

San José State University
Connie L. Lurie College of Education
Department of Special Education

**EDSE214A, Augmentative and Alternative
Communication Strategies and Educational Assistive
Technology, Section 1, Fall 2017**

Course and Contact Information

Instructor:	Shannon McCord. PhD
Office Location:	Special Education Office
Telephone:	(831) 419-1367
Email:	shannon.mccord@sjsu.edu
Office Hours:	Arranged ahead of time for after class.
Class Days/Time:	Aug. 26, Sept. 9, Sept 30, Oct. 21, Nov 18, and Dec 9. 9:00 to 4:00
Classroom:	Sweeney Hall, Room 212

Course Description

The use of augmentative and alternative communication (AAC) devices and strategies for evaluating and instructing individuals with complex communication challenges in home, school, and community settings, and computer-based technology to facilitate the teaching and learning process. Universal Design for Learning concepts will also be covered.

Prerequisite: Department consent.

Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Demonstrate knowledge and skills related to effective strategies for teaching specific communication and social interaction skills.
2. Develop skills to plan a course of assessment for students with complex communication needs.

3. Develop competence in working as a member of a trans-disciplinary team to develop augmentative communication systems, which maximize the use of current communication behaviors and skills.
4. Assess a variety of environments for opportunities to facilitate students' social interactions.
5. Demonstrate knowledge about instructional strategies that promote choice-making, independence, and self-advocacy.
6. Develop skills to implement strategies, techniques, and technology to enhance effective communication in a variety of educational environments.
7. Demonstrate knowledge of the wide array of non-symbolic and symbolic communication systems possible, and both low-tech and high-tech tools available to augment and enhance students' communication.
8. Demonstrate knowledge and understanding of how to integrate the use of a student's communication system within all aspects of their life at school, home, and in the community.
9. Show developed knowledge of the different funding sources for AAC and assistive technology systems.
10. Demonstrate knowledge and understanding of the use of computer-based technology for information collection, analysis and management in the instructional setting.
11. Demonstrate awareness of resources in educational and assistive technology while applying the concept of Universal Design for Learning.

Required Texts/Readings (Available at Spartan Bookstore)

1. Johnston, S., Reichle, J., Feeley, K., & Jones, E. (2012). AAC Strategies for Individuals with Moderate to Severe Disabilities. Baltimore: Paul H. Brookes Publishing. ISBN: 9781598572063, 978-1598572063
2. Mirenda, P. & Iacono, T. (2009). Autism Spectrum Disorders and AAC. Baltimore: Paul H. Brookes Publishing. ISBN: 9781557669537, 978-1557669537
3. Council for Exceptional Children (2005). *Universal Design for Learning: A Guide for Teachers and Education Professionals*. Arlington, VA: Pearson, Merrill, Prentice Hall. ISBN: 9780131701601

Recommended Text for ECE Students

1. Sadao, K. & Robinson, N. (2010). Assistive Technology for Young Children. Baltimore: Paul H. Brookes Publishing. ISBN: 978-1-59857-091-5, 1-59857-091-9

Other equipment / material requirements

Access to a high-tech Speech Generating Device or *advanced* communication app for final group project.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assignment Overview- Complete description can be found in attachments section

Short Assignments

In Class Quiz x 3	33 points	_____
Non-Speaking Experience	10 points	_____
UDL Review	10 points	_____

Projects

Ecological Inventories and Assessment Plan	40 points	_____
Interactive Book Reading Project	40 points	_____
Operational/Functional Competence Training	55 points	_____

Class Participation	12 points	_____
---------------------	-----------	-------

Total Points possible	200 points	_____
-----------------------	------------	-------

Grading Policy

A letter grade (A-F) will be assigned based on the quality of completed assignments, creativity, class presentations, and participation in class as measured by meaningful contributions to group discussions. A point system with number of points achieved for each requirement divided by number of points possible for each assignment will be used. Late assignments will not be accepted unless pre-arranged. Points will be taken off for late assignments. Subject to change with fair notice.

