

OCDBE

THE OHIO CENTER FOR
DEAFBLIND EDUCATION

Professional Learning
Opportunity

The Ohio Center for Deafblind Education • 3246 Henderson Rd. • Columbus, OH 43220 • 614-897-0020 • www.ohiodeafblind.org

Supporting Communicative Competence Professional Learning Series 4:00 to 5:00 PM (EST)

Developing communicative competence for children with combined hearing-vision loss, sensory impairment, and/or multiple disabilities can be challenging. The **Supporting Communicative Competence Professional Learning Series** includes six one-hour virtual sessions focused on core and fringe vocabulary, considering the needs of children with visual impairment, using core as part of the curriculum, developing peer supports, fostering communication partner strategies and social networks, and preparing students with complex communication needs for transition. See the learning objectives for each of the six sessions and register for one or more sessions.

Presenters/Facilitators:



Jacqueline Kearns, EdD – Dr. Kearns is Associate Director of the Inclusive Large-Scale Standards and Assessment Group at the Interdisciplinary Human Development Institute at the University of Kentucky. With expertise in serving students with significant disabilities, she supports professional learning for educators in the areas of communication, inclusive education, and assessment and accountability.

Dr. Kearns is also the principal investigator for the University of Kentucky subcontract for the national TIES Center. At the University of Kentucky, she leads major projects at the Human Development Institute such as the TAALC (Teaching Academic Age-appropriate Learning via Communication) project. She is also the previous director of the National Alternate Assessment Center (NAAC) and the developer of the Learner Characteristics Inventory.



Judy Page, PhD, CCC-SLP – Dr. Page is Associate Professor in Communication Sciences and Disorders, College of Health Sciences, at the University of Kentucky. She serves as recent past president of the American Speech and Hearing Association (ASHA). Her primary areas of interest are communication intervention strategies for persons with severe disabilities and augmentative and alternative communication (AAC) systems. Other research interests include early intervention, early literacy development, and interprofessional education and practice.

She is a Fellow of the American Speech-Language-Hearing Association, a Fellow of the National Academies of Practice, a recipient of the Honors of the Kentucky Speech-Language-Hearing Association, and a past nominee for the American Speech-Language-Hearing Foundation's DiCarlo Award for Outstanding Clinical Achievement.



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Supporting Communicative Competence Professional Learning Series: 2021-2022

Participants may register for one or multiple sessions.

All sessions will be held from 4:00 to 5:00 ET

<p>Session 1: September 23</p>	<p>Core Revisited Registration link: https://www.surveymonkey.com/r/SCC1sept23</p>
<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> • Define core and fringe vocabulary • Identify key features of core and fringe vocabulary • Identify evidence supporting the use of core vocabulary • Identify AAC arrangements for core vocabulary • Use aided language modeling to teach core vocabulary
<p>Session 2: November 4</p>	<p>Considerations for Children with Visual Impairment Registration link: https://www.surveymonkey.com/r/SCC2nov4</p>
<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> • Identify key features of tactile core representations • Identify strategies for teaching tactile core arrangements • Identify strategies for using the tactile core and literacy materials
<p>Session 3: December 9</p>	<p>Using Core as Part of the Curriculum Registration link: https://www.surveymonkey.com/r/SCC3dec9</p>
<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> • Define features of core word of the week curriculum • Identify strategies for using core words in books, music, games, science • Outline a lesson for using core words in an academic content area
<p>Session 4: January 13</p>	<p>The Power of Peers Registration link: https://www.surveymonkey.com/r/SCC4jan13</p>
<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> • Identify strategies for teaching peers to communicate with AAC users • Differentiate peer networks and peer support arrangements • Identify strategies for implementing peer support arrangements for a student



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Session 5: February 17	Communication Partner Strategies and Social Networks Registration link: https://www.surveymonkey.com/r/SCC5feb17
<i>Learning Objectives:</i>	<ul style="list-style-type: none">• Identify the relationship of communication and social networks• Identify the roles of communication partners across the social network• Identify strategies communication partners can use to support learners with complex communication needs

Session 6: March 10	Preparing Students with Complex Communication Needs for Transition Registration link: https://www.surveymonkey.com/r/SCC6mar10
<i>Learning Objectives:</i>	<ul style="list-style-type: none">• Identify challenges for students with complex communication needs preparing for transition• Identify strategies to support communication in preparation for transition• Outline a team meeting agenda to support the communication partner's decisionmaking and communication

Target Audience: Special and general preschool and school-age educators, related services personnel (e.g., speech language pathologists), paraprofessionals, administrators, parents, others

Contact hours: One (1) contact hour for each session upon completion of the session evaluation

Questions: Contact Kathy Richards at Kathryn.richards@uc.edu



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