

**SPPA 260 Augmentative Communication Strategies**

**Section: 1001**

**Session: 2**

**Instructor: Ann Barry, M.S., CCC-S/LP**

**Speech Pathology and Audiology**

**Marquette University**

**Dates: 06/30/2014 - 8/4/2014**

**Times: 1:30pm – 5:00pm**

**Days: Mon. and Wed.**

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<http://sg.sg/tech4sped>

<http://bit.ly/1g89oLz> (*Ann's Speech Support site*)

**INTRODUCTION TO THE TOPIC**

The practice of speech and language therapy in the area of alternative forms of communication including lectures, videotape, CD's, Internet exploration, equipment demonstration, guest speakers, hand-outs, hands-on practice, case studies, small and large group discussions and presentations, readings, issues and various activities as determined by the instructor. These are the methods that will be used to teach the content of the course.

**REQUIREMENTS OF THIS COURSE MAY BE APPLIED TO DEMONSTRATING COMPETENCY IN:**

**Wisconsin DPI Knowledge and Skills Standards (PI 34—effective post August 2004)**



- The speech-language pathologist (SLP) understands the central concepts, tools of inquiry, and structures of the disciplines s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. (Lecture, varied assignments)
- The SLP understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social and personal development. (Reading material and various assignments)
- The SLP understands how pupils differ in their approaches to learning and the barriers that impede learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils. (Various assignments and discussions)
- The SLP understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills. (Varied assignments and lectures)
- The SLP 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. (Various assignments and group activities)
- The SLP uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom/therapy room. (Varied assignments)
- The SLP organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community and curriculum goals. (Varied assignments)
- The SLP understands and uses formal and informal assessment strategies to evaluate and ensure

the continuous intellectual, social and physical development of the pupil. (Lecture and assignments)

- The SLP is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally. (Lecture, reading assignments, activities)



### **ASHA Standards for Certification (Effective post December 31, 2005)**

IV-G, 1, f. Complete administrative and reporting functions necessary to support evaluation across 9 major disorder areas.

IV-G, 2, a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet students' needs. Collaborate with clients/patients and relevant others in the planning process.

IV-G, 3, a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the student, family and relevant others.

IV-G, 3, b. Collaborate with other professionals in case management.

IV-G, 3, d. Adhere to the ASHA Code of Ethics and behave professionally.

### **COURSE OBJECTIVES**

At the end of this course, students will be able to:

1. Complete an assessment for a student / adult who needs some form of alternative communication.
2. Use the terminology associated with the use of AAC by being able to define / describe / contrast and use appropriate vocabulary when discussing the issues associated with AAC.
3. Demonstrate knowledge of a variety of AAC forms from low tech. to high tech systems and recognize the appropriate population that would benefit from these systems.
4. Demonstrate knowledge of the hierarchy of AAC and the appropriateness for various levels of communication needs.
5. Demonstrate knowledge of goal writing for individuals with AAC needs.
6. Demonstrate the ability to problem-solve issues related to AAC as they relate to assessment and intervention strategies with caregivers and team members.
7. Identify current issues in the area of AAC.
8. Demonstrate awareness of professional organizations, vendors, funding resources available to assist users of AAC and the team coordinating the purchase of equipment.
9. Demonstrate cognizance of the importance of working together as a team that may include: Psychologist, Social worker, Classroom Teacher, Physician, Case Manager, Physical Therapist, Occupational Therapist, Vision and Hearing Specialist, Wheelchair Vendor, AAC Device Vendor, Speech Pathologist, Parent, Student, Patient, Nurse, and Funding Source.

### **REQUIRED READING:**

**See Assignments for AAC Class / Summer 2014**

As assigned, postings on:

<http://www.wati.org>

[http://www.dpi.state.wi.gov/sped/asst\\_tch.html](http://www.dpi.state.wi.gov/sped/asst_tch.html)

<http://www.asha.org>

<https://d2l.mu.edu/>

<http://praacticalaac.org/?s=video+of+the+week>

### **COURSE EXPECTATIONS**

This class meets two times weekly for 3 hours and 30 minutes. You are expected to come prepared to discuss and ask questions and to utilize the assignments to prepare yourself for your work in a variety of SLP settings. Significant sections of this course are accomplished through in class discussion. Therefore, students should be prepared to participate and should recognize relevant student discussion as a significant contribution to course instruction.

### **GRADING**

The course grade will be determined by an accumulation of points for required assignments and projects. Late assignments may be penalized.

1. Participation: 20%
2. Please see Project list on D2L to see details of projects, points, due dates and special DISCUSSION questions.

Final letter grades are based on the percentage of points earned. A (93–100%), AB (88–92%), B (83–87%), BC (78–82%), C (73–77%), CD (68–72%), D (60–67%), F (59% and lower).

### **ATTENDANCE POLICY**

Attendance at all class meetings is expected. Absences prevent the student from obtaining the full benefit of the course. It is assumed that no student will be absent from class without reason. Attendance may be considered in assigning final grades when a student's point total is at the borderline of a grade range.

### **SPPA Department Policy For Definition Of Excused Absence from Exams:**

Acceptable anticipated absences:

- The student is away from campus representing an official university function, e.g., participating in a professional meeting, as part of a judging team, or athletic team.
- Required court attendance as certified by the Clerk of Court.
- Religious observances when certified by a letter from the student's parent(s) or religious leader.
- Required military duty as certified by the student's commanding officer.

