

Andrews University

Spring 2019

SPPA-663 Augmentative and Alternative Communication

Course Description

Principles of assessment and intervention for individuals requiring augmentative or alternative methods of communication. Discussion will include low and high technology aids and adaptations, symbol systems, vocabulary selection, and procuring funding.

Course Credit

2.0

Course Pre/Co-requisites

Bachelor's Degree in Communication Disorders or its equivalent

Location

Bell Hall – to be assigned

Schedule

January 9th – February 20th

Mondays and Wednesdays, 9:30 AM – 11:20 AM; and asynchronized online instruction via Zoom Meeting platform.

Instructor

D'Jaris Coles-White, Ph.D-CCC-SLP
Professor of Speech-Language Pathology

Bell Hall 114G phone: 269-471-6369

Required Materials

Coursepak (i.e., journal articles) on the course website @ <http://www.learninghub.andrews.edu>

Recommended Materials

Beukelman, D.R., & Mirenda, P. (2013). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs (4th Ed.)*. Baltimore, MD: Paul H. Brooks Publishing Co.

Course Objectives

By the end of the course, you will be able to:

- Define Augmentative/Alternative Communication (AAC) and its principles and functions
- Describe the selection process of appropriate candidates for an AAC system.
- Interpret assessment data and determine strategies needed for AAC intervention.
- Identify members of an assessment team and the skills that need to be assessed in the evaluation process for AAC.
- Identify and describe the different features of AAC systems and what should be considered for appropriate selection of AAC components.
- Identify different populations along with their different communication needs, participation levels, and possible barriers to participation.
- Discuss and apply how different cultures may view disabilities and why it is important to consider cultural diversity and be able to apply that knowledge when assessing and treating individuals with AAC.

Upon completion of this course, the student will have met the following requirements for certification in speech-language pathology:

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, developmental, and linguistic and cultural correlates in the following areas:

- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard VI-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

ASHA Standard	Outcome	Implementation	Evaluation Criteria
IV-C	Student will define Augmentative/Alternative Communication (AAC), its principles and functions, describe the selection process of appropriate candidates for an AAC system, interpret assessment data and determine strategies needed for AAC intervention, and identify members of an assessment team and the skills that need to be assessed in the evaluation process for AAC.	Quizzes, Exams <i>(assigned reading, class discussions, lectures)</i> Go Talk Overlay Communication Pages Assessment Plan w/Embedded Instruction ppt. Presentation	90% accuracy
IV-E IV-G	Students will develop and understanding of the cost constraints present for procurement of AAC devices. They will also develop an understanding of Medicaid/medicare/health insurance laws and regulations surrounding access to AAC.	Quizzes/Exams <i>(assigned reading, class discussions, lectures)</i> Assessment Plan w/Embedded Instruction ppt. Presentation	90% accuracy

	Students will develop and knowledge of the ethical and professional issues to consider when working with an individual who requires and AAC		
	Students will develop and understanding of the need for and advocacy in the area.		
IV-D	Student will describe the selection process of appropriate candidates for an AAC system, interpret assessment data and determine strategies needed for AAC intervention, and identify members of an assessment team and the skills that need to be assessed in the evaluation process for AAC. Student will discuss and apply how different cultures may view disabilities and why it is important to consider cultural diversity and be able to apply that knowledge when assessing and treating individuals with AAC	Quizzes/Exams <i>(assigned reading, class discussions, lectures)</i> Go Talk Overlay Technology Assignment Communication Pages Assessment Plan w/Embedded Instruction ppt. Presentation	90% accuracy

Course Policies and Procedures

Changes: For the purpose of an enhanced learning experience for the students some assignments, quizzes, tests and projects may be changed or altered at the discretion of the instructor. Likewise, the class schedule is tentative and subject to change.

Correspondence and Email Policy: I will be available to answer any questions you may have about the course. However, in order to keep my email inbox from being “bloated” with countless emails please use the “virtual student union” on the course website. I will be checking for posts and will respond within a 24-hour period Monday – Friday and within a 48-hour period on weekends and holidays. You may email or text me (269-910-0580) to schedule appointments or to inform me of an emergency. Accordingly, please do not use email or text to tell me that you’re running late to class because I will more than likely not receive them in time. If you know you will be out of class please inform me in writing. Lastly, do not email any assignments. The course website will be set-up to handle assignments (e.g., Assignment drop-box).

All assignments have a due date and time. After that date and time a daily deduction of 5% will be applied to the final of the assignment. After 3 days (72 hours) the assignment will no longer be accepted.

Reading: Reading assigned sections of the course materials is instrumental to learning and understanding. There is a recommended textbook, but it is not required.

Written Work: All assignments must be submitted following APA guidelines. APA style requires a specified title page, 11 or 12-point font, double spaced, one inch margins all around, and appropriate headers, and page number. Each written document must follow APA 6th edition style and Andrews University.

Technology Requirements: Each student is required to have access to and a working knowledge of technology such as PC or MAC. Each student is also required to have working knowledge and

understanding of Andrews University online learning management system – Moodle.

