<u>**THURSDAY OPTION #1-**</u>
**In this presentation the SPEAKER IS REMOTE
**There will be an interactive component during the presentation
**This course will count as LIVE hours earned

AAC Intervention & Core Vocabulary Implementation for Young Children At-Risk for Developing Speech: Setting a Course for Their Future!-AM SESSION (0.3 CEUs)
Presented by **Gail Van Tatenhove, PA, MS, CCC-SLP**

<u>**Course Description:**</u>
When children arrive at a preschool without an effective means of expressive communication, the educational team goes into high gear to develop an AAC system that allows the student to communicate functionally, develop language, and learn through participation in the classroom (Zangari, 2017). The AAC systems that do these things well have frequently used words (i.e., core vocabulary) to support language development; specific words (i.e., extended vocabulary) to meet the child's interests; some phrases and sentences for quick communication; and the alphabet to learn about reading and writing. Do the preschoolers that you know have AAC systems and a vocabulary set that addresses these areas? They might not, but it is the intent of this presentation to help speech language pathologists develop a vision of what is possible. By starting with a realistic end in sight, intervention can build toward that vision, avoiding massive course corrections as the system develops.

The goals of this presentation are to help speech-language pathologists address common myths that hinder development of early and appropriate AAC systems with preschool children, and take the lead in developing core vocabulary-driven, multi-modal AAC systems and implementation strategies. Examples will be provided of preschoolers who are turning into successful communicators.

<u>**Learner outcomes**</u>: Learners will be able to…
1. Identify factors that influence use of an AAC system with a young child
2. Address the myths that impact the use of AAC systems with young children
3. Describe the difference between core and extended vocabulary to a parent or family member of a preschool child who needs an AAC system
4. Discuss the value of low tech AAC strategies with beginning communicators.

<u>**Disclosures**</u>:
Financial — Received a speaking honorarium from MSLHA; Author of PRC-Saltillo-Pixon Project Kit but receives no royalties

Nonfinancial — Member of ASHA (American Speech Hearing Association); Member of USSAAC (United States Society of Augmentation and Alternative Communication); Member of ISAAC (International Society of Augmentation and Alternative Communication)

ASHA CE APPROVED PROVIDER

Maine Speech Language Hearing Association
Intermediate Level
0.3 ASHA CEUs

Doing Traditional Speech-Language Therapy Activities with Children using AAC Systems
Presented by **Gail Van Tatenhove, PA, MS, CCC-SLP-PM SESSION (0.3 CEUs)**

Course Description

Faye W, an adult AAC user, grew up receiving speech-language pathology services since she was a preschooler. The following quote captures her experience: "How I expressively communicate may be different, but not what I needed to develop linguistically in order to communicate. I'm glad my speech-language pathologists knew how to work with me like any other child."

Many speech-language pathologists, with limited experience with children and adults who use AAC systems, often find AAC intervention to be daunting. They sometimes forget or don't realize that children who use AAC systems generally need the same kinds of speech-language pathology supports as any other child with significant language challenges. In this session, participants will be encouraged to view the child using an AAC system as any other child in need of expert speech-language pathology services.

This session will cover fundamental principles of language assessment with AAC users. A language sample, collected from Faye when she was a child, will be the platform to address the development of goals and intervention strategies in the areas of phonology, pragmatics, conversation & discourse, vocabulary development, and grammatical skills. Video examples of other AAC users will be used to highlight key intervention principles, particularly in the areas of expressive morphology and syntax development. The session will end with a motivational speech by Faye, guaranteed to inspire the speech-language pathologists in the audience.

Learner outcomes: Learners will be able to…
1. Discuss key speech-language assessment principles that will inform intervention
2. Develop speech-language therapy goals that are based on assessment data
3. Provide speech-language therapy activities that help AAC users achieve their goals

Speaker Bio

Gail M Van Tatenhove, MS, CCC-SLP is a speech-language pathologist with over 40 years of experience working with children and adults who use AAC systems. She has worked in a center-based school for children with complex communication needs, on a state-wide AAC assessment team, and in a home-based private practice to provide collaborative services with familese for their children and adults using AAC systems. Her contributions to the field of AAC are numerous and 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, coordinating committee member and professional development manager for Special Interest Group 12 of ASHA; board member of USSAAC; and past president of FSAAC, the Florida chapter of USSAAC. Gail is a Fellow with the American Speech-Language-Hearing Association.

Disclosures:

Financial — Received a speaking honorarium from MSLHA; Consulting Fee-Private Practice in FL; Speaking fee-Author of an online course on language sample collection and analysis- offered by Infinitec.; Ownership interest- Website: www.vantatenhove.com; Ownership interest-Gail Van Tatenhove TPT Store

Nonfinancial — Member of ASHA (American Speech Hearing Association); Member of USSAAC (United States Society of Augmentation and Alternative Communication); Member of ISAAC (International Society of Augmentation and Alternative Communication)