Webster UNIVERSITY SCHOOL OF EDUCATION

POINTS OF INFLUENCE

Course Syllabus

SPED 5313.ID	**AUGMENTATIVE & ALTERNATIVE COMMUNCIATION FOR STUDENTS WITH SEVERE DEVELOPMENTAL DISABILITIES**	**SU05**
WEBG	**VICTORIA MCMULLEN mcmullen@webster.edu 314-968-7093**	**3 Credit hours**
SPED 5090.ID	**SPECIAL EDUCATION PRACTICUM: SEVERE DEVELOPMENTAL DISABILITIES**	
WEBG	**VIRGINIA SCHWEIGERT vlschweigert@sbcglobal.net 314-487-7471**	**1 Credit**

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).

1. **LEARNING OUTCOMES:**

Learner Outcomes	Special Education Program Outcomes	SOE Goals, SOE Dispositions, MO-STEP and Professional Standards Addressed
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.	Special education candidates understand language development and strategies to enhance communication.	SOE 1.1 MO-STEP 1.1 CC6K4
Teachers will demonstrate an understanding of the evaluation, selection, programming, funding and trouble-shooting processes of augmentative communication systems.		SOE 2.4 MO-STEP 7.4, 8.1, 8.2 IC4K1, IC8S6, IC10S1
Teachers will demonstrate an understanding of non-symbolic,		SOE 1.1, 1.3 MO-STEP 2.1, 7.2

concrete, and abstract representational systems as well as the components for expressive verbal and nonverbal communication.		IC4S4
Teachers will demonstrate the ability to conduct an ecological inventory of a communicative situation.	Special education candidates assess, diagnose, and evaluate to develop individualized instructional programs for student students with special needs.	SOE 2.4 MO-STEP 8.1 CC5K5, CC5S2, IC5S5, CC6S1, IC6K2, IC6S1, CC7S14
Teachers will demonstrate the ability to select and employ appropriate instructional strategies to facilitate initiation, accuracy, efficiency and generalization of communicative responses.	Special education candidates possess a repertoire of evidence-based instructional strategies to individualize instruction, design adaptations and modifications for individuals with ELN. They promote problem solving, self-management, self-control, self-reliance, and self-esteem. They emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.	SOE 2.2, 2.3 MO-STEP 4.1, 5.1, 7.3 IC4S1, IC4S5, IC4S6, IC6S3, IC7S2
Teachers will demonstrate an understanding of physical and sensory factors involved in system design.	Special education candidates understand language development and strategies to enhance communication.	SOE 2.4 MO-STEP 8.1, 11.3 IC3K3, iC5K3
Teachers will demonstrate the ability to design low-tech AAC systems.		SOE 2.3 MO-STEP 4.1, 5.1, 7.3 IC4S2
Teachers will demonstrate an understanding of computer adaptations and software selection factors.		SOE 2.3 MO-STEP 11.2, 11.3 IC4S2, IC5S2, CC7S9, IC8S5
Teachers will be able to assess the function of challenging behavior and to develop positive behavior support plans for individual students	Special education candidates assess, diagnose, and evaluate to develop individualized instructional programs for student students with special needs.	SOE 2.4 MO-STEP 6.1 IC1K7, IC1K8, IC4S3, CC5K1, CC5K2, CC5K3, CC5K4, CC5K6, CC5S5, CC5S10, CC5S11, IC7S1
Teachers will be able to work efficiently and effectively as members of a transdisciplinary team.	Special education candidates routinely and effectively collaborate with families, other educators, related service providers, and personnel from	SOE 3.2, 3.3, 4.4 MO-STEP 3.3, 10.3, 10.4 IC5S10, CC9K3, CC9K4, CC9S12, IC9K1, IC9K2, IC9S1, IC9S3, IC10K3, IC10S1, IC10S2, IC10S3,

	community agencies in culturally responsive ways.	CC10S2, CC10S3, CC10S4
Teachers will be able to work and communicate effectively with AAC users.		SOE 3.3 MO-STEP 7.1, 7.2, 7.3, 7.4 CC9S5
Teachers will engage in the ethical practice of their profession as defined by appropriate learned societies.	Special education candidates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical standards of the profession	SOE 3.1, 3.4 MO-STEP 9.3 CC9K3, CC9K4, CC9S1, CC9S2, CC9S3, CC9S4, CC9S5, CC9S7, CC9S12, IC9K1, IC9K2, IC9S1, IC9S2, IC9S3

2. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

SESSION 1:
*Course overview
*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
*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
*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
*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 educational adaptations and modifications
Chapters 13 and 14

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

SESSION 7 *Special populations: TBI survivors
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, efficiency, and generalization
*Transdisciplinary teaming/Consumer advocacy/Assistive Technology Funding
*Student presentations of final projects
Chapter 19 in Westling & Fox text
Final written project due.

