

Presentation Information

Presentation Description and Information

Presenter: Gail M. Van Tatenhove, MS, CCC-SLP

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Brief Professional Bio: Gail Van Tatenhove is a speech-language pathologist in private practice, working with children and adults who use AAC strategies and devices. Her contributions to the field of AAC include development of a loaner bank of AAC devices; development of AAC-based therapy and classroom products; participation in ASHA projects on AAC implementation; editor of the ASHA newsletter for the AAC Special Interest Division; board member of USSAAC; and past president of FSAAC, the Florida chapter of USSAAC.

Title of the Presentation: Using Core Vocabulary with Children & Students with Generative-Independent Communication Skills

Length of Workshop: 1 day (6 hours)

OPTIONAL FOLLOW-UP WEBINAR (120 minutes) An optional follow-up webinar is available that reviews key points from the live, full-day presentation; outlines strategies for creating respectful and AAC-permissive inclusive classrooms; and discusses building language skills for better descriptive talking and classroom learning.

Level of Workshop: Beginner and Intermediate - Serving Students using High Tech AAC Devices in General Education Classrooms

Target Audience: This workshop is for individuals who are supporting students with generative-independent communication skills. The target audience is Speech-Language Therapists and Teachers who serve children using AAC systems who use robust, sophisticated AAC systems, particularly devices, and are included in mainstream, general education classrooms or special education classrooms.

Presentation Abstract (50 words): This presentation addresses the challenges of using AAC devices/apps in classrooms with pre-literate students who are generative-independent communicators. Participants will learn strategies for improving classroom participation by implementing core vocabulary in lessons and targeting key language issues, such as language and listening comprehension, written language output, and conversational discourse development.

Presentation Description: A teacher's job is to help his/her students learn. The process for creating learning can take many forms. With students using AAC devices, the practice often focuses on use of key, content words in lessons and the testing of that information through precise questioning, such as "who was the first President of the United States?" For the child to

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“pass,” specialized vocabulary words (e.g., George Washington) must be programmed in the student's AAC device. This model of teaching is called the Referential Model. Unfortunately, use of the Referential Model results in a never-ending process of vocabulary programming of specialized, temporary vocabulary sets. The student, in term, has little to no time to learn how to say these words before the lesson has passed and will rarely need or use many of those words again once the lesson has passed. This practice is an ineffective use of the time and expertise of the AAC team and may be costing the student valuable communication experiences.

The Descriptive Teaching Model is an alternative approach. With the Descriptive Teaching Model, the teacher presents key concepts of the lesson, defined and discussed using simple definitions with core vocabulary words. The student is tested on the information through descriptive questions (e.g., What do you know about George Washington). In the Descriptive Teaching Model, the student repeatedly uses his/her stable, core vocabulary to give descriptive answers (e.g., he first man, he run country first, he not tell lie).

The presenter will demonstrate how the Descriptive Teaching Model, paired with Aided Language Stimulation, is being used with individuals using robust AAC devices in general and special education classes. The presentation will show how this approach spares the SLP, teacher, or parent from never-ending programming of temporary vocabulary and encourages frequent and practical use of the student's permanent vocabulary, how it increases teacher expectations and ability to help coach students to use their AAC devices within the classroom, and how it encourages deeper learning by the student by helping the student build additional language connections and concepts. It will also be demonstrated how this approach is an effective way to address many core curriculum and state standards.

A range of visual support materials will be reviewed for promoting generative-independent language production. In addition, small group activities will be used to help participants practice key strategies of team collaboration. Finally, use of peer mentors will be demonstrated as a strategy for effectively promoting understanding the power of core vocabulary and generative language skills for life-long learning.

Teacher/educator teams who support students using AAC devices in general and special education programs should attend as a team to get maximum benefit from the information within this presentation. By using these strategies, they can learn ways to address both state curriculum standards and improve the classroom performance of their students using AAC devices.

Timed Agenda: 6 hours of Instruction (includes lecture, video, activities)

- 1) The Independent-Generative Communicator (60 min.)
 - Assumed Assets
 - Anticipated Challenges
 - Defining “Communication Competence”
- 2) The AAC System for a Generative-Independent Student in an Inclusive Classroom (15 min.)

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- Core Vocabulary & Extended Vocabulary Needs
 - Easy Access Design for Language Production
- 3) Team Collaboration: How To Prioritize Core Vocabulary and Language (240 min. – Includes lecture, video, and group activities)
- The Classroom “Culture”
 - Relate Core to the Curriculum
 - Address Subject-Specific Words
 - Identify Teacher and Team “TO DO” Activities
 - Document Outcomes
- 4) Peer Mentoring: A Strategy for Attitude Adjustment and Skill Development (30 min.)
- 5) Summary/ Q&A (15 min.)

Learning Outcomes:

1. Participants will describe the vocabulary needed in an AAC system to support descriptive teaching/talking.
2. Participants will describe the differences between the Referential and Descriptive Teaching/Talking Models.
3. Participants will describe strategies for providing AAC access to subject-specific words.
4. Participants will discuss the use of modeling/Aided Language Stimulation to promote descriptive talking and language development.
5. Participants will discuss the benefits of using a peer mentor to promote use of AAC in the classroom.

Post-Test Questions:

1. T F The Descriptive Teaching Model encourages repetitive use of core vocabulary to learn and talk in the classroom.
2. T F A Natural Aided Language Board should contain the key, noun vocabulary from a student’s textbook.
3. T F Aided Language Stimulation is a strategy that can only be implemented with a small display of no more that 36 words.
4. T F The following type of question, asked by a teacher to her class, is an example of what might be said by a teacher using the Descriptive Teaching Model: “Tell me something you learned about the planet Earth.”
5. T F When using the communication partner strategy of “expectant delay,” it is only necessary for the partner to wait 2 or 3 seconds before talking again or prompting the person using the AAC device.

ANSWERS: 1-T, 2-F, 3-F, 4-T, 5-F

Presentation Information

Audio-Visual Requirements:

1. Lavalier microphone
2. Data Projector
3. Speakers to play sound from PPT slides
4. Flip chart and markers
5. Table to display materials

Internet Access: Not necessary

Services Needed:

1. Posting/Printing of Handout Packet (photocopy or post any handout materials ON-LINE before or after the presentation)
2. Handle any registration locally
3. Handle continuing education requirements locally

Travel Assistance Needed:

1. Inform Gail of the best airport(s) in which to fly. Gail will book her own flight (for later reimbursement).
2. Book or recommend hotel(s).
3. Arrange or recommend ground transportation to/from airport and presentation venue.