**Augmentative and Alternative Communication**

**Fall 2017**

**CSD 765, 3 credits**

**Class meeting time:** 11:00 a.m. – 11:55 a.m. Tuesday/Thursday 024 CPS

11:00 a.m. – 11:50 a.m. Friday 024 CPS or computer lab

(see course schedule)

**Professors:** Julia King, Ph.D., [Julia.King@uwsp.edu](mailto:Julia.King@uwsp.edu); Christie Witt, M.S., [Christie.Witt@uwsp.edu](mailto:Christie.Witt@uwsp.edu)

Bree Perry

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**Offices:** 037 and 44A CPS respectfully

**Office Hours:** Feel free to make an appointment anytime during the semester by signing up for an available time on the office door calendar.

**Course Description**

People with complex communication needs may need alternative and/or augmentative means of communication for participation in ‘life’. The Participation Model of Intervention will guide the discussions about language and communication development, supporting communication for individuals with developmental disabilities and for supporting communication for individuals with acquired disabilities.

**Course Outcomes**

Upon successful completion of this course, as determined by course participation and course requirements, you should meet the following ASHA standards. All of these standards must be met or you will receive an incomplete grade in the course until they are met. A grade of B or better is required to meet standards.

**ASHA Standards related to CSD 765 course content**

Standard IV-C: The applicant must have demonstrated knowledge of communication and disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

### Standard IV-D: The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

### Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.

**Required text**

Beukelman, D. R. & Mirenda, P. (2013). Augmentative and alternative communication:

Supporting children and adults with complex communication needs (4th ed.).

Baltimore: Paul H. Brookes Publishing Co.

**Required readings**

Allen, A.A., Schlosser, R.W., Brock, K.L., & Shane, H.C. (2017). The effectiveness of aided augmented input techniques for person with developmental disabilities: A systematic review. *Augmentative and Alternative Communication, 33(*3), 149-159.

Clarke, M.T., Soto, G., & Nelson, K. (2017). Language, learning, recasts, and interaction involving AAC: Background and potential for intervention. *Augmentative and Alternative Communication, 33*(1), 42-50.

Fried-Oken, M., Mooney, A., & Peters, B. (2015). Supporting communication for patients with neurodegenerative disease. *Neurorehabilitation, 37*, 69-87.

Hanson, E.K., Beukelman, D.B., & Yorkston, K.M. (2013). Communication support through multimodal supplementation: A scoping review. *Augmentative and Alternative Communication, 29*(4), 310-321.

Roche, L., Sigafoos, J., Lancioni, G.E., O’Reilly, M., Green, V.A., Sutherland, D., Van Der Meer, L., Schlosser, R.W., Marschik, P.B., & Edrisinha, C.D. (2014). Tangible symbols as an AAC option for individuals with developmental disabilities: A systematic review of intervention studies. *Augmentative and Alternative Communication, 30*(1), 28-39.

Thistle, J.J. & Wilkinson, K.M. (2015). Building evidence-based practice in AAC display design for young children: Current practices and future directions. *Augmentative and Alternative Communication, 31*(2), 124-136.

Thistle, J.J. & Wilkinson, K.M. (2017). Effects of background color and symbol arrangement cues on construction of multi-symbol messages by young children without disabilities: Implications for aided AAC design. *Augmentative and Alternative Communication, 33*(3), 160-169.

**Resources**

AAC-RERC: <http://aac-rerc.psu.edu/>

Academic Resources: <http://cehs.unl.edu/aac/academic-resources/>

Early Intervention: <http://aackids.psu.edu/index.php/page/show/id/1>

ISAAC: <https://www.isaac-online.org/english/home/>

Literacy Instruction: <http://aacliteracy.psu.edu/>

USSAAC: <http://www.ussaac.org/>

WHO-ICF 2002: <http://www.who.int/classifications/icf/training/icfbeginnersguide.pdf>

**Desire2Learn (D2L)**

The syllabus, PowerPoint course outlines, and several other resources will be available on Desire2Learn for this course. We will also have grades available in the Grades section.