3. **RESOURCES:**

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

Westling, D. L. & Fox, L. (2004). (3rd ed.) Teaching Students with Severe Disabilities. Englewood Cliffs, NJ: Prentice-Hall.

4. **EVALUATION:**

Assessments	Links to Course Outcomes	Percentage of Grade
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.	Teachers will demonstrate an understanding of the evaluation, selection, programming, funding and trouble-shooting processes of augmentative communication systems. Teachers will be able to work efficiently and effectively as members of a transdisciplinary team. Teachers will engage in the ethical practice of their profession as defined by appropriate	10 percent

	learned societies.	
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.	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 the ability to design low-tech AAC systems. Teachers will be able to work and communicate effectively with AAC users.	20 percent
Functional assessment and positive behavior support plan	Teachers will be able to assess the function of challenging behavior and to develop positive behavior support plans for individual students	10 percent
Ecological inventory of a communicative interaction	Teachers will demonstrate the ability to conduct an ecological inventory of a communicative situation.	10 percent
AAC overlay/communication device programming	Teachers will demonstrate an understanding of physical and sensory factors involved in system design.	10 percent
AAC device investigation	Teachers will demonstrate an understanding of computer adaptations and software selection factors.	10 percent
Responses to readings	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 non-symbolic, concrete, and abstract representational systems as well as the components for expressive verbal and nonverbal communication.	10 percent
50 word sign language proficiency	Teachers will be able to work and communicate effectively with AAC users.	10 percent
Class attendance		10 percent

5. GRADING SCALE:

Evaluation of SPED 5313

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

Evaluation of SPED 5090

a. 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. 50%

b. Evaluation of practica supervisor 50%

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.

6. Supplements

Assignment rubrics
Sign language list

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.

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION READINGS

Adams, G., & Sternberg, L. (Eds.). (1982). Educating severely and profoundly handicapped students. Appendix 10-A, 345 –363. Rockville, MD: Aspen Publishers.

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

Bondy, A. S., & Frost, L. A. (1994). The picture exchange communication system. Focus on Autistic Behavior, 9, 1-19.

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.

Chadsey-Rusch, J. & Halle, J. (1992). The application of general case instruction to the requesting repertoires of learners with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17, 121-132.

Hunt, P., Alwell, M., & Goetz, L. (1988). Acquisition of conversation skills and the reduction of inappropriate social interaction behaviors. Journal of the Association for Persons with Severe Handicaps, 13, 20-27.

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.

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

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

O;Neill, R. E., Horner, R. H., Albin, R. W., Storey, K., Sprague, J. R. (1990). Functional Analysis of Problem Behavior, Appendixes B & C, 67-78. Sycamore, IL: Sycamore Publishing

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

Sanger, S. (1990, Dec.). Baby body language. Parents, 98-103.

Steensma, M. (1992). Getting the student with head injuries back in school: Strategies for the classroom. Intervention in School and Clinic, 27, 207-210.

7. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

In its broadest sense, plagiarism is using someone else's work, presented or claimed as your own. Any time you borrow another person's work, whether as a direct quotation or paraphrased, you must use a citation. All citations must be properly documented and references must be provided. Papers and projects may be submitted to the turnitin database to determine if any part of the paper has been copied and not properly cited. Students who plagiarize will earn "no credit" for the assignment. At the discretion of the instructor, the student will fail the course or be referred to the department chair and dean for disciplinary action.

8. ACCESSIBILITY/ACCOMODATIONS POLICY

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

9. OTHER

Class participation is mandatory. A lack of participation during class discussions and in small group activities will affect your participation grade. Unless there is a documented emergency, make-up assignments for participation points are not available. Students are welcome to submit assignments early for feedback; upon request an assignment for which a student has received below a B may be resubmitted. In that case, the final grade for that assignment will be the average of the two grades. Assignments which are not handed in by the deadlines listed will be penalized by 5 percent for each class period they are late unless previous arrangements are made with the instructor. No assignments will be accepted (initial or resubmission) after the last day of class.

