

Augmentative and Alternative Communication
Fall 2016
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; Christie Witt, M.S.,
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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 until they are met.

ASHA Standards

ASHA standards must be met to apply for certification. Successful completion of course requirements, that is a grade of B or better, will result in meeting the following standards in the area of augmentative and alternative communication modalities:

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

- Erickson, K. A., & Geist, L. A. (2016). The profiles of students with significant cognitive disabilities and complex communication needs. *Augmentative and Alternative Communication*, <http://dx.doi.org/10.1080/07434618.2016.1213312>
- Light, J., & McNaughton, D. (2014). Communicative competences for individuals who require Augmentative and Alternative Communication: A new definition for a new era of communication? *Augmentative and Alternative Communication*, *30*, 1-18.
- Light, J., & McNaughton, D. (2013). Putting people first: Re-thinking the role of technology in augmentative and alternative communication intervention. *Augmentative and Alternative Communication*, *29*, 299-309.
- Mills, T., Bunnell, H. T., & Patel, R. (2014). Towards personalized speech synthesis for augmentative and alternative communication. *Augmentative and Alternative Communication*, *30*, 226-236.
- Therrien, M. C., Light, J., & Pope, L. (2016). Systematic review of the effects of interventions to promote peer interactions for children who use aided AAC. *Augmentative and Alternative Communication*, *32*, 81-93.
- 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*, 124-136.

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. 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 5 assignments/parts. Each assignment will be graded separately. Every student will complete assignments b, and c individually**. Each student will be assigned to a group to complete assignments a. d. e. Each student in the group will receive the same group-grade.
 - a. Background section of report due 9/30/16 and is worth 20% of the project grade.
 - b. Communication needs assessment due 10/14/16 and is worth 10% of the project grade.
 - c. Symbol assessment due 10/21/16 and is worth 10% of the project grade.
 - d. Skills section due 11/8/16 and is worth 30% of the project grade.
 - e. Trials, recommendations, and goals due 12/2/16 and is worth 30% of the project grade.
3. Discussion and application of content related to the new TV series 'Speechless'. We will discuss each episode on D2L. After learning something new from the show and/or our discussions, find an article in the AAC journal that relates and post the reference in your next discussion entry. Your participation will count for 10% of your final grade.

**We grade all course requirements on both content and writing style (i.e., grammar, spelling, punctuation, topic sentence, supporting sentences, cohesion, 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. What do you think the message might be?

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

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. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans for floor plans showing severe weather shelters on campus. 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 for details on all emergency response at UW-Stevens Point

Tentative Course Schedule

<u>Dates</u>	<u>Topic</u>	<u>Reading</u>
9/6	Welcome, Course Overview AAC, language, speech, communication Complex communication needs	Chapter 1
9/8	Messaging Messaging and Timing	Chapter 2 Chapter 3
9/9	<i>Tour, rules, switches</i>	<i>Meet in 024</i>
9/13	Symbols	
9/15	Symbols	Chapter 4
9/16	<i>Types of technology</i>	<i>Meet in 024</i>
9/20	Access	Light & McNaughton, 2014
9/22	Assessment	Chapters 5-6
9/23	<i>Evaluation and funding processes including determining speech intelligibility</i>	<i>Meet in CPS 107</i>
9/27	Assessment	
9/29	Assessment, Funding	
9/30	<i>Communication needs assessment</i>	<i>Meet in CPS 107</i>
10/4	AAC Participation Model of Intervention	Chapters 7
10/6	Decision making	
10/7	Exam 1	
10/11	Support for individuals with developmental disabilities	Chapter 8 Light & McNaughton, 2013 Erickson & Geist, 2016
10/13	Support for beginning communicators	Chapter 9 Thistle & Wilkinson, 2015
10/14	<i>Symbol assessment</i>	<i>Meet in CPS 107</i>
10/18	Language development and AAC	Chapter 10
10/20	Support communication participation and competence	Chapter 11
10/21	<i>Assessment of skills</i>	<i>Meet in CPS 107</i>

10/25	Putting it all together (semantics, syntax, pragmatics, communication roles, communication functions, social roles, communication needs)	Chapter 12 Therrien, Light, & Pope, 2016
10/27	Literacy intervention	Chapter 13
10/28	<i>Skills assessment continued</i>	<i>Meet in CPS 107</i>
11/1	Short term, long term, specific need	
11/3	Intervention	
11/4	<i>Exam 2</i>	
11/8	AAC support for individuals with acquired disorders and CCN	Chapter 14 Mills, Bunnell, & Patel, 2014
11/10	AAC support for physical disorders	
11/11	<i>Trials, recommendations, goals</i>	<i>Meet in Science B238</i>
11/15	AAC support for physical disorders	
11/17	AAC support for language disorders	Chapter 15
11/18	<i>Trials, recommendation, goals</i>	<i>Meet in CPS 107</i>
11/22	AAC support for language disorders	
11/24 & 25	Thanksgiving Break	
11/29	AAC support for language disorders	
12/1	AAC support for cognitive disorders	Chapters 16, 17
12/2	<i>Facilitator training</i>	<i>Meet in 024</i>
12/6	AAC support for cognitive disorders	
12/8	AAC support for cognitive disorders	
12/9	<i>Wrap-up</i>	
12/13	Unique needs of adults with acquired CCNs	Chapter 18
12/15	No one should be denied the right to communicate	

Monday December 19th, 14:45 – 16:45

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.