**Course requirements**

1. Three examinations. Each exam will count for 20% of the final grade.
2. An assessment project based on a fictitious case or ‘client’. In total, the project will count for 30% of the final grade. The project consists of 4 assignments/parts that are graded separately and weighted as follows:

a. Background section of report is worth 20% of the project grade and is due

**10/20/17**.

b. Communication needs assessment and symbol assessment section is worth

20% of the project grade and due **11/10/17**.

c. Skills section is worth 30% of the project grade due **12/1/17**.

d. Trials, recommendations, and goals section is worth 30% of the project grade

and is due **12/15/17**.

For example: If the total project is worth 100 points - the background section is worth a maximum of 20 points (20%).

**Writing support and feedback is offered to you one time for each section of the assessment project. To take advantage of this resource you must:**

1. Create your report as a google doc.

2. Share your document with Bree Perry along with specific questions for Bree to answer.

3. Your document and questions need to be shared with Bree as a google doc by 11:00 a.m. on the Friday before the assignment is due. You will receive feedback by the following Tuesday at 5:00 p.m.

**Submitting your final draft for grading:**

1. Download your googledoc into a word document.
2. Turn your assignment in via dropbox in D2L.

**3.** Journal: You will write a one-two paragraph journal entry each week related to the TV series ‘Speechless’. The Journal will be worth 10% of your final grade. For each episode of ‘Speechless’, post information relevant to the course-related prompt in your OneNote notebook. The episodes will be available to you via recording if you do not watch it live each week. Each entry is due by class time on the Tuesday following each televised episode. I will determine the exact number of required journal entries as we learn about the show storyline this season. I will grade each of your journal entries with the following criteria:

1. Content - Answer the prompt question or provide content relevant to the

instructions (i.e., use specific vocabulary from class in your journal entry).

2. Value – Provide specific content in your entry that relates to the course

(i.e., show me how you were thinking about the issue or applying the

content).

3. Style – I will grade writing style (i.e., spelling, grammar, proofreading).

\*\*For all course requirements, we grade all course requirements on both content and writing style (i.e., grammar, spelling, punctuation, topic sentence, supporting sentences, cohesion, and clarity). Use APA style in your paper when *referencing* information. We do not expect title pages or abstracts with class projects. APA format is VERY important. Correct use of APA style sends a message to the reader beyond the content that you used resources to meet expectations.

**Grades**

We determine grades by converting accumulated points into percentage scores. A grade of ‘**B**’ or higher is considered passing in graduate school. We assign percentage scores to letter grades as follows.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A | 95-100 |  | B- | 80-82.99 |
| A- | 90-94.99 |  | C+ | 77-79.99 |
| B+ | 87-89.99 |  | C | 73-76.99 |
| B | 83-86.9 |  | C- | 70-72.99 |

**Tentative Course Schedule**

**Dates Topic Reading**

9/5 Welcome, Course Overview Chapter 1

AAC, language, speech, communication

Complex communication needs

9/7 *Bree explains technology* Meet in 024

9/8Messaging Chapter 2

Messaging and Timing Chapter 3

9/12 Symbols Chapter 4

9/14 Symbols Roche et al., 2014

*9/15 Bree explains technology Meet in 024*

9/19 Access Thistle & Wilkinson, 2015

9/21 Assessment Chapters 5-6

*9/22 Bree explains technology Meet in 024*

9/26 Assessment Thistle & Wilkinson, 2017

9/28 Assessment, Funding

*9/29* *Ms. Witt (Background) Meet in 024*

10/3 KING content

10/5 Decision making

*10/6 Bree in lab CPS 107*

10/10 Exam 1

10/12 AAC Participation Model of Intervention Chapters 7

10/13 Support for individuals with developmental Chapter 8

disabilities Allen et al., 2017

10/17 Support for beginning communicators Chapter 9

Thistle & Wilkinson, 2015

Language development and AAC Chapter 10

Clarke et al, 2017

10/19 Support communication participation and

competence Chapter 11

*10/20 Ms. Witt (CNA/Sym Assessment) Meet in 024*

10/24 Putting it all together (semantics, syntax, pragmatics, communication roles, communication functions, social roles, communication needs)

