceived lack of social recognition & equity, as well as the feeling of being left behind, group identities (such as persons with disability or senior citizens) assume a pivotal role in shaping behaviour especially in a democracy. Assistive technology and accessibility reduce such feelings and behaviours among individuals with disabilities. Standards are important in making lives easier, safer and better. Proactively engaging in assistive technology standards through locally organised communities that can deliver community-driven innovation, as well as affordable, sustainable, accessible solutions that promote inclusion, dignity, and Atmanirbhar Bharat for persons with disabilities and for all of us! Let's be proactive. Jai Hind!!



**Prof. Rangasayee R.
Founder President & Patron
ISAAC - India Chapter**

AAC AWARENESS ACTIVITIES- VIDYASAGAR

Vidya Sagar, Chennai organised the following activities

- **AAC open day** at The Museum of possibilities, where a wide range of AAC devices were displayed and strategies demonstrated. The open day involved hands-on experience with AAC devices, app, and switches, expert demonstrations; meet and greet with AAC users and professionals and interactive activities and games. Over 90 professionals, parents and general public visited.
- A **workshop on AAC** was conducted for 50 students from National Public school. The workshop raised awareness about AAC and its role in promoting inclusive education. Students explored AAC devices and learnt basics of Indian sign language [ISL] and its importance in promoting inclusivity.
- **AAC awareness camp** at Mahaishwar Special School, Mayiladudurai - The team from Vidya Sagar worked with the school's special educators to identify students who could benefit from AAC support. Communication needs and abilities of students were assessed. AAC charts and strategies were provided based on individual needs. Customized AAC charts and materials were created for each student. Training was provided to teachers, parents and caregivers on implementing AAC strategies. Ongoing support and follow-up were planned to ensure successful implementation.



AAC AWARENESS ACTIVITIES - SRI RAMACHANDRA FACULTY OF AUDIOLOGY & SPEECH LANGUAGE PATHOLOGY, CHENNAI

The Department of Speech Language Pathology, Sri Ramachandra Faculty of Audiology and Speech Language Pathology (SRFASLP), SRIHER (DU), Chennai organised a range of activities to observe AAC Awareness Month. This annual observance focusses on understanding and promoting advocacy for individuals with communication difficulties who use or require non-speech ways of communication - AAC. Students across batches, research scholars, staff and faculty members were actively involved in organizing the following activities:

- **Inauguration of AAC and Literacy Lab-** A dedicated AAC and Literacy Lab was inaugurated by Prof. K.V. Somasundaram, Professor of Eminence & Advisor (Academics), and Dr. S. Senthil Kumar, Registrar, SRIHER (DU). The lab had a display of various assistive aids and technologies for communication ranging from no-tech, low-tech to high-tech that can be used for children and adults who have communication difficulties.



After the inauguration, the new lab was used to showcase various innovative ideas and AAC tools carefully prepared by the University's undergraduate (UG) and postgraduate (PG) students. The display highlighted the students' practical skills and the department's commitment to advancing communication and literacy support.

AAC AWARENESS ACTIVITIES- SRFASLP

- **AAC Sensitization Programmes for healthcare professionals and students** were conducted on campus. Information and advocacy about non-speech ways of communication for individuals with Complex Communication Needs (CCN) in various settings like hospital wards, ICU, reception areas, rehabilitation centre, early intervention centres and more were shared and discussed. Available AAC tools were displayed for the participants to look and explore. 38 PGs and faculty members from departments of Neurosurgery, General Medicine, General Surgery, Paediatric Medicine, and Paediatric Oncology; 78 students and faculty from diverse constitute faculties and departments - Physiotherapy, Occupational Therapy, Mind Body Medicine and Life Style Sciences, Applied Psychology, Nursing, and Behavioural Sciences; and 130 staff attended.



AAC AWARENESS ACTIVITIES-SRFASLP

• Competitions for students - Inter-college – Poster and Reels making



These competitions were organized in collaboration with the National Institute of Speech and Hearing, Trivandrum (as a part of MoU). In the competition, 5 reels and 19 posters were submitted. The best reel and poster creators were awarded prizes on 26th November by the members of ISAAC - India Chapter.