A+ = 100-98%	A = 97-93%	A- = 92-90%
B+ = 89-87%	B = 86-83%	B- = 82-80%
C+ = 79-77%	C = 76-73%	C- = 72-70%
D+ = 69-67%	D = 66-63%	D- = 62-60%
F = 59-0% Unsatisfactory		

Classroom Protocol

1. Attendance and participation in all class meetings on time.
2. Completion of all required readings by the designated date (except Session 1).
3. Satisfactory accomplishment of all the assignments by the due date listed. (All assignments are described on separate attachments. Please refer to them).
4. Limit cell phone use to emergencies and computer use to note taking.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
 - To obtain permission to record this course, please provide a written request. Permission will be granted in writing.
 - To include the recording of students or guests, please request orally at the time of the recording.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of

Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

EDSE 214A / Augmentative and Alternative Communication Strategies and Educational Assistive Technology/ Fall 2017

(This is a tentative schedule and is subject to change with fair notice provided in class.)

Course Schedule

Class	Date	Topics, Readings, Assignments, Deadlines
1	Aug. 26	<p>Module I- Introduction to AAC and Assessment</p> <ul style="list-style-type: none"> • Course Introduction- What is AAC • Speech Language and Communication • Introduction to AAC • Population Characteristics • Purposes of Assessment and Assessment Principles • Assessment Process: Informal and Formal <p><u>Required reading:</u> Johnston et al- Chapter 2; Mirenda & Iacono- Chapters 1 & 2</p> <p><u>Recommended Reading ECE:</u> Sadao & Robinson- Chapter 1, Review CD</p> <p><u>Assignment Due:</u> None</p>
2	Sept. 9	<p>Module II- System Selection</p> <ul style="list-style-type: none"> • Device Characteristics and Feature Matching; • Low and High Tech Options • System Design: Symbols, Selection Strategies, and Transmission • Graphic Symbol Issues • Vocabulary Selection and Arrangement • Developing Communicative Competence <p><u>Required reading:</u> Johnston et al- Chapters 3, 4, & 8; Mirenda & Iacono- Chapter 5</p> <p><u>Recommended Reading ECE:</u> Sadao & Robinson- Chapter 4 and 5</p> <p><u>Assignment Due:</u> Non-Speaking Experience Summary, Quiz 1</p>

3	Sept. 30	<p>Module III(a)- Intervention- Literacy</p> <ul style="list-style-type: none"> • Developing Literacy Skills • Classroom-Based Strategies • Supporting Staff • Sensory Impairments <p><u>Required reading:</u> Johnston et al- Chapter 12; Mirenda & Iacono- Chapter 14</p> <p><u>Assignment Due:</u> Ecological Inventories and Assessment Plan</p>
4	Oct. 21	<p>Module III(b)- Intervention- Curriculum Development</p> <ul style="list-style-type: none"> • AAC IEP Goals • Behavior as Communication • Curriculum-Based Strategies • Home-School-Community Intervention Strategies • Adults and AAC • Rate Enhancement & Interaction Strategies • Social Communication Skills • Building Communicative Competence <p><u>Required reading:</u> Johnston et al- Chapters 5 & 10; Mirenda & Iacono- Chapters 7, 10, & 11 (303-312); Council for Exceptional Children- Chapters 1, 3, and 4</p> <p><u>Recommended Reading ECE:</u> Sadao & Robinson- Chapter 3</p> <p><u>Assignment Due:</u> UDL Review, Quiz 2</p>
5	Nov. 18	<p>Module IV- Current Issues</p> <ul style="list-style-type: none"> • Multi-Cultural Issues • Service Delivery Models/ Teaming • Funding • Communication Partners <p><u>Required reading:</u> Mirenda & Iacono- Chapter 15; Johnston et al- Chapter 13</p> <p><u>Recommended Reading ECE:</u> Sadao & Robinson- Chapter 2</p> <p><u>Assignment Due:</u> Interactive Book Reading Project, Quiz 3</p>

