

OCDBE

THE OHIO CENTER FOR
DEAFBLIND EDUCATION

Professional Learning
Opportunity

The Ohio Center for Deafblind Education • 614-897-0020 • www.ohiodeafblind.com

Supporting Communicative Competence Professional Learning Series: 2023-24 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 seven one-hour virtual sessions focused on core and fringe vocabulary, considering the needs of children with visual and hearing 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, and more. Special and general preschool and school-age educators, related services personnel (e.g., speech language pathologists), paraprofessionals, administrators, parents, and others are invited to attend. One (1) contact hour will be provided for each session attended upon completion of the session evaluation. See the learning objectives for each of the seven sessions and register for one or more sessions today!

Primary Presenters/Facilitators:

Jacqueline Kearns, EdD – Dr. Kearns directs Communication Projects at the Human Development Institute at the University of Kentucky. With expertise in serving students with severe and multiple disabilities, she supports professional learning for educators in the areas of communication, inclusive education, and assessment and accountability. She holds an adjunct faculty appointment in Communication Sciences and Disorders and teaches for SPEAC OUT – an inter-professional personnel-preparation project for teachers and Speech Language Pathologists.



Judy Page, PhD, CCC-SLP – Dr. Page is a 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.



Education
Criminal Justice
Human Services
Information Technology

 Systems Development & Improvement Center

The Ohio Center for Deafblind Education is primarily supported through a grant (#H326T180011) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. Additional support for targeted activities is provided by the Ohio Department of Education. There are no copyright restrictions on this document. However, please cite and credit the source when copying all or part of this document. The contents of this publication were developed under a grant from the U.S. Department of Education, #H326T180011. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Eric Caruso.



Supporting Communicative Competence 2022-2023 Professional Learning Series

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

<p>Session 1: September 21</p>	<p>Core Revisited Registration link: https://www.surveymonkey.com/r/OCDBECCSept21</p>
<p>Learning Objectives:</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: October 5</p>	<p>Considerations for Children with Visual Impairment Registration link: https://www.surveymonkey.com/r/OCDBECCOCT5</p>
<p>Learning Objectives:</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: November 16</p>	<p>Using Core as Part of the Curriculum Registration link: https://www.surveymonkey.com/r/OCDBECCNOV16</p>
<p>Learning Objectives:</p>	<ul style="list-style-type: none"> • Define features of core <i>word of the week</i> curriculum • Identify strategies for using core words in books, music, games, science • Outline a lesson for using core words in an academic content area

Register today for one or more sessions!



Systems Development & Improvement Center

The Ohio Center for Deafblind Education • 614-897-0020 • www.ohiodeafblind.com

<p>Session 4: January 18</p>	<p>The Power of Peers Registration link: https://www.surveymonkey.com/r/OCDBECCJan18</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
<p>Session 5: February 22</p>	<p>Communication Partner Strategies and Social Networks Registration link: https://www.surveymonkey.com/r/OCDBECCFeb22</p>
<p><i>Learning Objectives:</i></p>	<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
<p>Session 6: March 21</p>	<p>Preparing Students with Complex Communication Needs for Transition Registration link: https://www.surveymonkey.com/r/OCDBECCMar21</p>
<p><i>Learning Objectives:</i></p>	<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 decision-making and communication
<p>Session 7: April 18</p>	<p>Considerations to Support Hearing in the Classroom Registration link: https://www.surveymonkey.com/r/OCDBECCApr18</p>
<p><i>Learning Objectives:</i></p>	<ul style="list-style-type: none"> • Identify challenges for students with hearing impairments and disorders • Identify strategies to support hearing and communication in the classroom • Identify technology to support hearing in the classroom

Register today for one or more sessions!

Questions? Contact Jodi Dowell, Research Associate, at dowelljr@ucmail.uc.edu



SDI Systems Development & Improvement Center