• Competition for students - within SRFASLP



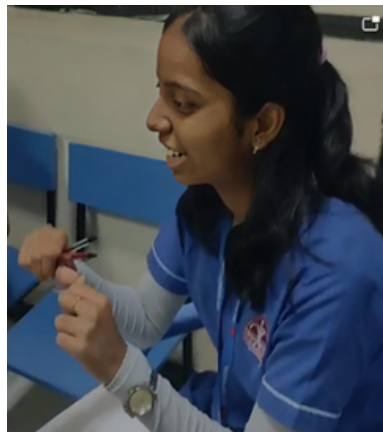
AAC making competition was conducted for undergraduate and postgraduate students of SRFASLP have showcased remarkable innovations, particularly in the domain of assistive technology for communication. A variety of AAC tools, such as an apron-based communication system, a hands-free, wearable solution specifically designed to support teachers, therapists, and vocational instructors; Tacticomm, a low-tech AAC communication system tailored for individuals with low vision, which facilitates communication through tactile sensory feedback were noteworthy assistive devices developed by students. These projects highlight a commitment to portable, accessible, and user-friendly designs, such as the innovative concept of attaching low-tech AAC devices to a watch, ensuring ease of use for anyone with communication difficulties.

AAC AWARENESS ACTIVITIES-SRFASLP



- **Non-Speech Communication in the Department:**

This immersive awareness event challenged the department's faculty, doctoral researchers, and students (across all levels) to communicate solely using AAC methods for 3 hours. By simulating the experience of relying on AAC, the initiative provided participants with valuable, firsthand insight into the importance of alternative communication modalities and fostered greater empathy for AAC users.



AAC AWARENESS ACTIVITIES- SRFASLP

- Display of posters at various locations in the campus for awareness



- **Panel Discussion** - A panel discussion on **'Echoes of the Less Heard: Rethinking Inclusion through Augmentative and Alternative Communication (AAC)'** was organised on 26th November as a part of Wednesdays@SRFASLP programme. The expert panelists were Smt. Rajul Padmanabhan, Former Director, Vidya Sagar Special School; Smt. Kalpana, Deputy Director, Vidya Sagar Special School and Dr. Namita Jacob, Director, Chetana Trust who offered deep insights drawn from decades of experience in the field of disability inclusion and communication support. The speakers emphasized the need for inclusive practices that elevate the voices of individuals with complex communication needs and highlighted the responsibility of future clinicians in fostering accessible communication environments.



AAC AWARENESS ACTIVITIES – INDIAN INSTITUTE OF CEREBRAL PALSY (IICP), KOLKATA

Ankur, the advocacy team of Indian Institute of Cerebral Palsy, conducted the following activities on AAC Awareness

- AAC awareness campaign at Parnasree, Kolkata, during Diwali festivals. Right to communication for ALL especially for people who have complex communication needs, and different augmentative and alternative ways of communication were highlighted through cultural programme including a skit written by AAC users and presented by people with different disabilities. The programme was attended by residents of the neighbouring areas who came forward to meet and talk to the performers afterwards.



AAC and Advocacy Awareness cum orientation programme for Sovarani Nursing College for students and teachers to make them aware about the needs of patients with complex communication needs, and how to use lo-tech AAC tools and smartphones to facilitate them to express their needs, feelings, opinions and ideas. Experienced AAC users were part of the training team.

AAC AWARENESS ACTIVITIES- IICP, KOLKATA

- Session on 'Augmentative and Alternative Communication' for personnel of Central Detective Training Institute, Kolkata to make them aware of the different methods of AAC for the benefit of people with CCN. Experienced AAC users were part of the training team.



AAC AWARENESS ACTIVITIES- ALL INDIA INSTITUTE OF SPEECH & HEARING, MYSURU

Centre for Augmentative and Alternative Communication and Sign Language (CAAC-SL), All India Institute of Speech and Hearing (AllSH), Mysuru, Karnataka commemorated International AAC Awareness Month from 13th to 16th Oct 2025 with the theme 'Innovation, Inclusion and Advocacy in AAC'. The objective of the programme was to bring awareness about AAC for caregivers of children with communication disorders, staff and students of AllSH. In this regard, several events were organized from 13th to 16th Oct 2025 as follows:

- **Inauguration and Competitions for Parents and AAC Users** - AAC Awareness Month 2025 was inaugurated on 13th October 2025 by Dr. M. Pushpavathi, Director, AllSH, Mysuru. The inaugural event was a competition titled 'Let's Talk: Parents', in which seven parents shared their experiences and the positive impact AAC has had on their own and their children's lives. 40 parents and caregivers who were not AAC users attended the session, aimed at increasing awareness and acceptance of AAC among stakeholders. The event was well received.



Following this, a communication competition was organized for seven children with special needs who use AAC. Each child responded to five simple daily-routine questions using their AAC systems, and performances were rated based on autonomy, response time, and clarity of communication



AAC AWARENESS ACTIVITIES- AIISH, MYSURU

- **Hands-On Training in High-Tech AAC** - Two hands-on training sessions on 'High-Tech AAC' were conducted by Ms. Aadarshini, SLP, CAAC & SL, AIISH, Mysuru and Ms. Sahana V, SLP, Dept. of Speech Language Sciences, AIISH, Mysuru. 90 students of AIISH attended the first session and 48 students attended the second session.