6	Dec. 9	AAC Competency Demonstration/Final Exam <ul style="list-style-type: none"> • Course Wrap-Up of any information not yet covered • Final Student Presentations <p><u>Required reading:</u> None</p> <p><u>Assignment Due:</u> Operational/Functional Competence Training</p>
---	--------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Attachments
Assignment Sheets

IN CLASS QUIZ

Outcomes of the Assignment:

-To demonstrate comprehension of readings.

Quiz

1. Quizzes will be open note.
2. If you have completed the readings and participated in class, you should be able to answer all the questions easily.
3. Students may answer questions by hand or if you prefer to type, you can submit via Canvas.

NON-SPEAKING EXPERIENCE

Outcome of the Assignment:

-To gain personal insight of the experience of not being able to communicate your needs orally in the community.

Steps:

This assignment requires that you:

1. Spend at least 3 *consecutive* hours not speaking.
2. During this time period, you must leave your home and attempt to accomplish a task in the community that usually requires talking. Examples are making a purchase or return at a store, having a lunch date with friends, or teaching in your classroom.
3. You may create a communication board or book, bring a notepad, use a technology tool, or just simply not-speak.
4. Write a brief summary of your experience (1 to 2 pages).
5. Be prepared to share about your experiences in a small group.

UDL REVIEW

Outcome of the Assignment:

-To demonstrate awareness of resources in educational and assistive technology while applying the concept of Universal Design for Learning.

Steps:

This assignment requires that you:

1. Identify an assistive technology tool that will assist in meeting the educational objectives of students with significant disabilities.
2. Post the link on the class Pinterest Board: UDL for EDSE 214/F17
3. Comment on how it is designed to enhance the learning environment and accommodate for individual differences
4. Post a comment on another student's Pinterest posting.
5. You must both post and comment on another post to receive credit for this assignment.

ECOLOGICAL INVENTORIES:

Outcomes of the Assignment:

- To demonstrate knowledge of methods used in AAC assessment.
- To demonstrate skills to plan a course of assessment for students with limited or no functional speech.

Steps:

This assignment requires that you*:

1. Select an actual student with moderate to severe disabilities and complex communication challenges. (Can use same student for all projects.)
2. Assess the Communication Profile of the student in at least two **different** activities using at least **three** different inventories from the selections handed out in class or others found online that evaluate communication.
 - 2.1 Assess the communicative form and functions
 - 2.2 Assess vocabulary used and needed.
3. Assess the Participation Level of the student in at least **one** activity using the Activity Participation Inventory.
 - 3.1 Observe and note discrepancies.
 - 3.2 Assess types of barriers to participation.
4. Write a brief report outlining the results of your observation and plan of action (5-page limit):
 - 4.1 Describe student (age, physical condition, type of classroom, language level and academic level, selection skills, current communication system, etc.).
 - 4.2 Analyze your data by describing what you did and what you found.
 - 4.3 Use **assessment results** from inventories to describe the student's current and future communication needs. Include the following:
 - a. Communication Profile- How does student currently communicate? What would help improve communication?
 - b. Participation Level- Describe discrepancies and barriers as described in data
 - 4.3. What is your suggested action plan? Be specific and remember to draw your ideas from the data. You do not need to know which speech generating device you would recommend for example, but you should be able to know by now if one is indicated.
5. Turn in your data for review.
6. Be prepared to discuss your inventories and assessment/intervention plan in class.

**It is possible, but not required, to do this project with a partner or in a small group*

INTERACTIVE BOOK READING PROJECT

Outcomes of the Assignment:

- To demonstrate knowledge of modified instructional strategies for encouraging communication in students with moderate to severe disabilities.
- To demonstrate knowledge of strategies to increase literacy skills of students with moderate to severe disabilities.