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form; otherwise, a NC will be issued.

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

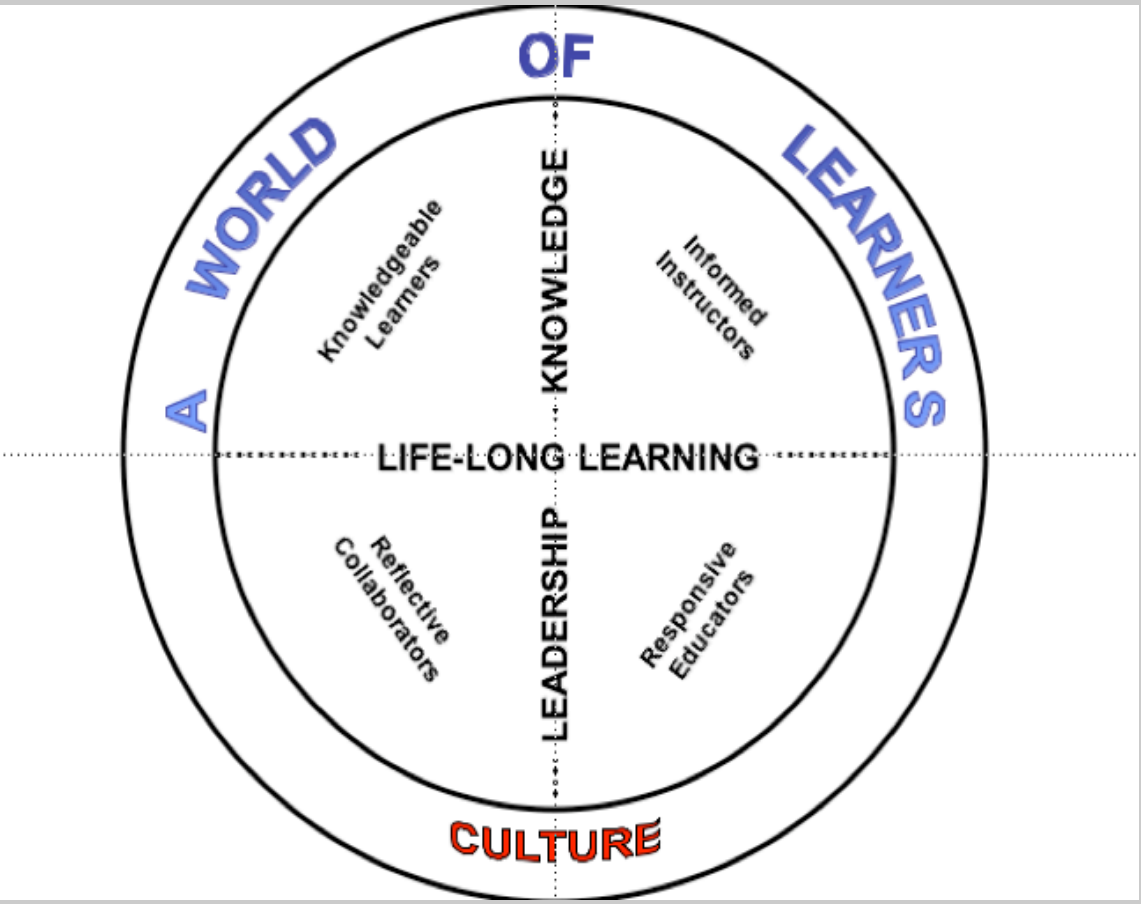
WEBSTER UNIVERSITY

SCHOOL OF EDUCATION

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The mandala is a universal design that represents meaning. It appears in children's early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the "world of learners" in cultural settings. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.
   The knowledgeable learner:
   1.1 knows content that supports conceptual understanding;
   1.2 applies tools of inquiry to construct meaningful learning experiences;
   1.3 identifies developmental factors in student learning; and
   1.4 understands theoretical principles of effective instruction to plan learning experiences.