Acceptable emergency absences:

- Illness or injury when certified by an attending physician, dentist, or nurse. The certification should show the date service was provided to the student but should not describe the nature of that service.
- Death or serious illness in the immediate family (parents, step-parents, siblings, spouse, children, step-children, foster children, in-laws, sibling in-laws, grandparents, great grandparents, step-great grandparents, grandchildren, aunts, uncles, nieces, and nephews) when certified by a letter from the student's parent(s) or spouse.

### **COURSE TOPIC OUTLINE and Schedule (Assigned readings and guest speakers posted on D2L)**

**Note:** Assigned readings should be read for the next class.

**Class #1: June 30, 2014:** Introduction: Review syllabus and course expectations.

In class activities:

- A. Communication Board activity with Core Vocabulary 50 board and then an alphabet board that I will

- give to the class. Project #1.
- B. Introduction activity.
- C. Explore websites.
- D. Explore Resources available in the Lab at Marquette.
- E. Wrap-up.

**Class #2: July 2, 2014:** A. Lecture / Discussion on Chapters 1,2, and 3.  
 B. Resources for Vocabulary Selection.  
 C. In-class Project: Device and Disability Project. Include a list of vocabulary words that would be beneficial for the Case Study based on what you learned during your exploration Resources for Vocabulary Selection. (10 points).  
 D. Explore websites for Symbols and Rate Enhancement.

**Class #3: July 7, 2014:** A. Lecture / Discussion on Chapters 4, 5, and 6.  
 B. Review Assessment Packets given out for review in class / explore Assessment pieces on WATI website.  
 C. Review what we are looking for during an assessment.  
 D. Voice TED Talk  
 E. Assessment Made Easy DVD from Marquette AAC Lab.

**Class #4: July 9, 2014:** A. Lecture / Discussion on Chapters 7 and 8.  
 B. Assessment Models.  
 C. Planning for Today and Tomorrow.  
 D. Demonstration of Professional Development for Gen. Ed. and Special Ed. Teaching Staff and Assistants at the High School Level.  
 E. View and discuss Social Network DVD.  
 F. Look at a video of an individual and go through the process together.

**Class #5: July 14, 2014:** A. Lecture / Discussion on Chapters 9, 10 and 11.  
 B. Introduction to Autism PPT.  
 C. PECS DVD  
 D. Make A PECS Book.  
 E. Work on PECS Project and prepare to share out to class on July 16th.

**Class #6: July 16, 2014:** A. Lecture / Discussion on Chapters 12 and 13.  
 B. Read AAC-RERC (2011) White Paper on Mobile Devices and Communication Apps.  
<http://aac-lerc.psu.edu/index.php/pages/show/id/46> Discuss pros and cons that you foresee in your future practice.  
 C. Present / share out your PECS Project to the class.  
 F. Aided Language Stimulation.

**Class #7: July 21, 2014:** A. Lecture / Discussion on Chapters 14 and 15.  
 B. Explore the website Suncastle.org to discover the free resources that are available.  
 C. Explore Low Tech Devices that I will bring to class.  
 D. Discussion on Literacy and incorporating use of AAC devices in a therapy / classroom setting, home and community.  
 E. Project: Develop a lesson for implementing use of a device in one of these settings.

**Class #8: July 23, 2014:** A. Lecture / Discussion on Chapters 16 and 17.  
 B. YouTube videos and answer questions.  
 C. Look at: <http://aac-lerc.psu.edu/index.php/webcasts/show/id/4> and [http://aac.unl.edu/reference/ASHA\\_VSDTrain.pdf](http://aac.unl.edu/reference/ASHA_VSDTrain.pdf) (on your own time).  
 D. Explore Lingraphica.

**Class #9: July 28:, 2014 :** A. Lecture / Discussion on Chapter 18 and 19.

B. Discuss how to incorporate use of an AAC device in a clinical setting, Nursing Home, Assisted Living Facility, etc.

C. In-Class Project: Develop a training plan with at least 5 strategies for staff / caregivers to ensure positive use of the system in that setting.

D. (On your own time, please view: RERC Webinar) Go to:  
<http://aac-rerc.psu.edu/index.php/webcasts/show/id/4>.

**Class #10: July 30, 2014:**

A. Discuss articles that I will send to you.

B. How how to sign up for the AIM Modules.

C. Guest Speaker: K.D.

D. Explore ipod touch and ipads in class.

Project: Google search good resources for AAC communication apps and write a justification as to why you feel that the one you selected is one that you would recommend.

E. Explore Miss Thrifty's website and discuss the Common Core, select goals and write up a therapy activity to go with 3 goals that you choose. You can also choose from the RTI section. These will be shared with the class.

**Class #11: August 4, 2014:**

A. Guest Speaker: J.M. and family.

B. Discuss / Evaluation procedure for this type of client.

C. Core Vocabulary list for 12 months will be shown. Divide into Groups of 2-3 and develop therapy activities to teach the Core Vocabulary words. Develop 3 activities per group.

These will be share with the class.

**Class #12: August 6, 2014:**

Write a 3-4 paragraph Justification Report for a client to obtain an AAC Device. Final Projects are due on this date.

**Guest Speakers:**

**Names, Companies and Dates are in a separate document.**

**Project descriptions and due dates are in a separate document.**

**Please note that this syllabus is subject to change at the discretion of the instructor.**