- AAC Mania- AAC Mania, a fun and engaging activity day for AIISH students and staff, featured a three-round game show.
 - In Round 1, participants communicated a message using any form of AAC.
 - In Round 2, they solved three Rebus puzzles.
 - In Round 3, they decoded emoji-based messages.
- A total of five teams (11 participants) took part.



AAC AWARENESS ACTIVITIES- AIISH, MYSURU



- REELS 'O' FAST-Students and staff were invited to submit 30–60 second reels on the following themes: a) Myths and Facts about AAC b) Use of AAC in Daily Routine. A total of five student teams submitted creative entries.



ISAAC INDIA'S PARTICIPATION IN ISAAC VIRTUAL CONFERENCE

The theme for the event was "**Innovation, Inclusion, and Advocacy in AAC**", with sessions held on 28th and 29th October 2025. Conference offered ISAAC Council an exciting opportunity to help shape the scientific program for this year's virtual event! Each Council-represented Chapter or Region the opportunity of designating up to three (3) presentation submissions, as "Council Endorsed" presentations. The three presentations from **ISAAC India** are listed below:

1. Title: **Innovative customized solutions for communication needs in India**

Authors: Dr. Venkat Raman Prusty, Audiologist, Speech Language Pathologist, Department of ENT, Head & Neck surgery, All India Institute of Medical Sciences, Bhubaneswar

2. Title: **Communication Partner Profiling Among Primary caretakers of children who use Augmentative and Alternative Communication (AAC)**

Authors: Ms. Veena Mohan, Sr. Lecturer, National Institute of Speech & Hearing (NISH), Trivandrum

Dr.Suja K Kunnath, Principal and professor, National Institute of Speech & Hearing, Trivandrum.

3. Title: **Innovation, Inclusion, and Advocacy in Augmentative and Alternative Communication (AAC) in India: A Gap Analysis in Implementation**

Authors: Kamal Sharma, Full-Time PhD Scholar under Founder Chancellor Shri N. P. V. Ramasamy Udayar Fellowship at Sri Ramachandra Faculty of Audiology and Speech-Language Pathology, SRIHER (DU), Chennai,

Krupa M, Associate Professor, Department of Speech Language Pathology, Sri Ramachandra Faculty of Audiology and Speech-Language Pathology, SRIHER (DU), Chennai

Vidya Ramkumar, Professor, Department of Audiology,

Sri Ramachandra Faculty of Audiology and Speech-Language Pathology, SRIHER (DU), Chennai

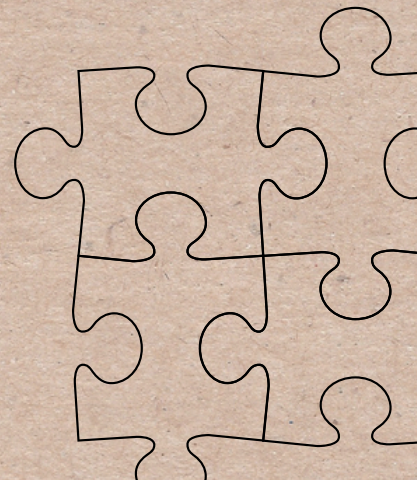
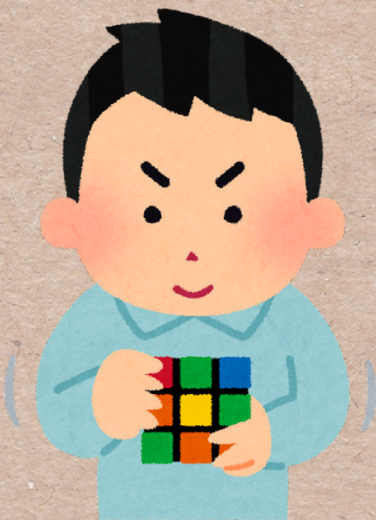
Anil Prabhakar, Professor, Department of Electrical Engineering, Indian Institute of Technology, Chennai.

