

# OCDBE

THE OHIO CENTER FOR  
DEAFBLIND EDUCATION

*Professional Learning  
Opportunity*

The Ohio Center for Deafblind Education • 614-897-0020 • [www.ohiodeafblind.com](http://www.ohiodeafblind.com)

## Supporting Communicative Competence 2024-2025 Professional Learning Series

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-Language-Hearing Association. Her primary areas of interest are communication intervention strategies for persons with severe disabilities and augmentative and alternative communication (AAC) systems. She is a Fellow of the American Speech-Language-Hearing Association and 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.



The Ohio Center for Deafblind Education is primarily supported through a grant (#H326T230006) 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 and Workforce, Office for Exceptional Children. Opinions expressed herein do not necessarily reflect those of the U.S. Department of Education or Offices within it, and you should not assume endorsement by the Federal Government.  
Project Officer, Rebecca Sheffield



## Supporting Communicative Competence 2024-2025 Professional Learning Series

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

Registration link: [https://uceducation.az1.qualtrics.com/jfe/form/SV\\_38C5alevtQyRqS](https://uceducation.az1.qualtrics.com/jfe/form/SV_38C5alevtQyRqS)

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| <p><b>Session 1:</b><br/>                 September 19</p> | <p><b>Core Revisited</b></p>   |
| <p><i>Learning Objectives:</i></p>                         | <ul style="list-style-type: none"> <li>• Define core and fringe vocabulary</li> <li>• Identify key features of core and fringe vocabulary</li> <li>• Identify evidence supporting the use of core vocabulary</li> <li>• Identify AAC arrangements for core vocabulary</li> <li>• Use aided language modeling to teach core vocabulary</li> </ul> |
| <p><b>Session 2:</b><br/>                 October 17</p>   | <p><b>Using Core as Part of the Curriculum</b></p>   |
| <p><i>Learning Objectives:</i></p>                         | <ul style="list-style-type: none"> <li>• Identify key features of tactile core representations</li> <li>• Identify strategies for teaching tactile core arrangements</li> <li>• Identify strategies for using the tactile core and literacy materials</li> </ul>   |
| <p><b>Session 3:</b><br/>                 November 21</p>  | <p><b>Considerations for Children with Visual Impairment</b></p>   |
| <p><i>Learning Objectives:</i></p>                         | <ul style="list-style-type: none"> <li>• Define features of core <i>word of the week</i> curriculum</li> <li>• Identify strategies for using core words in books, music, games, science</li> <li>• Outline a lesson for using core words in an academic content area</li> </ul>  |
| <p><b>Session 4:</b><br/>                 January 16</p>   | <p><b>The Power of Peers</b></p>   |
| <p><i>Learning Objectives:</i></p>                         | <ul style="list-style-type: none"> <li>• Identify strategies for teaching peers to communicate with AAC users</li> <li>• Differentiate peer networks and peer support arrangements</li> <li>• Identify strategies for implementing peer support arrangements for a student</li> </ul>  |



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|----------------------------------|--|
| <b>Session 5:</b><br>February 20 | <b>Communication Partner Strategies and Social Networks</b>  |
| <i>Learning Objectives:</i>      | <ul style="list-style-type: none"><li>• Identify the relationship of communication and social networks</li><li>• Identify the roles of communication partners across the social network</li><li>• Identify strategies communication partners can use to support learners with complex communication needs</li></ul>                                |
| <b>Session 6:</b><br>March 20    | <b>Preparing Students with Complex Communication Needs for Transition</b>  |
| <i>Learning Objectives:</i>      | <ul style="list-style-type: none"><li>• Identify challenges for students with complex communication needs preparing for transition</li><li>• Identify strategies to support communication in preparation for transition</li><li>• Outline a team meeting agenda to support the communication partner's decision-making and communication</li></ul> |
| <b>Session 7:</b><br>April 17    | <b>Considerations to Support Hearing in the Classroom</b>  |
| <i>Learning Objectives:</i>      | <ul style="list-style-type: none"><li>• Identify challenges for students with hearing impairments and disorders</li><li>• Identify strategies to support hearing and communication in the classroom</li><li>• Identify technology to support hearing in the classroom</li></ul>  |

## Register today for one or more sessions!

**Registration link:**

[https://uceducation.az1.qualtrics.com/jfe/form/SV\\_38C5alevltQyRqS](https://uceducation.az1.qualtrics.com/jfe/form/SV_38C5alevltQyRqS)

**Questions? Contact Jodi Dowell, TVI, Research Associate, Ohio Center for Deafblind Education, at [dowelljr@ucmail.uc.edu](mailto:dowelljr@ucmail.uc.edu)**



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