

**Augmentative and Alternative Communication**  
**Fall 2020**  
**CSD 765, 3 credits**

**Class meeting time:** 8:00 a.m. – 9:15 a.m. Tuesday/Thursday Zoom link in Canvas

**Professors:** Julia Fischer, Ph.D., [jfischer@uwsp.edu](mailto:jfischer@uwsp.edu)

**Office:** 037 CPS, 715-346-4657 (w), 715-252-9610 (c)

**Office Hours:** I will be available after class or feel free to make an appointment.

**Graduate Assistant:** Alyssa Warren, [awarr113@uwsp.edu](mailto:awarr113@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 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 Objectives**

1. Students will discover as aspect of the profession of speech-language pathology that integrates content, methods, strategies, and techniques from professions.
2. Students will identify AAC strategies and techniques for individuals with CCNs.
3. Students will explain the importance of a complete assessment?
4. Students will use the Participation Model as a guide for making intervention decisions.
5. Students will match features to needs when designing an effective intervention plan.

**Course Outcomes**

Upon successful completion of this course, as determined by course participation and course requirements, you should meet the following 2020 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.

2020 ASHA Standards related to CSD 765 course content are underlined and italicized (and bold faced for AAC), 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, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: • speech sound production, to encompass articulation, motor planning and execution, phonology, and accent modification; • fluency and fluency disorders; • voice and resonance, including respiration and phonation; • receptive and expressive language to include 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; • hearing, including the impact on speech and language; • swallowing/feeding, including structure and function of orofacial myology, oral, pharyngeal, laryngeal, pulmonary, esophageal, gastrointestinal, and related functions across the life span; • cognitive aspects of communication, including attention, memory, sequencing, problem solving, and executive functioning; • social aspects of communication, including challenging behavior, ineffective social skills, and lack of communication opportunities; and • **augmentative and alternative communication modalities.**

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 textbook and online resources**

Beukelman, D. R. & Light, J. (2020). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (5<sup>th</sup> ed.). Baltimore: Paul H. Brookes Publishing Co.

Online resources with textbook

**Required readings: Other articles may be assigned during the semester**

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, 61*(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, PowerPoints, grades, and resources will be available on Canvas for this course.

**Course requirements**

1. Complete 4 AAC modules at <https://aac-learning-center-moodle.psu.edu> You will need to create an account. Submit your certificate of completion on Canvas by the due date on the course schedule/course calendar. Each module is worth 15% of your final grade (total 60%). You will earn an A if you complete the module and submit your certificate of completion by the deadline. You will earn a B if you complete the module but submit after the deadline. You will earn a score of zero if you do not complete the module and submit the certificate. See course schedule for module title and suggested completion time.
2. AAC lab assignments: There will be 3 different lab assignments throughout the semester that are worth a total of 15% of your final grade. They are graded on a pass/fail basis. For each lab assignment, you will watch video tutorials and/or a video of an individual using the device to learn about the AAC features for that assignment. After you have learned the system/feature and can independently demonstrate your knowledge, you will sign up for a time to meet with Alyssa via Zoom. You will instruct Alyssa on how to perform the skills necessary for that specific lab assignment. You must independently perform the requested actions for a

passing grade. I have instructed Alyssa to only assess knowledge, not teach during the check-out process. See the individual forms for due dates.

3. You will create a lesson plan for a 30-minute therapy session. This plan will be worth 25% of your final grade. Details of the assignment will be disseminated at a later date in the semester. It is due December 1, 2020.

\*\*All course requirements are graded on both content and writing style (i.e., grammar, spelling, punctuation, topic sentence, supporting sentences, cohesion, and clarity). Use APA style when *referencing* information. 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

Grades are determined by converting accumulated points into percentage scores. A grade of “B” or higher is considered passing in graduate school. See below for how percentage scores correlate with letter grades.

