**Augmentative and Alternative Communication**

**Fall 2019**

**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 Fischer, Ph.D., jfischer@uwsp.edu; Christie Witt, M.S., Christie.Witt@uwsp.edu

**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 respective office door calendar.

**Graduate Assistant:**  Sara Connolly at sconn929@uwsp.edu

**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 the standards.

**ASHA Standards related to CSD 765 course content, see** <https://www.asha.org/Certification/2020-SLP-Certification-Standards/> **for additional information about SLP standards**

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities, Augmentative and alternative communication modalities, Receptive and expressive language, including phonology, morphology, syntax, semantics, pragmatics (language use and social aspects of communication), prelinguistic communication, paralinguistic communication (e.g., gestures, signs, body language), and literacy in speaking, listening, reading, and writing

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing 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: Other articles may be assigned during the semester**

Fried-Oken, M., Mooney, A., & Peters, B. (2015). Supporting communication for

patients with neurodegenerative disease. *Neurorehabilitation, 37*, 69-87.

Lund, S. K., Quach, W., Weissling, K., McKelvey, M., & Dietz, A. (2017). Assessment

with children who need augmentative and alternative communication (AAC):

Clinical decisions of AAC specialists. *Augmentative and Alternative*

*Communication, 48*, 56-68.

O’Neill, T., Light, J., & Pope, L. (2018). Effects of interventions that include aided

augmentative and alternative communication input on the communication

of individuals with complex communication needs: A meta-analysis. *Journal of Speech, Language, and Hearing Research, 61I(7), 1743-1765.*

**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>

**Canvas**

The syllabus, PowerPoint course outlines, grades, and several other resources will be available on Canvas for this course.

**Course requirements**

1. Three exams. Each exam will count for 20% of the final grade. All 3 exams will count as 60% of the final grade.
2. AAC lab assignments: There will be 4 different lab assignments throughout the semester that are worth a total of 10% of your final grade. For each lab assignment, you will watch a video tutorial to learn about the AAC features for that assignment. After you have learned the system/feature and can independently demonstrate your knowledge, you will bring the assignment Check-Off form to the AAC lab and Sara will grade your form. You must independently perform the requested actions, or you will not receive a passing grade. We have instructed Sara to only assess knowledge, not teach during the check-out process. See the individual forms for due dates.
3. You will create a plan for a 30-minute therapy session. This plan will be worth 30% +of your final grade. Details of the assignment will be disseminated throughout the semester. Requirements and grading are outlined in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| To Earn a B (83-86.9) | To Earn a B+ (87-89.9) | To Earn an A-(90-94.9) | To Earn an A (95-100) |
| Submit written lesson plan including all components discussed in class. | All of the items under the “B” column plus: | All of the items under columns “B and B+” plus: | All of the items under columns “B, B+, A-” plus: |
| Bold the areas in your lesson plan that align with the goals and curriculum provided. | Submit a list of at least 2 core standards that you are addressing in your lesson. Describe how your lesson addresses the standard. | Include a literacy component in your lesson plan. Explain how you will incorporate the book(s), make modifications, et. | Create a 5-minute video of yourself demonstrating part of your lesson. Record on technology of your choice and submit on Canvas. |
| Underline in your lesson plans how you considered the motor or accessing needs of your client. |  |  |  |
| Submit answers to observation questions. |  |  |  |
| Submit a premade static board or create a board on an SGD that you would use for your lesson |  |  |  |

\*\*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- | 80-82.9 |
| A- | 90-94.9 |  | C+ | 77-79.9 |
| B+ | 87-89.9 |  | C | 73-76.9 |
| B | 83-86.9 |  | C- | 70-72.9 |

**Tentative Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Dates**  | **Topics** | **Reading** |
| **9/3 & 6** | Welcome, Course OverviewAAC, language, speech, communicationComplex communication needs | Chapter 1 |
| **9/5** | We will do introductions, have a lab tour, sign the lab use agreement. We will talk about the purpose and format of the class. We will discuss the lesson plan assignment and grading process. |  |
| **9/10 &12** | Messaging | Chapters 2 & 3 |
| **9/13** | We will discuss observations of clients for the assignment. You will learn how to use Netguard to complete the observations. You will receive the initial information needed to complete the assignment. You will learn about online resources. There are in-class activities and small group discussions. You will be assigned a webinar to watch before the next class. |  |
| **9/17 & 19** | Access, Assessment | Chapters 4 & 5 |
| **9/20** | We will break into small groups to discuss the webinar. You will have hands on opportunities with low tech/mid tech items. You will learn how to complete a symbol assessment. You will learn about a variety of ways to implement low tech communication in classrooms or in a home environment.  |  |
| **9/24 & 26** | Assessment | Chapter 6Lund, S. K., Quach, W., Weissling, K., McKelvey, M., & Dietz, A. (2017) |
| **9/27** | We will work in small groups to discuss lesson plan development. |  |
| **10/1 & 3** | AAC Participation Model of Intervention | Chapter 7 |
| **10/4** | **EXAM 1** |  |
| **10/8 & 10** | Support for individuals with developmental disabilities | Chapter 8O’Neill, T., Light, J., & Pope, L. (2018) |
| **10/11** | Curriculum, literacy, core standards |  |
| **10/15 & 17** | Support for beginning communicators | Chapter 9 |
| **10/18** | Alex from Midstate Independent Living Choices – guest speaker |  |
| **10/22 & 24** | Support communication participation and competence, Literacy intervention | Chapter 10 |
| **10/25** | Heather from Saltillo – guest speaker |  |
| **10/29 & 31** | Short term, long term, specific need, intervention |  |
| **11/1** | Funding |  |
| **11/5 & 7** | AAC support for individuals with acquireddisorders and CCN, AAC support for physical challenges |  |
| **11/8** | **EXAM 2** |  |
| **11/12 & 14** | AAC support for physical challenges and language challenges | Chapter 14 |
| **11/15** | Funding |  |
| **11/19** | AAC support for language challenges | Chapter 15 |
| **11/21** | AAC support for language challenges and cognitive challenges | Chapter 16 |
| **11/22** | Bob Penshorn – TobiiDynavox – Guest speaker |  |
| **11/28 & 29** | **Thanksgiving Break** | 🦃🦃🦃 |
| **12/3 & 5** | AAC support for cognitive challenges | Chapter 17 |
| **12/6** | Michelle Talk to Me Technologies – Guest Speaker |  |
| **12/10 & 12** | Unique needs of adults with acquired CCNs | Chapter 18Fried-Oken, M., Mooney, A., & Peters, B. (2015) |
| **12/13** | Guest speaker TBD |  |
| **12/18** | **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. Fischer **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*