2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.
   The informed instructor:
   2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
   2.2 understands and uses a range of instructional strategies;
   2.3 uses a variety of communication modes, media, and technology to support student learning; and
   2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.
   The reflective collaborator:
   3.1 values and integrates reflection to grow as a professional;
   3.2 promotes communication and collaboration with colleagues, families, and community leaders;
   3.3 seeks relationships with families and students to support student learning; and
   3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.
   The responsive educator:
   4.1 understands and responds appropriately to issues of diversity
   4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
   4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
   4.4 identifies resources for specialized services when needed.

Dispositions:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, there is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
   - 1.1 Understands and respects that s (he) may be different from others
   - 1.2 Embraces an openness to change (adaptability, flexibility)
   - 1.3 Exhibits curiosity
   - 1.4 Engages in reflection

2. Understands and Respects Others
   - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
   - 2.2 Exhibits empathy
   - 2.3 Commits to fairness and honesty
   - Listens respectfully to other points of view

3. Understands and Respects Professional Communities
   - 3.1 Commits to professional behavior in university and school cultures
   - 3.2 Practices informed decision-making in university and school cultures
   - 3.3 Communicates and collaborates in university and school cultures
   - 3.4 Accepts academic rigor (willingness to work/ high expectations)
   - 3.5 Affects change with courage and confidence

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Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.	1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning
Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.	2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning
Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community
Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.	4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needsof diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning
Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.	5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities
Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making

MoSTEP Standards	Performance Indicators
Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication
Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues
Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.	9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them 9.2 uses resources available for professional development 9.3 practices professional ethical standards

MoSTEP Standards	Performance Indicators
Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.	10.1 participates in collegial activities designed to make the entire school a productive learning environment 10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems 10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being 10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential

MoSTEP Standards	Performance Indicators
Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.	11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results. 11.2 applies current research on teaching and learning with technology to plan and deliver developmentallyappropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners. 11.3 identifies. locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards. 11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity). 11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems. 11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.

IC1K7	Theory of reinforcement techniques in serving individuals with disabilities[1/].
IC1K8	Theories of behavior problems of individuals with disabilities[1/].
IC3K3	Impact of multiple disabilities on behavior.
IC4K1	Specialized materials for individuals with disabilities[1/].
IC4S1	Use research-supported instructional strategies and practices.
IC4S2	Use appropriate adaptations and assistive technology for all individuals with disabilities[1/].
IC4S3	Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities[1/].
IC4S4	Identify and teach basic structures and relationships within and across curricula.
IC4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
IC4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S5	Modify the learning environment to manage behaviors.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
IC5K3	Adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities[1/].
IC5S2	Use and maintain assistive technologies.
IC5S5	Teach individuals with disabilities[1/] to give and receive meaningful feedback from peers and adults.
IC5S10	Use skills in problem solving and conflict resolution.
CC6K4	Augmentative and assistive communication strategies.
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
IC6K2	Communication and social interaction alternatives for individuals who are nonspeaking.
IC6S1	Teach individuals with disabilities[1/] to monitor for errors in oral and written language.
IC6S3	Plan instruction on the use of alternative and augmentative communication systems.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

IC7S1	Plan and implement individualized reinforcement systems and environmental modifications.
IC7S2	Plan and implement age- and ability-appropriate instruction for individuals with disabilities[1/].
IC8S5	Develop and use a technology plan based on adaptive technology assessment..
IC8S6	Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.
IC9K1	Sources of unique services, networks, and organizations for individuals with disabilities[1/].
IC9K2	Organizations and publications relevant to individuals with disabilities[1/].
IC9S1	Participate in the activities of professional organizations relevant to individuals with disabilities[1/].
IC9S2	Ethical responsibility to advocate for appropriate services for individuals with disabilities[1/].
IC9S3	Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities[1/] as they participate in school and community-based activities.
IC10K3	Roles of professional groups and referral agencies in identifying, assessing, and providing services to individuals with disabilities[1/].
IC10S1	Participate in the selection and implementation of augmentative or alternative communication systems.
IC10S2	Use local community, and state and provincial resources to assist in programming with individuals with disabilities[1/].
IC10S3	Select, plan, and coordinate activities of related services personnel to maximize direct instruction for individuals with disabilities[1/].

