

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 who has worked for 30+ years with children and adults who use AAC systems. In her practical day-to-day activities, Gail provides direct therapy to individuals and families, consults with school districts on AAC implementation, and develops AAC therapy and classroom materials. Her contribution to the field of AAC includes development of a loaner bank of AAC devices; participation in ASHA projects on AAC implementation; editor of the ASHA newsletter for the AAC Special Interest Division, and board member for USSAAC.

Employer: Gail is self-employed as a speech-language therapist .

Title of the Presentation: The Pixon Project: An AAC Language Development Kit & Curriculum

Length of Presentation: Full Day (6 hours)

7:30 – 8:00	Registration
8:00 – 11:30	3.25 hours of instruction (plus 15 min. break)
11:30 – 12:15	Lunch
12:15 – 3:15	2.75 hours of instruction (plus 15 min. break)
3:15	Dismissal

Attendance Limits: Minimum = 12 Maximum = +/- 100 (flexible)

Target Audience: The target audience is speech-language therapists, special & general education teachers, paraprofessionals, and parents who serve children who have the potential to learn and use 20 to 150 core vocabulary words.

Prerequisites: The audience should have some basic familiarity with the use of manual communication boards. The audience should be supporting children who are able to use simple manual communication boards and/or transition to use of speech generating devices.

Presentation Abstract: This workshop is a practical, hands-on application of the Pixon Project Kit. This workshop will review the philosophy of the Pixon Project Kit, demonstrate materials from the Kit, and provide a range of activities for participants to work with the materials from the Kit. The majority of the seminar will be spent on discussing and demonstrating implementation of the curriculum, including videotape examples of use of the Pixon Project Kit materials in special needs classrooms and with adults with disabilities.

Presentation Description: There is a need within the field of AAC for professionals to advocate for and outline curriculum for the systematic development of language with children

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using AAC strategies. The Pixon Project was conducted to order to provide just such a curriculum. Over a 2-year period, the Pixon Project Kit was developed which provides the following materials: a curriculum, manual communication boards, a system of pictures, and educational support materials.

This workshop is a “working experience” for participants, involving lecture, demonstrations, video examples, and group activities. Following a quick overview of the Pixon Project Kit, participants will review the curriculum (called the PLLAN), engage in role playing activities to practice implementing the PLLAN modules, and develop plans for implementing the curriculum in their classrooms or homes. In addition, participants will be encouraged to discuss how other educational technology could be used in conjunction with materials from the Pixon Project Kit (e.g., interactive white boards, etc.). The PASS software will be used to demonstrate the ease in the transition from a Pixon manual communication board to appropriate PRC technology.

Timed Agenda: 6 hours of Instruction (can be adjusted to 5 if necessary)

- 1) Introduction (15 min.)
- 2) The Pixon Picture System (30 min.)
 - Activity 1: Find Your Family Game
 - Lecture: Overview of the Pixon Picture System
 - Discussion: Using Pixons vs. PCS
 - Demonstration: Using Pixons with Boardmaker
- 3) Pixon Communication Boards (20 min.)
 - Lecture: Overview of the Pixon Boards
 - Lecture: Creating NEW Boards
 - Lecture: PODDS, PECs, and Pixons
 - Demonstration, Video, & Discussion: Customizing Pixon Boards and Creating “Back-Up” Boards
- 4) Pixon Educational & Environmental Materials (20 min.)
 - Lecture: Overview of the Educational and Environmental Materials
 - Demonstration & Videos: Use of the Wall Chart and EE Materials
 - Discussion: Visual Support Materials for My Classroom
 - Demonstration: Pixon Project Materials at the Minspeak.com website
- 5) Implementing Pixons Core Vocabulary in the Classroom with Activity-Based Instruction (90 min.)
 - Lecture & Video Demonstration
 - Activity: Planning Activity-Based Instruction with Pixon Core Words
- 6) Implementing the PLLAN in the Classroom and Speech Therapy (150 min.)
 - Lecture: Philosophy of the PLLAN and the 12 Modules, using voice output supports, etc.
 - Activity 2: Thinking in Core with a Storybook
 - Activity 3: Applying 150 Words in the School Day
 - Activity 4: Selecting Target Vocabulary & Making Masks Classroom Activities
- 7) Making the Transition to Technology as a Primary AAC System (20 min.)
- 8) Summary and Q&A (15 min.)

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Learner Outcomes/Objectives:

1. Participants will define the difference between a picture set and a picture system. (set = no rules, systems = rule and principle driven)
2. Participants will describe the linguistic advantage of using a single sheet design manual communication board for displaying core vocabulary (easiest strategy for building language)
3. Participants will describe how they will use the educational or environmental materials available in the Pixon Project Kit. (picture props, object labels, descriptive labels, wall chart, filler word chart, vocabulary building charts)
4. Participants will describe one teaching strategy for teaching use of core vocabulary (life experience, motor planning, picture-word association, activity based instruction with core, etc.)
5. Participants will describe strategies for implementing core vocabulary in classroom or home activities. (pick words for specific activities, visual masks, posted reminders, classroom displays & technology)

Post-Test Questions:

1. T F The Pixon Project Kit materials are focused on the use of high tech AAC devices. (F)
2. T F The modules taught in the Pixon Project must be taught in a linear fashion. (F)
3. T F A single sheet manual communication board design is often the easiest way to support multi-word production of language. (T)
4. T F The Pixon pictures were designed to help support transition to the Unity program. (T)
5. T F When using the communication partner strategy of “expectant delay,” the communication partner should always wait only 1 or 2 seconds before providing a prompt. (F)

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Audio-Visual Requirements:

1. Data Projector
2. Speakers for video
3. Flip chart and markers
4. Table to display materials (2 tables work best)
5. Presenter microphone (lavaliere) if it is a large room

Internet Access: Required for demonstrating on-line materials.

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

Logistical Assistance Needed:

1. If traveling by air:
 - a. Inform Gail of the best airport(s) to which to fly.
 - b. Arrange or recommend ground transportation to/from airport and to/from workshop site.
2. If traveling by air or car:
 - a. Inform Gail of the physical address and phone number for the SITE of the workshop.
 - b. Book or recommend hotel(s) convenient to the workshop site.