Grades: Grades are earned based on performance on assessments (e.g., exams and graded course assignments). No extra credit will be given. The instructor reserves the right to curve exams based on item analysis of individual questions. Grades will not be rounded. See Grading Scale below.

Teaching Philosophy

Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to prepare as much as possible for class meetings by conscientiously **completing the reading assignments before the start of class**.

Preparation for and participation during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, *in some cases there won't be 'right' or 'wrong' answers*, just points of view). So, don't be afraid to be wrong.

Note that during class meetings we probably will not have time to discuss all of the reading material.

Therefore, I will focus our class time on some material from the text, but also present more in-depth descriptions of the concepts discussed in the text. Note that, **you are responsible for all information in the assigned readings (even if not discussed during class meetings) and in class (even if not mentioned in the readings)**. Exams will include questions from the reading and lecture. Therefore, if you feel confused or uncertain about any information (whether discussed in class or not) it is your responsibility to let me know so that I can clarify that material for you. This can be done in class or by coming to see me during office hours.

I strongly encourage you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. **If you are having problems in the course, do not wait too long to talk with me, come early in the semester while there is still time to improve.** Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or email.

Course Activities | Assignments

Activities

1. In-class activities will include lectures, small and large group activities, case discussions, videos, and student presentations.
2. Supplemental out-of-class activities will include web-based assignments, individual projects, and group projects.
3. Students will be expected to read course materials (e.g., handouts, journal articles, textbook chapters, course website module lessons) prior to class and participate orally in class discussions based on assigned readings.

Assignments

1. *Reading Points of Emphasis/Quizzes* – Due to the amount of content covered in this class, assigned reading will be crucial for helping the student acquire knowledge and skills. Four quizzes will be administered across the semester (**note: quizzes may not be announced in**

advance by the instructor). Students will be given approximately 15 minutes during selected classes to collaborate in small groups to answer multiple choice questions related to selected readings. Reading points will be accrued across the semester for a total quiz grade (valued at 100 points).

2. *Examinations* – There will be two examinations throughout the semester. The first exam will cover basic principles of AAC and the second exam will cover AAC assessment. The format will include matching, multiple choice, and short answer questions. Each exam is worth 100 points for a total of 200 exam points across the semester.
3. *Technology Assignment* – An important part of learning about AAC involves becoming comfortable with the technology-learning process. Technology may be demonstrated and referred to in class, but extensive class time will not be devoted to teaching technology. Several low to mid-tech devices are available for your training through the department clinic. Representatives from AAC development & manufacturing companies will be invited to class to demonstrate high tech devices. For the technology assignment, all students will be required to research 2 devices or systems representing various types/forms of AAC/AT equipment and compile written tutorials for each device or system. A more thorough description of this project will be posted on the Learninghub website for this course. This assignment is graded at the individual student level and is valued at 50 points (25 points per tutorial).
4. *Go Talk Overlay* – Each student will identify an actual or hypothetical client and create an appropriate overlay for any of our Go Talk AAC devices. The overlay should be created using Boardmaker and include appropriate symbols representing critical messages (single words or phrases) for the selected activity. This assignment is worth 50 points.
5. *Creating Communication Pages for AAC apps* – Each student will select a children's book, song, academic lesson, or some other approved activity and then create a corresponding communication page for use on an AAC app. Depending on technology access, the communication page will either be created on an iPad using Proloquo2Go or on a computer using the following website: <http://mytobiidynavox.com/>. The assignment is worth 50 points.
6. *Assessment Plan, Device Recommendation & Embedded Instruction Plan* – Working in a group of four students, the group will be given a brief description of a client who would likely benefit from AAC. The group will develop an AAC assessment plan for the client. Based on the description provided by the instructor and the fictitious results of the AAC assessment (created by the group), recommendations for an AAC system will be made and an embedded instruction plan will then be developed. The instruction plan should incorporate use of the recommended system within the client's daily routines. This assignment will also include a group presentation. All members of a group will earn the same grade (up to 150 points). A more thorough description of this project will be posted on the Learninghub website for this course.

Schedule/Course Outline

See the course website

Attendance Policy

Regular attendance at all classes, laboratories and other academic appointments is required of each student.

Class Absences. Whenever the number of absences exceeds 20% (10% for graduate classes) of the total

course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Academic Dishonesty Policy

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously. Acts of academic dishonesty as described in the University *Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties.

Disability Accommodation

If you qualify for special assistance under the American Disabilities Act, please contact the Student Success office at Nethery Hall 100 or disabilities@andrews.edu.

Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Cell Phones, Personal Laptops, and Recording devices: Cell phones should be turned off before entering the classroom. Picture-taking during class is not allowed. Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness
- Eating in class: Please do not bring food or beverages to class. Water is permitted.

Presentation is important. Your attention to detail, demeanor, and attire factor into how you are perceived as a professional. Active participation in class discussions and critiques is an essential part of learning. Without participating and expressing opinions and thoughts, it is impossible to clarify your goals and develop a personal style.