Chapter 12

10/26 Literacy intervention Chapter 13

*10/27 Bree in lab CPS 107*

10/31 Short term, long term, specific need

11/2 Intervention

*11/3 Exam 2*

11/7 AAC support for individuals with acquired Chapter 14

disorders and CCN

11/9 AAC support for physical challenges Hanson et al., 2013

*11/10 Ms. Witt (Skills) Meet in 024*

*Meet in Science B238*

11/14 AAC support for physical challenges Fried-Oken et al., 2015

11/16 AAC support for language challenges Chapter 15

*11/17 Bree in lab CPS 107*

11/21 AAC support for language challenges

11/23 & 24 Thanksgiving Break

11/28 AAC support for language challenges

11/30 AAC support for cognitive challenges Chapters 16, 17

*12/1 Ms. Witt (Trials) Meet in 024*

12/5 AAC support for cognitive challenges

12/7 AAC support for cognitive challenges

*12/8 Bree in lab Meet in CPS 107*

12/12 Unique needs of adults with acquired CCNs Chapter 18

12/14 No one should be denied the right to communicate

12/15 *Ms. Witt - additional information*

**Thursday December 21st, 10:15 am – 12:15 pm Exam 3**

**Course Expectations:**

**You can expect the following from us this semester:**

1. We will stimulate discussion and use case study examples to engage students in applying course content to hypothetical clinical cases.
2. We will present course information in both visual and auditory modes.
3. We will discuss any concern.
4. We will assess your knowledge in a comprehensive but fair manner.

**Our expectations of students taking this course:**

1. We expect you will attend all scheduled classes for this course. Please contact one of us if you will miss class for an extended period of time. You are responsible for all material presented in class.
2. We expect you to act professionally in class and out of class. Your behavior should reflect decisions you would make similar to working at a job in this profession. Use formal professional language in all correspondence and communication. *We expect cell phones to be turned off and put away during class. If you are expecting a call and feel you need to answer during class, talk to me before the class begins. Texting is prohibited during class. We* *also expect email and social media software to be closed at all times if you use a computer during class.*
3. We expect you to complete *all required readings*. We also expect that you will stay current with your readings and assignments to perform your best on course requirements. [Note: how is reading in graduate school different than in undergraduate school?]
4. We expect you to be present for all scheduled exams. A doctor’s excuse is required to reschedule an exam. You must contact Dr. King **before** missing to schedule another time or you will receive a failing grade on that exam.
5. We expect clear and concise written language for all course requirements. Written correspondence is often a method of communication among professionals. Your written language reflects on your knowledge, attitude, dedication, and work ethic. We grade all assignments on language content (vocabulary, word usage) and writing style (spelling, grammatical structure, paragraph cohesion). We encourage anyone needing help with written language to contact one of us early in the semester to discuss ways to improve your written expression. We also suggest making an appointment at the Tutoring-Learning Center located in the University Learning Resources Center, 715-346-3568.
6. We expect students to inform us about any disability that may impact their performance in this class. We will make any necessary accommodations for each student according to her or his needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request any accommodations.
7. We expect students to notify me within the first 3 weeks of the semester to request a change to course requirements for religious beliefs according to UWS 22.

**Safety Information**

*In the event of a medical emergency, call 911 or use red emergency phone located* in the middle hallway in the department. *Offer assistance if trained and willing to do so. Guide emergency responders to victim.*

*In the event of a tornado warning, proceed to the lowest level interior room without window exposure which is the middle hallway in the department. Avoid wide-span rooms and buildings.*

*In the event of a fire alarm, evacuate the building in a calm manner. Meet at* the College of Professional Studies Sign on the Fourth Avenue. *Notify instructor or emergency command personnel of any missing individuals.*

*Active Shooter – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Follow instructions of emergency responders.*

*See UW-Stevens Point Emergency Management Plan at* [*www.uwsp.edu/rmgt*](http://www.uwsp.edu/rmgt)*for details on all emergency response at UW-Stevens Point*