

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: Extreme Make-Over: The AAC Edition

Length of Presentation: 1 day (6 hours)

Level of Presentation: Beginner - Introductory

Target Audience: The target audience is Speech-Language Therapists and Teachers who serve children using AAC systems who are (1) included in mainstream, general education classrooms and/or (2) in special education programs. The children being served should show potential to use AAC systems that use pictures to represent vocabulary. This is a workshop that helps participants develop a solid foundation in the basics of AAC implementation. It does not address specific populations, such as students with autism.

Presentation Abstract (50 words): If you struggle with programming and support of AAC devices, you need an AAC Extreme Make-Over. This introductory presentation addresses 6 make-over challenges: core vocabulary; language-friendly AAC designs; no-tech strategies to bridge to language production in AAC devices; language therapy in AAC practice; critical communication partner skills; and using core language in the classroom.

Presentation Description: Successful participation in life is highly dependent upon a person being able to communicate independently. Never is this more evident than in an educational setting. Despite the availability of a range of assistive technologies, many educational teams and the students they support are struggling to use AAC within the classroom. If you are struggling with programming demands, staff expectations, and support of AAC devices, then it's time for an AAC Extreme Make-over. This presentation gives you tools to demolish myths about AAC & vocabulary, design simple language-friendly AAC systems, and build life-long vocabulary and language skills. This presentation addresses 6 make-over challenges: (1) developing a long-range plan for the development of a set of high frequency, re-useable vocabulary; (2) creating AAC designs that accommodate language development; (3) using no-tech strategies to bridge to language production in AAC devices; (4) restoring language therapy to AAC practice; (5) utilizing critical communication partner skills that promote language

Presentation Description and Information

production; and (6) bringing core language into the classroom through changes in teaching and testing methods.

Demonstrations, videotape examples, and small group activities will be used to help participants learn about partner assisted scanning, aided language input, the descriptive teaching model; and improved communication partner skills. This workshop is appropriate for speech-language therapist, classroom teachers, and classroom assistants who support children

Timed Agenda: 6 hours of Instruction

60 minutes	Identifying the Factors and Challenges of AAC in the Classroom: Material Factors and Human Factors
40 minutes	Challenge 1: Plan For and Select Core Language
15 minutes	BREAK
40 minutes	Challenge 2: Design Language Friendly AAC Systems
40 minutes	Challenge 3: Build No Tech Bridges from Language to Devices
60 minutes	LUNCH
60 minutes	Challenge 4: Return to Doing More Language Therapy
60 minutes	Challenge 5: Be Better Communication Partners
15 minutes	BREAK
60 minutes	Challenge 6: Create Core Vocabulary Classrooms

Learning Outcomes:

1. Participants will identify high frequency, re-useable core vocabulary versus activity-specific, infrequently used extended vocabulary.
2. Participants will describe how strategies for organizing vocabulary influence language production.
3. Participants will discuss the benefits of using low-tech strategies to build and bridge language with students struggling to express language with AAC devices.
4. Participants will discuss language therapy activities that are appropriate to do with students using AAC strategies.
5. Participants will list 3 partner communication skills that encourage generative language.
6. Participants will define the difference between the referential and descriptive teaching style.

Post-Test Questions: (1 set of T/F, 1 set of Multiple Choice – Pick 1 set)

Set 1:

1. T F The following words are all examples of “core” vocabulary: bread, knife, peanut butter, spread, sandwich.
2. T F According to information from the University of Iowa Hospital School report, a single-sheet design communication board, as compared to a multiple display board, is the hardest way to try to build a sentence word-by-word.
3. T F Partner assisted scanning is a strategy that can be used with students who are severely physically impaired to promote language development and production.

Presentation Description and Information

4. T F The following type of question, asked by a teacher to her class, is an example of use of the Descriptive Teaching and Testing 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 1 or 2 seconds before talking again or prompting the person using the AAC device.
- ANSWERS: 1-F, 2-F, 3-T, 4-T, 5-F

Set 2:

1. Which set of words is an example of "core" vocabulary:
 - a. bread, knife, peanut butter, spread, sandwich
 - b. more, again, different, stop, help
 - c. musher, Alaska, sled, race, Iditarod
 - d. Earth, Saturn, Jupiter, Mars
2. According to information from the University of Iowa Hospital School report, which type of communication board design best facilitates production of language.
 - a. single sheet design
 - b. multiple sequential design
 - c. multiple simultaneous design
 - d. single subject design
3. Partner assisted scanning is a strategy whereby...
 - a. Partners provide scanning of the AAC system by showing, pointing at or speaking the names of the items.
 - b. Partners assist the person physically to select targets on a typing system.
 - c. Partners flash lights on a screen to assist the person to follow scanning movements on a machine.
 - d. Partners write down the words that the person selected from a device that is scanning through letters.
4. Which question is an example of an open-ended question used in the descriptive style of teaching?
 - a. What is the name of the dog race we read about?
 - b. Where is the Iditarod held?
 - c. What the name of the driver of the sled?
 - d. What does it mean to be experienced?
5. When using the strategy of "expectant delay," how long should you watch and wait before providing additional prompts?
 - a. never more than 2 to 3 seconds
 - b. always only 1 or 2 seconds
 - c. generally no more than 10 seconds
 - d. possibly as long as 1 minute

ANSWERS: 1-b, 2-a, 3-a, 4-d, 5-c

Audio-Visual Requirements:

1. Data Projector

Presentation Description and Information

2. Speakers to play sound from PPT slides
3. Flip chat and markers
4. 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)
 - a. PowerPoint handout of the presentation
 - b. Sample Word-Based Manual Communication Board (1 sided, black & white)
 - c. Sample Picture-Based Manual Communication Board (1 sided, color or black & white)
 - d. Descriptive Teaching Worksheet
2. Handle any registration locally
3. Handle continuing education requirements locally

Travel Assistance Needed:

1. Inform Gail of the best airport(s) to fly in/out of
2. Book or recommend hotel(s)
3. Arrange or recommend ground transportation