

**Augmentative and Alternative Communication**  
**Fall 2023**  
**CSD 765, 3 credits**

**Class meeting time:** 1:00 p.m. – 2:15 p.m. Tuesday/Thursday in CPS 024

**Professors:** Amanda Pagel, [apagel@uwsp.edu](mailto:apagel@uwsp.edu), CPS 044B, 715-346-2577  
Trescha Kay, [tkay@uwsp.edu](mailto:tkay@uwsp.edu), CPS 042C, 715-346-3588

**Office Hours:** We will be available after class or feel free to sign up for a meeting on our office doors.

**Graduate Assistant:** Kelsey Krahn [kkrah532@uwsp.edu](mailto:kkrah532@uwsp.edu)

**Course Description:** The course provides a comprehensive overview of evidence-based augmentative and alternative communication (AAC) systems, assessment, and intervention to enhance the communication and participation of children and adults with developmental and acquired conditions who have complex communication needs. The course provides an overview of current AAC research and then applies this knowledge to evidence-based AAC services for individuals with complex communication needs who experience a wide range of disabilities, including autism spectrum disorder, cerebral palsy, Down syndrome, amyotrophic lateral sclerosis, traumatic brain injury, aphasia, and dementia.

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

**Learning Objectives:**

Through this course, students will:

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| <ul style="list-style-type: none"><li>• Demonstrate knowledge of communication disabilities resulting in complex communication needs, including etiologies and characteristics.</li></ul>                              |
| <ul style="list-style-type: none"><li>• Demonstrate current knowledge of principles and methods of AAC assessment for children and adults with complex communication needs, including appropriate assessment</li></ul> |

procedures, adaptations to meet the needs of individual receiving services, culturally competent assessment approaches, and strategies for collaborating effectively with individuals with complex communication needs, their family members, and other communication partners.

- Demonstrate current knowledge of principles and methods of AAC intervention for children and adults with complex communication needs, including personalization of AAC systems to meet the individual's needs and skills, goal setting, instructional procedures, evaluation of progress, and strategies for collaborating effectively with individuals with complex communication needs, their family members, and other communication partners.

- Demonstrate current knowledge of principles for effective, culturally competent AAC services and interprofessional team-based collaboration.

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

### **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/>

### **Canvas**

The syllabus, PowerPoints, grades, and resources will be available on Canvas for this course.

## Course requirements

1. Complete **6 AAC modules**, see below for titles, 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 5% of your final grade (total 30%). 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 the class schedule for due dates.
  - i. AAC for Children – An Introduction
  - ii. Developing AAC Systems for Children
  - iii. Alternative Access
  - iv. Literacy Intervention for Learners with CCNs
  - v. Literacy and AAC: letter-sound correspondences
  - vi. Supporting Patient-Provider Communication
2. AAC lab assignments: There will be **4 lab assignments** throughout the semester that are worth a total of 20% of your final grade. They are graded on a pass/fail basis. For each lab assignment, you will first watch video tutorials and/or a video of an individual using the device to learn about the AAC features for that assignment. Using the handout on canvas, practice the skills on the device in the AAC lab and answer the reflection question. Following that, sign up via the document on canvas to perform the checkout in the lab with Kelsey; you are required to sign up at least 24 hours before the checkout. You will instruct Kelsey how to perform the skills necessary for that lab assignment and share your response to the reflection question. You must independently perform the requested actions for a passing grade. We have instructed Kelsey to only assess knowledge, not teach during the check-out process.
3. Quizzes, 5 throughout the semester on Canvas. Each quiz is worth 10% of your course grade (50% total). See the class schedule for quiz dates.
4. Final Exam Meeting 12/19/23 from 8:00 – 10:00 am.

