

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: Supporting Specific Receptive and Expressive Language Development with Children using AAC Systems

Length of Workshop: 1 day (6 hours)

Level of Workshop: Beginner and Intermediate - Serving Students using A Variety of AAC Systems and Devices in General and Special Education Classrooms

Target Audience: This workshop is for individuals who are supporting students using AAC systems who have receptive and expressive language challenges. The target audience is Speech-Language Therapists who serve children using AAC systems who use robust, sophisticated AAC systems, particularly devices, and have the potential to produce generative-independent language.

Presentation Abstract (50 words): Many children and young adults using AAC systems have specific language disabilities. This presentation addresses the issue of listening and language comprehension, development of syntax and morphology, advanced vocabulary development, increasing written language, and improving conversation and discourse. These areas are addressed in the context of using an AAC system.

Presentation Description: Many children and adults who use AAC systems have been identified as having specific language disabilities. It is estimated that as many of 70% of people who use AAC some type of receptive and expressive language disability. A discussion of this issue often focuses on the cause-effect on language development when the person cannot speak clearly and/or does not have access to an appropriate AAC system. This presentation is going to take a practical approach to this issue and avoid any debate of the cause and effect of speech skills on language development. Rather, this presentation is going to focus on five areas of language intervention that are commonly addressed by speech-language pathologists serving children and young adults using a variety of augmentative and alternative communication systems and

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devices. These 5 areas are (1) language and listening comprehension; (2) syntax and morphology development; (3) receptive and expressive vocabulary development; (4) written language production; and (5) conversation and discourse development.

The presentation will look at traditional speech-language therapy approaches, strategies, materials, and apps and apply them to children and adults who use AAC systems and devices. There will be extensive video examples of traditional speech-language therapy techniques, materials, and apps applied with people who use AAC. Embedded into the presentation will be important AAC issues, such as the use of core vocabulary in answering comprehension questions and learning synonyms, use of modeling for development of syntax and morphology, use of visual support materials to scaffold written language output, and communication partner skills for improving conversation and discourse skills of people who use AAC. Participants will participate in simple group activities in order to practice key strategies presented in this workshop.

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

- 1) Specific Language Disability and the AAC User (20 min.)
- 2) Language and Listening Comprehension (120 min.)
 - Lecture
 - Video examples of use of apps
 - Software recommendations
- 3) Developing Syntax and Morphology (40 min.)
 - Lecture
 - Video examples
 - Small group activity
- 4) Improving Receptive and Expressive Vocabulary (45 min.)
 - Lecture
 - Demonstration of apps for advanced vocabulary and mind-maps
- 5) Increasing Written Language Output (60 min.)
 - Lecture
 - Video examples of writing scaffolds
 - Discussion of graphic organizers and apps
- 6) Improving Conversation and Discourse (60 min.)
 - Lecture
 - Video examples of communication partner skills
 - Group activity
- 7) Summary/ Q&A (15 min.)

Learning Outcomes:

1. Participants will describe a process for improving listening comprehension.
2. Participants will discuss the role of modeling in syntax and morphology development.
3. Participants will describe strategies for improving word choice with secondary students.

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4. Participants will describe key communication partner strategies to promote conversation and discourse with PWU AAC.
5. Participants will list criteria for selecting apps to be used with PWU AAC for language learning.

Post-Test Questions:

1. T F During listening comprehension activities, it is important to ask only specific questions to determine comprehension of facts.
2. T F Modeling language verbally and visually has been shown to improve the syntax or morphology of people who use AAC.
3. T F A word-web is a type of visual support material that can help support receptive and expressive vocabulary development.
4. T F Maintaining eye contact, reducing your talking, and pausing with expectant delay are three communication partner strategies that can increase the conversational participation of a person using AAC.
5. T F There are few or any apps that are appropriate for use with a person using AAC in order to develop generative language skills.

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

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.