Emergency Protocols

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Evaluation of Student Performance

- Reading Points of Emphasis/Quizzes 100 points
- Examinations 200 points
- Assessment Plan w/Embedded Instruction 100 points (rubric)
- Technology Assignment 50 points (rubric)
- Go Talk Overlay 50 points (rubric)
- Communication Pages 50 points (rubric)
- Power Point Presentation of AP 50 points (rubric)

600 points (total)

Grading Criteria

- Reading Points of Emphasis/Quizzes 17%
- Examinations 34%
- Assessment Plan w/Embedded Instruction 17%
- Technology Assignment 8%
- Go Talk Overlay 8%
- Communication Pages 8%
- Power Point Presentation of AP 8%

Grading Scale

A	100 – 94%
A-	<94 and \geq 90%
B+	<90 and \geq 87%
B	<87 and \geq 84 %
B-	<84 and \geq 80%
C+	<80 and \geq 77%
C	<77 and \geq 74%
C-	<74 and \geq 70%
D	<70 and \geq 65%
F	<65%

Note: “<” less than and “ \geq ” greater than or equal to

PART I: Overview and Introduction to AAC

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Date	Topic	Readings/Activities/Assignments
Jan 7th	Review syllabus, course schedule and assignments	Classroom Activity – SSSA

Jan 9th	<p>What is AAC? How is it different from Assistive Technology (AT)? ...AT is only part of the answer.</p> <p>Who relies on AAC?</p> <p>AAC and Communicative Competence</p> <p>Roles and Responsibilities of the SLP as providers of AAC</p>	<p>Pre-Class Assignments: See Course Website on Learninghub</p> <p>Classroom Activities: TBA (e.g., Case studies, Group activities, 3-step interview, reaction sheets, etc.)</p> <p>Self-Study Assignment Due Jan. 9th by 9:00 AM</p>
Jan 14th	<p>AAC Device Management:</p> <p>Message Management</p> <p>Vocabulary Selection</p> <p>Symbols and Displays</p>	<p>Course-Pack reading:</p> <p>Pre-Class Assignments: See Course Website on Learninghub</p> <p>Classroom Activities: TBA (e.g., Case studies, Group activities, 3-step interview, reaction sheets, etc.)</p> <p>Technology Research Group Assignment Due Jan. 16th by 11:00 PM</p>
Jan 16th	Types of Assistive Technology	<p>Course-Pack reading:</p> <p>Pre-Class Assignments: See Course Website on Learninghub</p> <p>Classroom Activities: TBA (Technology Research Group Presentations)</p>
MLK Holiday - January 21st		
PART II: Assessment and Intervention		
Date	Topic	Readings/Activities/Assignments
Jan 23rd	<p>Principles of Assessment</p> <p>AAC Teams</p> <p>Assessment Framework</p>	<p>Course-Pack reading:</p> <p>Pre-Class Assignments: See Course Website on Learninghub</p>

	Assessment Tools	Classroom Activities: TBA (e.g., Case studies, Group activities, 3-step interview, reaction sheets, etc) Go Talk Overlay Assignment Due Jan. 23th by 11:00 PM
Jan 28th	The Assessment Process Pre-assessment AAC Device Trial	Course-Pack reading: Pre-Class Assignments: See Course Website on Learninghub Classroom Activities: TBA (e.g., Go Talk Overlay Assignment Presentation)
Jan 30th	Funding SGDs Funding Sources Navigating the Funding Process: Necessary Components to Generate a SGD Funding Report	Course-Pack reading: Pre-Class Assignments: See Course Website on Learninghub Classroom Activities: TBA (e.g., Case studies, Group activities, 3-step interview, reaction sheets, etc) Communication Pages for AAC App Due Jan. 30th by 11:00 PM
Feb 4th	Language Development and Intervention Organizational strategies to promote language development Instructional Approaches	Course-Pack reading: Pre-Class Assignments: See Course Website on Learninghub Classroom Activities: TBA (e.g., Communication Pages for AAC app Presentations)

Feb 6th	<p>Language Modeling Techniques</p> <p>Instruction to Support Linguistic and Social competence</p>	<p>Course-Pack reading:</p> <p>Pre-Class Assignments: See Course Website on Learninghub</p> <p>Classroom Activities: TBA (e.g., Case studies, Group activities, 3-step interview, reaction sheets, etc)</p> <p>Intervention Plan with Embedded Instruction Due February 10th by 11:00 PM</p>
Feb 11th	Final Project Presentations	<p>Course-Pack reading:</p> <p>Pre-Class Assignments: See Course Website on Learninghub</p> <p>Classroom Activities: TBA (Intervention Plan with Embedded Instruction presentations)</p>
Feb 13th	Final Project Presentations	<p>Course-Pack reading:</p> <p>Pre-Class Assignments: See Course Website on Learninghub</p> <p>Classroom Activities: TBA (Intervention Plan with Embedded Instruction presentations)</p>

Last Day of Classes – February 13th
End of the 6-week fast track semester – February 15th