

Description of Webinars Conducted by Gail M. Van Tatenhove 2013 – 2014 Webinar Options

These webinars are “stand-alone” webinars and require no prior live seminar attendance.

Webinar Title: Core Vocabulary: Why Use It?

Level: Beginners

Description: This webinar explores the issue of using core vocabulary with individuals using AAC systems. It addresses the 5 reasons that people DO NOT typically provide access to an adequate amount of core vocabulary. This webinar equips participants to deal with practical issues of promoting the use of core vocabulary, representing core vocabulary, and designing AAC systems to provide easy access to core vocabulary.

Webinar Timeline: 120 minutes of online time (see schedule)

Webinar Title: Teaching Core Vocabulary with Students with Severe Intellectual Disabilities

Level: Beginners

Description: This webinar explores the issue of using core vocabulary with individuals with severe intellectual disabilities. The webinar provides a suggested list of 150 core words and digs into specific indirect and direct strategies for teaching core vocabulary.

Webinar Timeline: 120 minutes of online time (see schedule)

Webinar Title: Using Core Vocabulary with Pre-Literate Students with Robust AAC Devices Who Are Included in General Education

Level: Intermediate

Description: This webinar explores the theory and practice of the Descriptive Teaching Model, an approach that focuses on the use of core vocabulary during classroom lessons with students who have robust AAC devices, but are not sufficiently literate to communicate lesson-specific vocabulary via spelling strategies. Participants will be provided with strategies for collaborating with general education classroom teams that promotes use of core vocabulary that results in improved language production by students using AAC devices.

Webinar Title: Strategies for Traditional Speech-Language Therapy Intervention with Students using AAC Systems

Level: Intermediate

Description: This webinar is geared specifically to speech-language therapists who work with students who need specific instruction for improved expressive language production in the area of syntactical and morphological development. Participants will learn how to applied “old school” principles of grammatical development with individuals using AAC devices.

Webinar Title: Improving Language and Listening Comprehension with Students using AAC Systems.

Level: Intermediate

Description: This webinar is geared toward teachers and speech-language therapists who are working with students who show deficits in the area of language and listening comprehension. Specific strategies will be presented to help these students improve their language and listening comprehension skills in order to improve their ability to listen and learn in inclusive classrooms.

Current as of June 1, 2013

Description of Webinars Conducted by Gail M. Van Tatenhove 2013 – 2014 Webinar Options

These webinars are “follow-up” webinars and require prior seminar attendance.

Webinar Title: Core Vocabulary with Emergent and Context-Dependent Communicators: Follow-up Webinar

Level: Beginners

Description: This webinar reviews key points from the live, full-day presentation; addresses evaluation/assessment issues, and provides practical ideas for using core vocabulary in seven common types of classroom communication interaction (i.e., requesting/choice making, visual schedules, information transfer, social closeness, social etiquette, lessons/curriculum, emerging literacy.)

Webinar Timeline: 120 minutes of online time (see schedule)

Webinar Title: Core Vocabulary with Independent-Generative Communicators in Inclusive Classrooms: Follow-up Webinar

Level: Beginners

Description: This webinar reviews key points from the live, full-day presentation; outlines strategies for creating respectful and AAC-permissive inclusive classrooms; and discusses building language skills or better descriptive talking and classroom learning.

Webinar Timeline: 120 minutes of online time (see schedule)

Typical Webinar Schedule: (90 minutes of Instruction, 15 minutes of Q & A, 15 minutes of “Housekeeping” Issues = 120 minutes of scheduled on-line time with participants)

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| 15 min. | Presenter and Moderator online prior to start of webinar |
| 10 min. | Moderator – Welcome, Instructions, Technical Issues |
| 30 min. | Presenter - Instructional Content |
| 5 min. | Moderator/Presenter - Q & A |
| 5 min. | Break |
| 30 min. | Presenter - Instructional Content |
| 5 min. | Moderator/Presenter - Q & A |
| 5 min. | Break |
| 30 min. | Presenter - Instructional Content (30 min.) |
| 5 min. | Moderator/Presenter - Q & A |
| 5 min. | Moderator - Wrap-up |

Instructional Strategies: A webinar may include (1) lecture by the presenter, (2) video examples, (3) on-line polls completed by participants, (4) on-site activities moderated by the host; and/or (5) follow-up assignments, as requested by the host.