

**SEAC 5550**  
**Communication Strategies for Students with**  
**Low Incidence Disabilities**  
**3 Semester Hours**

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**Guiding Principles (DEPOSITS)**

(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.

**InTASC Model Core Teacher Standards\***

*(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

\*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### **COURSE DESCRIPTION**

Strategies and methods to facilitate acquisition, generalization, and maintenance of functional language and communication skills for children and youth with severe disabilities in both school and community-based settings. Course content includes methods for identifying and implementing augmentative and alternative communication systems.

### **REQUIRED TEXTBOOKS**

Sigafoos, J., Arthur-Kelly, M., & Butterfield, N. (2006). *Enhancing everyday communication for children with disabilities*. Baltimore: Paul H. Brookes Publishing Co.

Reichle, J., Beukelman, D. & Light, J. (2002). *Exemplary practices for beginning communicators*. Baltimore: Paul H. Brookes Publishing Co.

### **COURSE OBJECTIVES (CO):**

Candidates will:

- CO 1: Identify functional communication skills through informal assessment, including ACCESS scores for English Language Learners, if available (InTASC 6) (AL<sub>1.3</sub>)
- CO 2: Demonstrate ability to select an appropriate communication mode based on students' abilities and needs, including appropriate supports for English Language Learners (InTASC 2) (DL<sub>2.1</sub>)
- CO 3: Differentiate between aided and unaided communication systems and determine appropriate system for students' needs and abilities (InTASC 4) (TL<sub>1.1, 2.1, 2.2</sub>)
- CO 4: Identify appropriate receptive and expressive vocabularies based on students' abilities and needs, including the needs of English Language Learners (InTASC 1) (AL<sub>3.2</sub>, FL<sub>1.1</sub>)
- CO 5: Demonstrate ability to provide environmental rearrangements to increase opportunities for communication, including arrangements required for English Language Learners (InTASC 3) (FL<sub>2.1, 2.3</sub>)
- CO 6: Demonstrate ability to design and implement systematic, data-based communication instruction, including the use of technological devices when needed (InTASC 7) (FL<sub>1.3, 2.3</sub>, TL<sub>2.2</sub>)
- CO 7: Demonstrate ability to design naturalistic language training techniques (InTASC 8)

- CO 8: Evaluate the effectiveness of instruction and make appropriate revisions in instructional strategies (InTASC 6) (AL<sub>3,3</sub>)
- CO 9: Demonstrate ability to program communication training opportunities across environments to increase generalization and maintenance of skills (INTASC 7)
- CO 10: Demonstrate ability to identify potential communicative functions of challenging behavior and design appropriate intervention strategies based on communicative intent (InTASC 6, 7)

### **ACTIVITIES/ASSIGNMENTS/REQUIREMENTS** *(example assignments)*

1. Activities: Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner

2. Assignments:

Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.

Attendance: Students are expected to log in at least twice per week to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments.

Discussion questions: Post responses to assigned weekly discussion questions. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure.

Take Home Exams: Demonstrate content mastery on three "take home" exams.

Intervention Proposal: Develop a proposal for an intervention plan including the designated communication form, content, and teaching strategy. Detailed instructions will be provided for successful completion of this assignment. **TL<sub>2a</sub> This is a Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty**

Demonstration of Instruction: Students will demonstrate effective instruction using the intervention they develop to address a student's communication needs. Detailed instructions will be provided for successful completion of this assignment.

Field Experience with English Language Learners: Students will complete a field experience to increase their knowledge of working with English Language Learners who have identified disabilities. Detailed instructions will be provided for successful completion of this assignment. **DL<sub>2a</sub> This is a Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty**

**The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.**

### 3. Requirements

<b>Task</b>	<b>Individual Value</b>	<b>Point Value</b>
Discussion questions	9 @ 20 pts. each	180
Take home exams	3 @ 50 pts.	150
Intervention proposal	1 @ 100 pts.	100
Demonstration of instruction	1 @ 50 pts.	50
Field Experience with English Language Learners	1 @ 100 pts.	100
<b>Total</b>		<b>580</b>

#### Grading Scale:

93 – 100% = A

83 – 92% = B

73 – 82% = C

63 – 72% = D

62% and below = F

**Please note: Failure to turn in the Intervention Proposal, the Field Experience, or the Demonstration of Instruction assignments will result in a loss of one letter grade from the earned class letter grade for each missed assignment. The earned letter grade will be calculated by first dividing the points earned by the total points available, and then the grade will be reduced one letter for each missed assignment indicated above.**

#### ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester. In order to be successful in this class, you must log into the course at least twice each week and submit assignments on time.

#### A NOTE ABOUT LATE ASSIGNMENTS

Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. This is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. Late postings of discussion question responses will result in a 50% point reduction of the total points earned for the response. Discussion question responses that are posted more than one week late will earn 0 points. Late submission of the take homes, the intervention proposal, or the demonstration of instruction will result in a point reduction of 10 points for each day the assignment is late. If any of these assignments are more than one week late, 0 points will be earned. Students who fail to turn in the Intervention Proposal or the Demonstration of Instruction assignments will result in a loss of one letter grade from the earned class letter grade for each missed assignment.

#### PROFESSIONALISM

Students are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education, Adapted Curriculum, students are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

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## **POLICY STATEMENT ON PLAGIARISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and candidates. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Candidates are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All candidates are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education 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 Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/candidatesinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

### **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 Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/candidatesinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second Conduct Office in the Dean of Candidates Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## **SPECIAL NEEDS STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Candidates requesting classroom accommodations or modifications due to a documented

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disability must contact the Access Office for Candidates with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

**STUDENT OPINION OF INSTRUCTION**

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