Steps:

1. Part A: Book Selection and Modification: This part requires that you*:
 - 1.1. Select or create a book; the target age can range from early childhood to post-secondary depending on your own professional interest. The “book” must be age-appropriate for the client.
 - 1.2. Select an actual student with moderate to severe disabilities **and** complex communication challenges.
 - 1.3. Engineer a book reading activity in such a way that the target student could fully participate. (Operationally, Appropriate linguistic level, Response mode, and Social Interaction.) Be sure to match the modifications to the individual student. Include extension activities and follow up ideas.
2. Part B: Classroom Presentation: You will bring in the adapted book and necessary materials to demonstrate in class the structured book reading activity.
 - 2.1 **Briefly** describe student (age, physical condition, type of classroom, language level and academic level, selection skills, current communication system, etc.) so that your peers can evaluate the appropriateness of your adaptations. Do not include details that are not necessary to the project.
 - 2.2 Discuss the activity and show how it allows the student to fully participate. Be sure to address physical access AND response mode. Demonstrate how your project has the potential to increase participation and the communication skills of your specific target student. Do not simply share your book.
 - 2.3 Please make and bring a movie of your student using the book if possible. It will not affect your grade if you cannot do this step.

**It is possible, but not required, to do this project with a partner or in a small group*

TRAINING FOR OPERATIONAL & FUNCTIONAL COMPETENCE IN THE USE OF DEDICATED COMMUNICATION DEVICES

Outcomes of the Assignment:

- To demonstrate knowledge of the different types and uses of augmentative communication devices and other assistive technology.
- To demonstrate knowledge of methods used in AAC intervention.
- To describe and demonstrate the use of **high technology AAC devices or apps**.

Steps:

Part A: Operational Competence:

- 1.1. Select a dedicated communication device or app with your group (high-tech preferred)
- 1.2. Write a friendly user-manual (3-page limit), including the manufacturer, the price, the features and the instructions for use. Do not simply copy the existing manual.

Part B: Functional Competence:

- 2.1. Select an actual student with moderate to severe disabilities and complex communication challenges
- 2.2. Pick an activity (i.e., class assignment, story, challenging situation, outdoor game).
- 2.3. Gather appropriate vocabulary.
- 2.4. Make or modify an actual device overlay
- 2.5. Identify two communication interaction or language goals for this student which you can implement using this overlay/device. (Goal is to increase student's communication skills) Add to report below.
- 2.6. Identify two participation strategies the student can implement with this overlay/device. (Goal is to increase student's participation in class.) Add to report below.
- 2.7. Do the activity with the student.
- 2.8. A. Write an individual or group report and answer the following questions descriptively (10-15 page limit):
 1. For whom was the overlay intended (age, physical condition, type of classroom, language level and academic level, selection skills, etc.,)
 2. What were the justifications for selecting the symbol system?
 3. What were the justifications for selecting the vocabulary?
 4. What methods were used to gather vocabulary?

5. How does it fit with the motor/language/cognitive/academic skills of the student?
6. Who did the focus student communicate with? How was the interaction supported?
7. In what environments was the device/overlay used?
8. Describe the structured activity in which you used this device or overlay.
9. Identify two communication interaction or language goals for this student and describe their significance. Did the student meet or make progress in these goals during your lesson?
10. What are two intervention strategies you used with this communication device or overlay? Did the student participate more using this overlay/device?

Part C: Classroom Presentation\Workstation: You will bring the device to class and set up a workstation where you will demonstrate to your classmates the basic features of the selected device as described in the user manual. You must implement strategies to involve your classmates in the operation of the device. You do not need to share your report or talk about the selected student. Remember this presentation demonstrates **your** competency. All group participants must demonstrate competency.

1. Provide the **instructor** with one copy of **the above report**.
2. Provide copies of the **user manual** for **everyone** in class.

**Bring a self-addressed stamped envelope if you would like the final report mailed to you.*