



**VSU Dewar College of Education and Human Services
Department of Communication Sciences & Disorders**

CSD 5200

**Augmentative & Alternative Communication
3 Semester Credits**

Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

- Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
- Equity** Principle: All learners deserve high expectations and support.
- Process** Principle: Learning is a life-long process of development and growth.
- Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
- Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
- Impact** Principle: Effective practice yields evidence of learning.
- Technology** Principle: Technology facilitates teaching, learning, community building, and resource acquisition.
- Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

American Speech-Language Hearing Association (ASHA) Standards Based on the Standards for the Certificate of Clinical Competence in Speech-Language Pathology

STANDARD IV-B: The student must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic-cultural bases.

STANDARD IV-C: The student must demonstrate knowledge of communication and swallowing disorders, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

STANDARD IV-D: The student must possess knowledge of the current 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.

STANDARD IV-E: The student must demonstrate knowledge of standards of ethical conduct.

STANDARD IV-F: The student must demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

STANDARD III-G: The student must demonstrate knowledge of contemporary professional issues.

COURSE DESCRIPTION

Graduate Bulletin: Study of communication options, techniques, and strategies for persons with severe communication disorders resulting from a variety of conditions.

Additional Description: The overall area of “Communication Modalities” and access to communication by all individuals will be the focus of this course. Student participants will gain knowledge and skill related to the needs of individuals who use augmentative and alternative communication (AAC) and the process of selecting and implementing AAC systems for children and adults. The first section of the course concerns the basic processes of AAC: communication messages, symbols, alternative access, assessment and intervention planning. The second section concerns issues related to the people who require AAC services to function in a communicative world.

REQUIRED TEXTBOOK

Beukelman, D.R. & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore, MD: Paul H. Brookes Publishing Co.

Additional course materials (i.e., journal articles) will be available on the BlazeView website for this course.

COURSE OBJECTIVES

Upon completion of the course, the student will:

**ASHA
Standards**

**Educator
Preparation
Proficiencies**

demonstrate knowledge of the interdisciplinary nature of serving users of augmentative/alternative communication	IV – B, C, D, F	O-CPL _{1.1}
identify and describe appropriate assessment techniques with users of AAC	IV – C, D, F	O-AL _{1.3}
demonstrate appropriate selection of AAC systems	IV – D, E, F, G	O-TL _{2.1}
demonstrate appropriate choices of intervention program strategies, techniques, and materials for users of AAC	IV – D, E, F, G	O-TL _{3.3}
indicate sources and manners of funding for AAC devices	IV – D, E, F, G	O-EDL _{1.2}
demonstrate an awareness of the importance of cultural diversity and family participation in the assessment and intervention of persons utilizing AAC	IV – D, E, F, G	O-DL _{1.1} O-EDL _{2.2}

COURSE ACTIVITIES | ASSIGNMENTS | REQUIREMENTS

1. Activities

- § In-class activities will include lectures, small and large group activities, case discussions, videotaped examples, and student presentations.
- § Supplemental out-of-class activities will include web-based assignments, individual projects, and group projects.
- § Students will be expected to read course materials (textbook chapters, journal articles, and handouts) prior to class and participate orally in class discussions based on assigned readings.

2. Assignments

- A. *Reading Points* – 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. Students will be given approximately 15 minutes during selected classes to collaborate in small groups (3 to 4 students) to answer multiple choice questions related to selected readings. Reading points will be accrued across the semester for a total quiz grade (valued at 80 points). *Quizzes may not be announced in advance by the instructor.*
- B. *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, fill-in-the-blank, and short answer questions. Each exam is worth 100 points for a total of 200 exam points across the semester.
- C. *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 VSU 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 equipment and compile written tutorials for each device or system. A more thorough description of this project will be posted on the BlazeView website for this course. This assignment is graded at the individual student level and is valued at 50 points (25 points per tutorial).

- D. *Go Talk-9 Overlay* – Each student will identify an actual or hypothetical client and create an appropriate overlay for the Go Talk-9 AAC device. 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.
- E. *Creating Communication Pages for AAC apps* – Each student will select a children’s book or song 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.
- F. *Assessment Plan, Device Recommendation & Embedded Instruction Plan* – Working in a group of three or 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 BlazeView website for this course.
- *Key Course Assessment (O-TL_{3a})**
- G. *Online Participation activities:*
- *Online Scavenger Hunt* – The instructor will post 25 questions for each student to answer individually. Answers to the questions can be found by completing internet searches of key words related to AAC. 25 possible points
 - *Pinterest activity* – Each student will be responsible for “pinning” at least 5 new content items to the course Pinterest site (up to 5 points per pin = 25 possible points). Instructions related to appropriate content for pinning will be provided in class.
 - *EBP Response* – The instructor will post a writing prompt on BlazeView in which each student will respond using evidence-based practice (EBP) information. The prompt should evoke the student to think about the critical issues facing individuals with severe disabilities and their AAC needs. Student responses will only be visible to the instructor. 50 possible points
- H. *Class Participation Grade* – Based on the class expectations listed below, a participation rubric will be utilized to assign up to 20 points for attendance and active participation in the course.

