

COURSE SYLLABUS

SPED 5313 & SPED 5090
AUGMENTATIVE AND ALTERNATIVE
COMMUNICATION FOR STUDENTS
WITH SEVERE DEVELOPMENTAL
DISABILITIES

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1. **Course Description:**

This course introduces strategies for enhancing functional communication skills of students with severe disabilities. The use of aided and non-aided augmentative systems are addressed as well as alternative communication systems with an emphasis on using a multi-modality approach. SPED 5313 is a 3 credit course to be taken concurrently with SPED 5090 (one credit/ 45 clock hours of field experience).

2. **Learner Outcomes**

- Teachers will demonstrate a basic understanding of the principles of augmentative and alternative communication as well as what types of individuals might benefit from it.
- Teachers will demonstrate an understanding of the evaluation, selection, programming, funding and trouble-shooting processes of augmentative communication systems.
- Teachers will demonstrate the ability to conduct an ecological inventory of a communicative situation.
- Teachers will demonstrate an understanding of non-symbolic, concrete, and abstract representational systems as well as the components for expressive verbal and nonverbal communication.
- Teachers will demonstrate the ability to select and employ appropriate instructional strategies to facilitate initiation, accuracy, efficiency and generalization of communicative responses.
- Teachers will demonstrate an understanding of physical and sensory factors involved in system design.
- Teachers will demonstrate the ability to design low-tech AAC systems.
- Teachers will demonstrate an understanding of computer adaptations and software selection factors.
- Teachers will be able to assess the function of challenging behavior and to develop positive behavior support plans for individual students
- Teachers will be able to work efficiently and effectively as members of a transdisciplinary team.
- Teachers will be able to work and communicate effectively with AAC users.
- Teachers will engage in the ethical practice of their profession as defined by appropriate learned societies.

NOTE: HIGHLIGHTED CHAPTERS SHOULD BE READ BEFORE THE CLASS FOR WHICH THEY ARE LISTED.

3. Schedule

SESSION 1: *Course overview
6/4 *Definition of AAC and description of AAC users
 *Communicative functions
 *Communication symbols
 *Alternative access
 *Small group ecological inventory activity
Chapters 1, 2, 3, and 4

After this class, you should begin to work on completing an ecological inventory of a common communicative situation with the student in your practicum.

SESSION 2: *Evaluation for AAC
6/11 *Physical and sensory factors involved in system design
 *Low-tech AAC systems-selection considerations.
 *Vocabulary selection and programming
Chapters 6, 7 and 12

SESSION 3: *Non-symbolic communication
6/18 *Receptive augmentation
 *Using AAC with students with severe
 developmental disabilities

**Chapter 10 and Chapter 9 (pgs. 245-251) and
Chapter 11 (pgs 295-326)
Ecological inventory due
Responses to first set of readings due**

SESSION 4: *Role-play strategies described in Chapters 9, 10, and 11
6/25 *Special populations: Students with autism
 *Functional communication training and positive behavioral
 support
 *In-class work on design of final project
 *Begin sign language testing
Chapters 5, 8, and 9 (pgs. 252-258)

SESSION 5: Developing literacy skills and
7/2 educational adaptations and modifications
Chapters 13 and 14

SESSION 6: *Guest speakers - High-tech AAC systems-selection
7/9 considerations/Environmental adaptations for AAC users

SESSION 7 *Special populations: TBI survivors
7/16 Students with dual sensory impairments
 *Student presentations of final projects
Chapter 17
Responses to second set of readings due
Functional assessment and Positive Behavior
Support plan due

SESSION 8: *Instructional strategies to facilitate initiations, accuracy,
7/23 efficiency, and generalization
 *Transdisciplinary teaming/Consumer advocacy
 *Student presentations of final projects
Final written project due.

4. **Resources**

Beukelman, D. & Mirenda, P. (1998). Augmentative and Alternative Communication. (2nd ed.) Baltimore: Paul H. Brookes. (required).

5. **Evaluation**

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|----|---|-----|
| a. | Final project: 10 minute oral presentation of a case study including evaluation and selection of an AAC system along with a plan for evaluation of instruction. | 10% |
| b. | Final project: Written case study of a case study including evaluation and selection of an AAC system along with a plan for evaluation of instruction. | 20% |
| c. | Functional assessment and positive behavior support plan | 15% |
| d. | Ecological inventory of a communicative interaction | 10% |
| e. | AAC overlay/communication device programming | 15% |
| f. | Responses to readings | 10% |
| g. | 50 word sign language proficiency | 10% |
| h. | Class participation and attendance | 10% |

Grading Scale:		A	93-100	A-	90-92	
	B+	87-89	B	83-86	B-	80-82
	C	70-79	NC	69 and below		

Students are encouraged to submit draft preparations of the components of the project for review by the instructor.

6. **Supplements**
 Assignment rubrics
 Sign language list
 Two sets of readings.

Reading Set One

(March , 1993). Augmentative Communication News, 1.

Rowland, C., & Schweigert, P. (August, 1992). Structuring functional activities to encourage communication in children without speech, Paper presented at the ISAAC conference, Philadelphia, PA.

McEwen, I. R., & Lloyd, L. L., (1990). Positioning students with cerebral palsy to use augmentative and alternative communication, Language, Speech, and Hearing Services in the Schools, 21, 15-21

Reading Set Two

Missouri Technology Center for Special Education. (1993). Funding overview of augmentative communication. Kansas City, MO: University of Missouri-Kansas City.

Calculator, S. N. & Jorgenson, C. M. (1991). Integrating AAC instruction into regular education settings: Expounding on best practices, Augmentative and Alternative Communication, 7, 204-214.

Koppenhaver, D. A., Coleman, P. P., Kalman, S. L., & Yoder, D. E. (1991). The implications of emergent literacy research for children with developmental disabilities, American Journal of Speech and Language Pathology, Sept., 38-44.

7. **Other**

Class attendance is mandatory. Students will be required to complete a make-up assignment for missed classes. Attendance at the final class is required.

Students who do not complete the requirements of the course must meet with the instructor prior to the end of the course to complete and Incomplete Course Form; otherwise, an NC will be issued.

Assignments which are not handed in by the deadlines listed may be penalized.

This syllabus is subject to change at the discretion of the instructor.