PUZZLE TIME I

SOLVE THE CRYPTOQUIP

YWASA BU TI ZBTBZKZ GCA MIR
GGL

Hint: A=E



PUZZLE TIME II

Instructions: There are 10 words related to Aided AAC. Search those words



O	F	V	Y	E	T	C	A	S	J	H	D	X	D	H
I	P	R	P	A	K	D	Y	E	I	O	C	G	H	E
G	B	R	I	A	L	M	X	R	I	G	S	T	K	H
E	T	T	L	N	B	P	A	T	Z	N	E	V	Q	E
B	C	N	K	O	G	C	S	X	C	I	B	V	E	A
Z	L	I	L	B	C	E	Q	I	K	N	E	O	M	I
N	M	S	V	E	E	H	H	E	D	N	D	P	S	D
I	T	P	S	E	C	I	O	V	H	A	K	C	U	E
S	G	S	T	U	D	F	K	K	C	C	G	Q	X	D
P	X	B	O	A	R	D	E	T	L	S	H	P	M	W
G	Y	T	N	T	A	E	Q	E	C	O	R	E	O	S
M	G	I	T	M	Y	W	A	L	Z	S	O	O	D	E
S	E	R	U	T	C	I	P	B	V	Z	G	V	E	A
R	D	W	O	M	P	O	Y	A	I	Y	V	L	L	N
Z	W	J	O	I	P	F	T	T	P	A	S	J	A	F



VOICES FROM USER

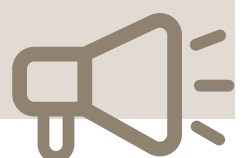
Finding a Voice: A Mother and Son's Journey with Autism

At 16, Amrit is a quiet teenager with expressive eyes and his very presence that fills the room in subtle ways. He is minimally verbal and on the autism spectrum, currently attending a special school that supports his unique learning and communication needs. A few years ago, developing communication skills was felt almost impossible. Today, it looks very different.

For a long time, Amrit did not communicate his needs in ways others could understand. He rarely pointed, did not express choices, and often seemed locked inside his own world. For his mother - a single parent navigating this journey on her own - those years were filled with uncertainty, worry, and countless unanswered questions. "I used to constantly guess what he wanted," she shares. "Was he hungry? Uncomfortable? Anxious? I wished so badly that he could just tell me."

That wish slowly began to take shape with the introduction of AVAZ, an augmentative and alternative communication (AAC) app. What started as hesitant taps on a screen has now become a powerful bridge between Amrit and the world around him. He uses AVAZ to express basic needs, make choices, and communicate preferences—things that were once out of reach.

Equally significant is a gesture many take for granted: pointing. For years, Amrit did not point to objects or people. Today, he confidently uses pointing along with AVAZ, making his intentions clearer and interactions more meaningful.





VOICES FROM USER

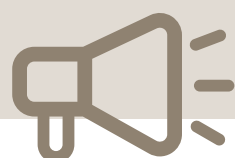
“When he first pointed to what he wanted, I cried,” his mother says softly. “It felt like he was finally letting me into his world.” Adolescence brings its own challenges, and for a minimally verbal autistic teenager, these can be complex. Changes in the body, emotions, and social expectations require patience, structure, and understanding. His mother speaks openly about learning to handle adolescent issues - privacy, frustration, mood changes - while respecting her son’s dignity and autonomy.

“There are tough days,” she admits. “But now, he can tell me when something is bothering him. That makes all the difference.”

School has also played a crucial role. With consistent support, visual routines, and communication-focused interventions, A is steadily building skills at his own pace. Progress may look small to outsiders, but for this family, every step forward is profound.

Today, his mother describes herself not just as relieved, but hopeful. “He may not speak the way others do,” she says, “but he has a voice. And I can hear him now.”

This journey is a reminder that communication is not limited to speech - and that with the right tools, support, and belief, even the quietest voices can be heard.





ACHIEVEMENTS



Vidya Sagar, Chennai has been awarded the **Best Assistive Technology Initiative among NGOs** by the Assistive Technology Lab Foundation, Bangalore

This recognition reflects the ongoing commitment to inclusive assistive technology and to empowering individuals with complex communication needs.



ISSUE 3

NOTE

We would love to hear about the activities and initiatives you are conducting to raise awareness about AAC and research work in the field of AAC!

**Please share the information to
secretaryisaacindia@gmail.com**

DEADLINE: 20th March

Readers Column

This place is for you!!!

Please send your
comments/suggestions for our
next issue

ABOUT ISAAC - INDIA CHAPTER & IT'S MEMBERSHIP



The International Society for Augmentative and Alternative Communication (ISAAC) works to improve the lives of children and adults who use AAC. ISAAC's vision is that AAC will be recognized, valued and used throughout the world. ISAAC's mission is to promote the best possible communication for people with complex communication needs.

In April 2008, ISAAC - India chapter was registered formally under the Societies Registration Act (1860) of India. ISAAC - India chapter helps to create awareness, training, research and development of indigenous aids and advocacy.

HOW TO BECOME ISAAC INDIA CHAPTER MEMBER

ITEM	PRICE
Professional	Rs. 2,500
People who use AAC and their families	Rs. 950
Student	Rs. 1,500
Institutional	Rs. 11,500
Corporate	Rs. 48,500
Retired	Rs. 1,500

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