3. Additional Requirements/Considerations

This is a professional level course, and as a result, professional behavior is expected. Students are expected to be on time for class and assignments are to be turned in on time. Assignments due in class are expected to be turned in at the start of the class period. The penalty for late assignments is a 10% reduction off the total points possible for **each day** beyond the assigned deadline. Assignments not turned in will be awarded zero points at the end of the semester. Missed exams and quizzes will be made up at the discretion of the instructor and the student may not receive full credit.

Discussion during class should be respectful and courteous. Debate of issues will be promoted using the motto “Be *hard* on the issues and *soft* on people.” All in-class and out-of-class discussions with the instructor should be grounded in PEOPLE-FIRST language. One will notice throughout this syllabus that the instructor changed the word order from AAC users to “Users of AAC.” Likewise, students should be mindful of people-first language when discussing individuals with disabilities. For instance, saying “a child with autism” versus an autistic child.

Use of cell phones, headphones, and similar technology will not be allowed during class. In order to

promote an atmosphere conducive to learning, a student may be asked to leave should there be an incident relating to any of these or similar items. Cell phones will not be permitted on your desk or within view during quizzes and examinations, and computer monitors should be closed down.

COURSE EVALUATION

Grading for the course will be based on quizzes, exams, projects, online assignments, and in-class participation.

<i>Source</i>	<i>Points</i>
Reading Points (Quizzes)	80
Exams	200
Technology Assignment (2 tutorials x 25 points)	50
Go Talk-9 Overlay	50
Communication page for a children’s book or song	50
Group Project: Part 1 Assessment Plan Part 2 Device Recommendation Part 3 Embedded Instruction Plan In-class presentation	150
Online Participation Grade ü Scavenger hunt (25 points) ü Pinterest activity (25 points) ü EBP Response – common question asked by families (50 points)	100
In-class Participation Grade (attendance & discussion)	20
Course Total	700

The following percent-based grading scale will be used for assigning all grades, including the final course grade:

<i>Grade</i>	<i>Percent requirement</i>	<i>Points needed</i>
A	93-100%	651 or above
B	85-92	595 – 650
C	76-84	532 – 594
D	69-75	483 – 531
F	68 or below	482 or below

Incompletes will not be given in this course without documentation of an extraordinary event (requires approval by the COEHS Dean and the VSU Dept. of Academic Affairs).

If a student is concerned regarding his/her academic performance, a conference with the instructor should be scheduled as soon as possible to determine the most effective method for handling the concern.

ATTENDANCE POLICY

Class attendance and active engagement are expected as some course content will only be presented in class. Students who must miss class for legitimate reasons are expected to arrange to get notes and handouts on their own (preferably from BlazeView and fellow classmates). To promote ongoing learning, some class sessions will include a group quiz based on reading assignments for a given class. Again, if you are not present in class for the reading quiz, it will be up to the instructor’s discretion as to whether the quiz can be taken at a later time.

The instructor’s lectures/presentations will include videotape examples, case based discussions, handouts, in-class small and large group activities, and individual technology learning. Questions from the class and

contributions from clinical experience and readings are encouraged. In addition, students may be asked directly to answer questions in a group learning atmosphere about readings and topics presented in class. The University policy regarding attendance will be strictly adhered to in the administration of grades. Missing more than 20% of the class will result in an administrative "F". The instructor appreciates students who call, e-mail, and/or leave messages on days that they will not be in attendance.

PROFESSIONALISM | ACADEMIC HONESTY

The academic student conduct code and related policies and procedures are available in the VSU Student Handbook and online at <http://www.valdosta.edu/academics/academic-affairs/vp-office/academic-honesty-at-vsuhp>

The Dewar College of Education Policy Statement on Plagiarism is available at <http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

The consequences for acts of academic dishonesty in the Dewar College of Education & Human Services are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. VSU prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are (229) 245-2498 (voice), (229) 375-5871 (VP), and (229) 219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction (SOI) survey through BANNER. Students will receive an email notification through their VSU email address when the

survey is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOI surveys, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available online at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

SYLLABUS CHANGE POLICY

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change based on the needs of class participants and the instructor. The amount of material covered and the dates of examinations are approximate. This practice is in concert with Accelerated Learning Theory, which purports that instructors facilitate student learning by maintaining flexibility in programming rather than adhering to unalterable schedules.