GENERIC MODEL FOR ASSESSMENT AND EVALUATION

BACKGROUND INFORMATION ON STUDENT

- **Medical considerations**
- **Developmental level of functioning**
- **Academic skill level**
- **Present placement**
- **Adaptive equipment currently used**
- **Current services**

INTERVIEW WITH STUDENT'S PARENTS, CURRENT STAFF AND SIGNIFICANT OTHERS

- **Identify what current modes and functions of communication are used**
- **Identify what environments, language functions, and vocabulary are needed**

INTERVIEW/OBSERVATION OF THE STUDENT

IDENTIFICATION OF STUDENT'S NEEDS

- **Identify unmet needs for communication, writing and/or educational and vocational materials**
- **Identify physical support needs**
- **Identify behavioral support needs**

MOTOR ASSESSMENT AND SENSORY ASSESSMENTS (as needed)

- **Evaluate current seating and positioning**
- **Evaluate motor abilities and barriers**
- **Evaluate ability to use direct selection and/or scanning**
- **Evaluate motor imitation**
- **Evaluate vision**
- **Evaluate hearing**
- **Evaluate tactile perception**

LANGUAGE ASSESSMENT

- **Assess preferences**
- **Evaluate choice-making ability**
- **Evaluate ability to identify objects/pictures/words**
- **Evaluate vocabulary**
- **Evaluate reading/spelling skills (if appropriate)**

MATCHING THE STUDENT'S NEEDS TO THE FEATURES OF SPECIFIC INTERVENTIONS AND/OR AAC DEVICES

Rationale for intervention and/or device chosen (iconicity, motor complexity, visibility, portability, durability, intelligibility, opportunities for rate enhancement) **Scoring Rubric for Oral Presentations**

MOCK-UP/TRIAL RUN

- **Anecdotal/write-up of results**

EVALUATION OF RESULTS

- **Analysis of appropriateness of intervention and/or device used in mock-up/trial run**

FOLLOW ALONG/ RECOMMENDATIONS FOR BUILDING COMMUNICATION COMPETENCY

Adapted C. Haney: ASHA Conference, 1989

Each section is worth 2 points. Be thorough in your write-up.

Presenter:

Criteria	Comments	Points
• Presentation is approximately 10 minutes in length (excluding time for questions).		
• Presenter's use of visual devices (e.g., examples of overlays, programmed devices, overheads of assessments used) helps to facilitate the audience's understanding of the presentation's content.		
• Responding to audience questions is done in a sensitive manner with the presenter attending to the questioner, confirming the validity of the question, and answering the question as directly as possible.		
• Presentation is well-organized, flows logically from one point to another, and gives a complete overview of the student, the evaluation methods used to assess student needs, the rationale for the AAC system chosen, a description of the "trial run," and recommendations for future instruction and/or modifications to the AAC system chosen.		

Total Points: _____

Has a functional assessment of behavior been done?

Does it include:

- a measurable description of the behavior (rate, frequency, endurance, intensity) based on data collected over a period of time?
- a description of relevant medical and (sleep cycles, medication, illness) factors?
- interviewing parents and staff and the individual if appropriate to determine under what conditions the behavior does and does not occur?
- direct observation using a flow log or ABC (antecedent-behavior-consequence) charting?
- a hypothesis concerning the function (attention, gaining materials or activities, escape, self-regulation) of the behavior?
- an assessment of how effective the behavior is in meeting the hypothesized function?
- a description of the individual' s communication skills?
- a description of the individual's skills in other areas where functional alternatives to the problem behavior may be needed?
- a description of events, actions and objects that are perceived as positive by the individual?
- a history of interventions previously tried and the outcomes of those interventions?

Has a positive behavior support plan been developed?

Does it include:

- a description of the behavior and a hypothesis concerning its function(s) along with a list of signals which indicates that the behavior is likely to occur?
- a plan for preventing the behavior by changing antecedents (increasing prediction/structure, increasing choices, changing instructional variables or the content of the curriculum, changing the physical environment, addressing of medical needs)?
- a plan for teaching alternative behaviors that accomplish the same function for the student (teaching specific communication skills, coping strategies, independent self-care and leisure skills)?
- a plan for reacting when the behavior occurs? This plan should address safety, be supportive of the student and avoid the use of punishment and restraint.
- a plan and a timeline for evaluating the success of the interventions?

All components must be included in order to develop an effective positive behavior support plan.

