

Core Vocabulary to Functional Communication in AAC
March 29 & 30, 2012

REGISTRATION: Please Circle One

Early Registration (by March 15) \$ 340.00
Registration \$ 370.00
Parents of Children with Disabilities \$ 225.00
Both Parents \$ 400.00

GROUPS of 3 or more may deduct \$15 per person when registrations are sent together. Registration fee includes: Handouts, Certificate of Attendance, lunches, and refreshments. Written cancellations will be accepted until March 15, 2012. A non-refundable administrative fee of \$25 will be charged for all cancellations. No refunds after the deadline, however, credit will be given for future courses.

PLEASE WRITE LEGIBLY-if faxing please enlarge

Name: _____

Mailing address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

E-mail: _____

Employer/Address: _____

Occupation: _____ Population Served: _____

PAYMENT

_____ Visa/MC# _____

Name on Card: _____

Exp. Date: _____ CVV _____ Amount \$: _____

Billing Address: _____

Signature: _____

_____ Check# _____ Amount \$: _____

_____ P.O.#: _____ Amount \$: _____

Name/School: _____

Address: _____

City: _____ State: _____ Zip: _____

PAYMENT OR P.O. MUST ACCOMPANY REGISTRATION

Register via mail, phone or fax payable to:
Mark R. Hammond Associates Inc.
222 Auburn Street, Portland, ME 04103
Phone: (207) 797-8255 Fax: (207) 797-5560
E-mail: chammond@mrhassociates.com

I have read and understand the above cancellation policy.

Signature

Mark R. Hammond Associates, Inc.
222 Auburn Street
Portland, ME 04103

Please Route Through:

Speech Pathologists
Special Educators
Teachers
Behavior Specialists
Psychologists
Group Home Providers
Parents

Mark R. Hammond Associates, Inc. Presents:

Core Vocabulary to Functional Communication In AAC

By
**Gail M. Van Tatenhove,
M.S., CCC-SLP**



Portland, Maine

**Thursday and Friday
March 29 & 30, 2012**

**Stop Programming!
Teach Core Language!**

Gail Van Tatenhove, M.S., CCC-SLP

is a speech-language pathologist in private practice, working with children and adults who use Augmentative and Alternative Communication (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.

Who Should Attend?

Emphasizing core vocabulary philosophy and teaching strategies, this workshop is for Speech-Language Therapists and Teachers who support students using AAC systems. The students being served should have intentional, symbolic communication skills with language abilities at least at the 18 to 24 month level. This workshop will focus intervention on using core vocabulary as a means to develop functional communication skills and to help develop a child's language.

Maine BESPA CEU

12 Contact Hours



Mark R Hammond Associates is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology

and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for **1.2 ASHA CEUs** (Intermediate level, Professional area).

Location

Season's Event & Conference Center
In the Howard Johnson's Plaza, On the right
Just off the Maine Turnpike (I-95) Exit 48
155 Riverside St., Portland, ME 04103
207-775-6536
Group Room Rate Available until 3/15/2012
Call 207-774-5861 for reservations

About the Presentation....

DAY ONE:

Core Vocabulary with Emergent and Context-Dependent Communicators in Special Classrooms

This day focuses on discussion of core vocabulary, representing core vocabulary with picture systems, organizing core vocabulary on manual communication boards, teaching early pragmatic communication with core vocabulary, and promoting use of core vocabulary throughout the school day in classrooms that support students with emerging and context-dependent language skills. Activities will be used to help participants practice targeting and using core vocabulary in educational routines.

- 7:30-8:00** Registration Coffee and Pastries
8:00-8:30 Current AAC Practices in Inclusive and Special Classrooms
8:30-9:30 Core vs. Extended Vocabulary: What Words are Needed and Why For Activity-Based Learning and Talking For State Curriculum Benchmarks
9:30-9:45 Break
9:45-10:45 Picturing & Organizing Core Vocabulary Challenges and Successes Core not picture producers - Represented metaphorically Sets vs. Systems Manual Communication Boards and Devices
10:45-12:15 A Core Vocabulary Classroom Beliefs of Students in the CVC (Emergent, Context-Dependent) Language Driven with Pragmatic Functions for Emerging Communicators Target Core Vocabulary for Context-Dependent Communicators Teaching Modules for Speech Therapy and Classroom Application – PLLAN
12:15-1:00 Lunch (Hot Buffet Provided)
1:00-2:15 Where To Start? Experiential Learning Motor Planning Activity-Based Instruction Scripted Interaction
2:15-2:30 Break
2:30-3:15 Descriptive Talking Repetition with Variety All Day Applications Applying This When I Get Home Testimonials

DAY TWO:

Core Vocabulary with Generative-Independent Communicators in Inclusive Classrooms

The focus of this day will be on collaborative development of classroom lessons, implementation of visual support strategies for communication partners with limited to no AAC expertise, critical communication partner skills, and using quick and easy solutions and other AT tools to supplement core vocabulary. A range of visual support materials will be reviewed. In addition, small group activities will be used to help participants apply the principle of "focus on core vocabulary" to meet state curriculum benchmarks and objectives.

- 7:30-8:00** Sign In for Day Two Coffee and Pastries
8:00-8:30 The Challenge of AAC Users in Inclusive Classrooms, Devices, Vocabulary, and State Curriculum Guidelines: What's Your Problem?
8:30-9:30 Language Issues and General Education Success Core Vocabulary vs. Subject Vocabulary vs. Lesson-Specific Vocabulary Quick and Easy Access Multi-Modal Communication and AT Tools
9:30-9:45 Break
9:45-11:15 Team Building: AAC Specialist Gen Ed SLP – Gen Ed Teacher Who Does What? Training on Critical Partner Strategies Creating and Using Visual Supports
11:15-12:15 Lunch (Hot Buffet Provided)
12:15-1:00 State Standards and Modification of Classroom Lessons
1:00-2:30 Break
2:30-2:45 Outcomes of the Model
2:45-3:00 Applying The Information
3:00-3:15 Testimonials

Participants Will Be Able To....

- * Identify high frequency, re-useable core vocabulary versus activity-specific, infrequently used extended vocabulary.
- * List at least 3 general principles or strategies for teaching picture-based core vocabulary in a classroom
- * Discuss the relationship with core vocabulary vs. subject vocabulary vs. lesson-specific vocabulary.
- * Describe critical partner strategies to promote student use of his/her AAC system
- * Explain why core vocabulary is appropriate for meeting state curriculum guidelines for special and general education students.
- * Modify a lesson focus to promote use of core vocabulary for at least 30 – 40% of the lesson for students included in general education