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

### Course Schedule

<u>Dates</u>	<u>Topics</u>	<u>Reading</u>	<u>Professor</u>
<b>Week 1</b>	Welcome, Course Overview The experiences of individuals with complex communication needs who rely on AAC	Chapter 1	Both
<b>Week 2</b>	AAC Assessment <b>Module 1 due 9/12/23</b>	Chapter 2	Kay
<b>Week 3</b>	Overview of AAC intervention Collaborating with family members and other communication partners <b>Quiz 1 due 9/21/23</b>	Chapters 3-4	Page1
<b>Week 4</b>	Vocabulary selection and message management for children and adults with complex communication needs <b>Module 2 due 9/26/23</b> <b>Lab 1 due 9/28/23</b>	Chapter 5	Kay

<b>Week 5</b>	Unaided and aided AAC systems <ul style="list-style-type: none"> <li>• Representations</li> <li>• Organization and layout</li> <li>• Navigation</li> <li>• Encoding techniques or linguistic prediction</li> </ul>	Chapter 6	Pagel
<b>Week 6</b>	Alternative access for individuals with motor impairments Selecting and personalizing AAC systems for children and adults with complex communication needs <b>Module 3 due 10/10/23</b> <b>Quiz 2 due 10/12/23</b>	Chapters 7-8	Kay
<b>Week 7</b>	Key considerations in AAC interventions for individuals with developmental disabilities	Chapter 9	Pagel
<b>Week 8</b>	Supporting communication and participation for beginning communicators <b>Module 4 due 10/24/23</b> <b>Lab 2 due 10/26/23</b>	Chapter 10	Kay
<b>Week 9</b>	AAC intervention to maximize communicative competence for individuals with developmental disabilities: building more advanced skills  <i>11/2/2023 Guest speaker: Christie Witt Talk to Me Technologies</i> <b>Quiz 3 due 11/2/23</b>	Chapter 11	Pagel
<b>Week 10</b>	Literacy intervention for individuals with complex communication needs Intervention to support participation in education, employment, and community activities <b>Module 5 due 11/7/23</b>	Chapters 12, 13	Pagel
<b>Week 11</b>	Individuals with acquired physical conditions <i>11/16/2023 Guest speaker: Sarah Marshall from Tobii Dynavox</i> <b>Lab 3 due 11/16/23</b>	Chapter 14	Kay
<b>Week 12</b>	AAC supports for adults with severe aphasia and/or apraxia <b>Module 6 due 11/21/23</b> <b>No class 11/23/23 – Happy Thanksgiving!</b>	Chapter 15	Kay
<b>Week 13</b>	AAC intervention for individuals with traumatic brain injury <b>Quiz 4 due 11/30/23</b>	Chapter 16	Pagel

<b>Week 14</b>	AAC intervention for individuals with degenerative cognitive/linguistic Disabilities <b>Lab 4 due 12/7/23</b>	Chapter 17	Kay
<b>Week 15</b>	Patient provider communication and advocacy	Chapters 18, 19	Together
<b>12/19/23</b>	<b>Quiz 5 due, group activity during final exam time</b>	<b>8:00 – 10:00 am</b>	

### Course Expectations:

#### You can expect the following from your instructors this semester:

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

#### Your instructors' expectations of students taking this course:

1. They expect you will attend all scheduled classes for this course unless you are ill. If you are ill, stay home. You are responsible for all material presented in class. Please contact them if you will miss class for an extended period of time.
2. They 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. *They 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 them before the class begins. Texting is prohibited during class. They also expect email and social media software to be closed at all times if you use a computer during class.*
3. They expect you to complete *all required readings* and stay current with your readings and assignments to perform your best on course requirements.

4. They expect you meet all course requirement due dates. You must contact Professor Pagel or Professor Kay before missing a deadline or you will receive a failing grade on that requirement.
5. They expect 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 Pagel or Professor Kay early in the semester to discuss ways to improve your written expression. They also suggest making an appointment at the Tutoring-Learning Center located in the University Learning Resources Center, 715-346-3568.
6. Inform your professors about any disability that may impact your performance in this class. They 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 Pagel or Professor Kay 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 responses at UW-Stevens Point