

Augmentative and Alternative Communication
Fall 2021
CSD 765, 3 credits

Class meeting time: 8:00 a.m. – 9:15 a.m. Tuesday/Thursday in CPS 024

Professors: Julia Fischer, Ph.D., jfischer@uwsp.edu

Office: 037 CPS, 715-346-4657

Office Hours: I will be available after class or feel free to sign up for a meeting on my office door, or you can make an appointment via Bookings, here is the link:

<https://outlook.office365.com/owa/calendar/UWSPCSDDepartmentJuliaFischer@uwspedu.onmicrosoft.com/bookings/>

Graduate Assistant: Megan Leick, mleic608@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* (5th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Learning Objectives:

Through this course, students will:

- Demonstrate knowledge of communication disabilities resulting in complex communication needs, including etiologies and characteristics.

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

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, e-reserve articles, and resources will be available on Canvas for this course.

Course requirements

1. Complete 4 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 20%). 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. 1. AAC for Children – An Introduction. 2. Developing AAC Systems for Children. 3. Literacy Intervention for Children with CCNs. 4. Literacy and AAC: teaching letter-sound correspondences.
2. AAC lab assignments: There will be 4 different 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 Megan; you are required to sign up at least 24 hours before the checkout. You will instruct Megan 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. I have instructed Megan to only assess knowledge, not teach during the check-out process. Due dates: Lab 1- 9/30/2021, Lab 2 – 10/21/2021, Lab 3 – 11/11/2021, Lab 4 – 12/9/2021

3. You will create a lesson plan for a 30-minute therapy session for a client who has CCNs. This plan will be worth 25% of your final grade. Details of the assignment will be posted on Canvas. It is due December 9, 2021. You have an option to submit your lesson plan early for feedback from Megan, due no later than November 24th.
4. Rather than in-class exams, you will have 3 graded assignments related to content from the textbook that will be worth 35% of your final grade. Answer 12 of the following questions from each of the chapters in a double-spaced Word document. *You must answer at least two questions from each chapter.* Make sure the following are on the top of page 1: your name, date, class number, assignment description, and pledge that this assignment was completed independently. For example, Julia Fischer September 2, 2021, CSD 765, Answers to questions from Chapters 1-6. I pledge that all my answers are original and I completed this assignment without help from others. Your answers must be complete and thoughtful. I am looking for your understanding of the content, not a regurgitation of information (do not plagiarize). Here is an example answer for question 2.12 - Describe visual difficulties that might be experienced by individuals who rely on AAC. Describe the potential impact on designing AAC supports. *Individuals who rely on AAC may have difficulty with visual acuity, visual fields, oculomotor functioning, light sensitivity, visual cognitive processing. They may also have cortical visual impairment. AAC supports may need to vary in size, type, layout, lighting, color, and/or distance from the individual.*

Chapters	Questions	Due Date
1-6	1.1, 1.5, 1.6, 2.3, 2.4, 2.8, 2.11, 3.2, 3.4, 3.6, 3.8, 4.2, 4.8, 4.9, 5.1, 5.5, 5.7, 5.8, 5.9, 6.1, 6.2, 6.5, 6.7, 6.10	10/7/21
7-12	7.1, 7.2, 7.5, 7.9, 8.3, 8.4, 8.6, 9.2, 9.5, 9.6, 9.8, 10.1, 10.3, 10.5, 10.9, 10.10, 10.14, 11.1, 11.2, 11.6, 12.1, 12.2, 12.4, 12.6	11/18/21
13-19	13.2, 13.2, 13.6, 13.8, 14.3, 14.5, 14.8, 14.11, 15.1, 15.4, 15.7, 15.11, 15.15, 16.2, 16.3, 16.6, 16.7, 17.2, 17.3, 17.6, 18.1, 18.4, 18.5	12/13/21

**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 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

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>
Week 1	Welcome, Course Overview The experiences of individuals with complex communication needs who rely on AAC	Chapter 1
Week 2	AAC Assessment	Chapter 2
9/9	Module 1: AAC for Children – An Introduction	Due September 9, 2021
Week 3	Overview of AAC intervention	Chapters 3-4 Lund, et al. (2017)

	Collaborating with family members and other communication partners	
Week 4	Vocabulary selection and message management for children and adults with complex communication needs	Chapter 5
9/21	<u>Guest speaker: Heather Prenovost from Saltillo</u>	
Week 5	Unaided and aided AAC systems <ul style="list-style-type: none"> • Representations • Organization and layout • Navigation • Encoding techniques or linguistic prediction 	Chapter 6
9/30	Module 2: Developing AAC Systems for Children Lab Checkout 1: Low tech	Due September 30, 2021
Week 6	Alternative access for individuals with motor impairments Selecting and personalizing AAC systems for children and adults with complex communication needs	Chapters 7-8
10/7	Textbook question answers Chapters 1-6	Due October 7, 2021
10/7	<u>Guest speaker: Christie Witt from TTMT</u>	
Week 7	Key considerations in AAC interventions for individuals with developmental disabilities	Chapter 9 O'Neill, T., Light, J., & Pope, L. (2018)
Week 8	Supporting communication and participation for beginning communicators	Chapter 10
10/21	Module 3: Literacy Intervention for Children with CCNs Lab Checkout 2: Apps	Due October 21, 2021
Week 9	AAC intervention to maximize communicative competence for individuals with developmental disabilities: building more advanced skills	Chapter 11

Week 10	Literacy intervention for individuals with complex communication needs; Intervention to support participation in education, employment, and community activities	Chapters 12, 13
Week 11	Individuals with acquired physical conditions	Chapter 14
11/11	Textbook question answers Chapters 7-12 Lab Checkout 3: software	Due November 11, 2021
11/11	<u>Guest speaker: Bob Peshorn from Tobii Dynavox</u>	
Week 12	AAC supports for adults with severe aphasia and/or apraxia	Chapter 15
Week 13	AAC intervention for individuals with traumatic brain injury	Chapter 16
11/24	Lesson Plan Assignment due for feedback (optional)	Due November 24
11/25	Thanksgiving Break	
Week 14	AAC intervention for individuals with degenerative cognitive/linguistic disabilities	Chapter 17
12/2	Module 4: Literacy and AAC: Teaching letter-sound correspondences	Due December 2, 2021
Week 15	Patient provider communication and advocacy	Chapters 18, 19
12/9	Lesson Plan Assignment – Final Lab Checkout 4: access options	Due December 9, 2021
Week 16	Textbook question answers Chapters 13-19	<u>Due December 13, 2021, by 10:00 am</u>

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 unless you are ill. If you are ill, stay home. 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.*
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

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that by university policy unless everyone is wearing a face covering, in-

person classes cannot take place. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service.
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please keep these same healthy practices in mind outside the classroom.
- *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 for details on all emergency responses at UW-Stevens Point