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

### Part 1 What is AAC?

### Part 2; What does AAC look like with individuals with developmental disabilities?

### Part 3, What does AAC look like with individuals with acquired disabilities?

<u>Dates</u>	<u>Topics</u>	<u>Reading</u>
9/3	Welcome, Course Overview AAC, language, speech, communication complex communication needs	Chapter 1
9/8 & 10	Assessment	Chapter 2
9/15 & 17	Assessment	Lund, S. K., Quach, W., Weissling, K., McKelvey, M., & Dietz, A. (2017)
9/22 & 24	AAC Intervention Overview	Chapters 3, 4

9/29	AAC Systems: vocabulary, messaging, representation, organization, layouts	Chapters 5, 6
10/1	<i>Guest speaker: Heather Prenovost from Saltillo</i>	
	<b>Module 1: AAC for Children – An Introduction</b>	<b>Due October 1, 2020</b>
10/6 & 8	AAC Systems: access, output, selection and personalization	Chapters 7, 8
10/13	<b>Lab Assignment: Low Tech Devices</b>	<b>Due October 13, 2020</b>
10/13	<i>Guest speaker: Christie Witt from TTMT</i>	
10/15	Supporting communication for individuals with developmental disabilities: beginning communicators	Chapter 9 O'Neill, T., Light, J., & Pope, L. (2018)
10/20 & 22	Support for individuals with developmental disabilities: communication competence	Chapters 10, 11
10/27 & 29	Support for individuals with developmental disabilities: literacy intervention, participation enhancement	Chapters 12, 13
	<b>Module 2: Developing AAC Systems for Children</b>	<b>Due November 2, 2020</b>
11/3 & 5	Supporting for individuals with acquired Disorders: physical challenges	Chapter 14
11/10	<b>Lab Assignment: Access Options</b>	<b>Due November 10, 2020</b>
11/10	<i>Bob Peshorn: guest speaker from Tobii Dynavox</i>	
11/12	Supporting for individuals with acquired Disorders: physical and language challenges	
11/17 & 19	Supporting for individuals with acquired Disorders: language challenges	Chapter 15
11/24	Supporting for individuals with acquired Disorders: degenerative cognitive-linguistic challenges	Chapter 16
11/26	<b>Thanksgiving Break</b>	
12/1	<b>Lab Assignment: iPad Apps</b>	<b>Due December 1, 2020</b>

<b>12/1</b>	<b>Lesson Plan Assignment</b>	<b>Due December 1, 2020</b>
<b>12/1 &amp; 3</b>	Supporting for individuals with acquired Disorders: cognitive-linguistic challenges secondary to TBI	Chapter 17
<b>12/8&amp; 10</b>	Patient provider communication and advocacy	Chapters 18, 19
	<b>Modules 3 and 4</b>	<b><u>Due December 16, 2020</u></b>

### Course Expectations:

**You can expect the following from Professor Fischer this semester:**

1. She will stimulate discussion and use case study examples to engage students in applying course content to hypothetical clinical cases.
2. She will present course information in both visual and auditory modes.
3. She will discuss any concern about the course and/or student involvement.
4. She will assess your knowledge in a comprehensive but fair manner.
5. She will be available to meet with you outside of class time to facilitate your learning.

### Professor Fischer's expectations of students taking this course:

1. She expects you will attend all scheduled classes for this course. You are responsible for all material presented in class. Please contact her if you will miss class for an extended period of time.
2. She expects 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. *She expects 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 her before the class begins. Texting is prohibited during class. She also expects email and social media software to be closed at all times if you use a computer during class. She appreciates videos on during class to see facial expressions for feedback but understands if students need a video break during class meetings.*
3. She expects you to complete *all required readings* and stay current with your readings and assignments to perform your best on course requirements.]
4. She expects you meet all course requirement due dates. You must contact Professor Fischer **before** missing a deadline or you will receive a failing grade on that requirement.

5. She expects clear and concise written language for all course requirements. Written correspondence is often the method of communication among professionals. Your written language reflects your knowledge, attitude, dedication, and work ethic. Assignments are graded on language content (vocabulary, word usage) and writing style (spelling, grammatical structure, paragraph cohesion). Anyone needing help with written language is encouraged to contact Professor Fischer early in the semester to discuss ways to improve your written expression. She also suggests making an appointment at the Tutoring-Learning Center located in the University Learning Resources Center, 715-346-3568.
6. Inform Professor Fischer about any disability that may impact your performance in this class. She will make any necessary accommodations for each student according to their needs. Students with disabilities should contact the Office of Disability Services during the first 2 weeks of the semester to request accommodations.
7. Notify Professor Fischer within the first 3 weeks of the semester to request a change to course requirements for religious beliefs according to UWS 22.
8. Lecture materials and recordings for CSD 765 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**Safety Information**

**COVID-19:** *complete the daily screening form online each day before you come to campus. Wear your cloth face covering in the Clinic at all times. Follow the traffic flow patterns and capacity limits in the Clinic.*

*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*