_____/15 points

An ecological inventory is a way of analyzing the settings in which an individual participates to help identify the opportunities available for communication. From this analysis, specific learner skills can be identified for instruction as well as the necessary adaptive and AAC techniques to be included in a particular communicative intervention. (*Adapted from Buekelman & Mirenda, 1998, p. 276-77)*

Specific information derived from an ecological inventory includes:

1) Priority instructional targets
- communication demands and opportunities
- other demands and opportunities

2) Specific communication content
- communicative intents
- specific vocabulary
- modes of communication

3) Instructional design information
- when to teach communication
- specific cues and consequences
- how to sequence trials

Sample Ecological Inventory

Communicative Context: Requesting and beginning to make a peanut butter sandwich

Communicative Form: What did the non-disabled peer *do*?	Communicative Function: What *purpose* did this behavior serve?	Communicative Mode		Vocabulary		Natural Cue: What prompts the behavior of the communicator?	Consequence: What is the result of the communicator's behavior?
		Peer	AAC User*	Peer	AAC User*		
Walked to adult in the room, stood in front of the adult and waited until adult made eye contact.	Recruit listener attention	Proximity, facial expression, eye gaze	Same	None	Same	Proximity of listener	Listener attention is obtained
Asked adult if she could make a peanut butter sandwich.	Request for an object/activity	Vocal	Graphic	"Can I make a peanut butter sandwich?"	Picture of sandwich	Listener makes eye contact with individual	Permission is granted to make the sandwich
When gathering materials, asked the adult for assistance to get bread that was out of reach.	Request for assistance	Vocal	Graphic	"Can you get the bread down for me?"	Generic "help" symbol	Bread is out of reach	Assistance is obtained in order to reach the bread

* Fill in these sections after the rest of the ecological inventory has been completed.

Ecological Inventory Synthesis Form

Communicative Form: What did the non-disabled peer *do*?	Communicative Function: What *purpose* did this behavior serve?	Communicative Mode		Vocabulary		Natural Cue: What prompts the behavior of the communicator?	Consequence: What is the result of the communicator's behavior?
		Peer	AAC User*	Peer	AAC User*		

- Fill in these sections after the rest of the ecological inventory has been completed.

Ecological Inventory Assignment

ıoose a common communicative situation and describe it.

›nduct an ecological inventory of that communicative situation. You may use the Ecological Inventory Synthesis ırm to write up your analysis or you may choose to format your analysis in another way, but you must include all the information on the synthesis form in your analysis.

:scribe an individual who would be a candidate for AAC use because of a communication disorder, cognitive ;ability, physical disability, etc. What type of overlay or other AAC system would you design? (You may scribe this, draw it, or both. Whatever gets your idea across. Try to be as specific as possible.)

ot graded) What factors did you consider when choosing the specific communicative situation to analyze?

ot graded) What factors went into the type of overlay/AAC system chosen and vocabulary targeted for inclusion o the overlay/AAC system?

AAC OVERLAY & PROGRAMMING

_____/1 points	1 paragraph description of student
_____/1 points	Statement regarding the use of a schematic, taxonomic, semantic-syntactic, or alphabetic organization
_____/3 points	1 paragraph rationale for selection of symbols incorporates knowledge of student's physical, sensory, and cognitive needs as well as student preferences
_____/3 points	1 paragraph rationale for vocabulary selection incorporates information on frequency of use as well as student preferences
_____/2 points	Visual design of the overlay considers proportion, spacing, emphasis, unity, and balance
_____/2 points	Overlay is designed to be age-appropriate in appearance
_____/3 points	Successful programming of device

_____/15 points

Please read Augmentative Communication News before writing your rationale and designing your overlay.

AAC DEVICE/ADAPTIVE HARDWARE/
ADAPTIVE SOFTWARE INVESTIGATION

____/2 points General description of the device

____/3 points Advantages of the device are discussed in light of (but not limited to) iconicity, motor complexity, visibility, portability, durability, intelligibility, cost, and opportunities for rate enhancement

____/3 points Disadvantages of the device are discussed in light of (but not limited to) iconicity, motor complexity, visibility, portability, durability, intelligibility, cost, and opportunities for rate enhancement

____/2 points Description of the type(s) of student(s) for whom this device would be appropriate

____/1 point Clear and fluid writing with appropriate attention paid to mechanics