

California State University, Sacramento  
Department of Communication Sciences and Disorders

CSAD 217, AAC & Assistive Technologies  
Spring 2019

**Semester:** Spring 2019

**Instructor:** Marcella Mojibi, M.S., CCC-SLP

**Course Number:** CSAD 217

**Email:** marcella.mojibi@csus.edu

**Title:** AAC & Assistive Technologies

**Office Hours:** TBA or by appointment

**Room:** TBD

**Office:** TBA

**Day & Time:** Monday & Wednesday,  
3:00-4:00PM

**Units:** 2

**Section:** CSAD 217-01

*The information below is at the discretion of the individual course instructor and may be changed at any time with prior notice to students in the course.*

**COURSE DESCRIPTION:**

Biological, acoustic, psychological, development, linguistic, and cultural bases for motor speech disorders, focusing on augmentative and alternative communication and assistive technologies as well as their assessment and treatment techniques.

**PREREQUISITES:**

Admittance to graduate program

**LEARNING OUTCOME COMPETENCIES: CSAD 217:**

Mastery of each student learning outcome listed below is indicated by a grade of B or better on each component of the corresponding measures listed in the table. Students are required to track their progress towards meeting each learning outcome and must make an appointment with the instructor for any grade less than a B. The instructor will suggest strategies to help you establish competence and knowledge in these areas.

Students should track their progress towards meeting each learning outcome by listing their grades on the table below over the course of the semester. The instructor will use a variety of activities and strategies that implement both quantitative and qualitative assessment measures to ensure maximizing students' opportunities to learn and to integrate information presented in this course. The quantitative and qualitative data from these measures will be triangulated to evaluate students' mastery of each learning outcome.

**STUDENT LEARNING OUTCOMES:**

1. Describe the principals and functions of augmentative and alternative communication as well as identify potential AAC users.
2. Discuss and explain evidenced-based assessment and selection processes of augmentative and alternate communication.
3. Interpret assessment data and determine evidenced-based treatment strategies for augmentative and alternative communication intervention.
4. Discuss funding and troubleshooting processes of augmentative and alternative communication systems.
5. Identify characteristics and needs of differing populations and how they might benefit from augmentative and alternative communication.
6. Identify and discuss potential clinical implications of cultural diversity as it relates to the selection and use of AAC devices and systems.
7. Describe and apply knowledge about ethical considerations and professional issues and their impact on assessment and treatment of individual with augmentative and alternative communication needs.

<b>Learning Outcomes</b>	<b>Assessment Measures (Tentative content arrangements)</b>	<b>Grade Received (or average of grades)</b>
1 - 7	Critical Thinking Questions/Class Participation	
1, 2, 3	Mid-Term Examination	
1-7	AAC Novel Review and Reflection	
1-7	AAC Curriculum Presentation	
1-7	AAC Adult Communication Binder Project	
1-7	Reflection Assignments	
1-7	Final Examination	

**METHODS OF PRESENTATION:**

Direct instruction, whole group discussions, small group in-class activities, critical thinking activities, guest presentations, case study analysis (e.g., video and written vignettes) and other class assignments/activities.

**The learning outcomes address ASHA Standards IV-B, IV-C, IV-E, IV-F, IV-G**

Students will demonstrate knowledge of the information listed in these standards in order to demonstrate theory and use of statistical designs in research and to determine the value of different research studies to form prevention, assessment and intervention decisions congruent with evidence-based practice, and are listed below:

**COURSE MATERIALS:**

**Required Texts:**

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

Pistorious, Martin. (2013). *Ghost Boy: The Miraculous Escape of a Misdiagnosed Boy Trapped in His Own Body*. Harper Collins Publishing

**Recommended Texts:**

Glennen, S. L., & DeCoste, D. C. (1997). *Handbook of Augmentative and Alternative Communication*. San Diego, CA: Singular.

Lloyd, L. L., Fuller, D., & Arvidson, H. H. (1997). *Augmentative and Alternative Communication: A Handbook of Principles and Practices*. Needham Heights, MA: Allyn and Bacon.

**Other Readings:**

Additional readings will be made available on the course web site/SacCT environment.

See reference list, located at the end of the syllabus.

**Required Materials:**

Laptop, netbook, iPad, or other device with internet capability (if device is not available,

student(s) should arrange to share with a classmate, *in advance of class meeting*)

Paper, pens, pencils

Download, print, and bring relevant documents from SacCT (e.g., quiz forms, etc.) to class

**Recommended Materials:**

3-ring binder, with dividers

Pictures/photos, colored pencils, glue stick, tape (for Communication Board Activity)

**COURSE STRUCTURE:**

This course will incorporate a variety of in-class learning experiences including direction instruction/lecture, active learning activities, small/whole group discussions, and multimedia viewing. Due to the breadth and depth of the course content, students will be assigned weekly readings to be completed before the class meeting. All assignments and activities are carefully administered for the purpose of enhancing student learning.

**EXPECTATIONS:**

**Students are expected** to attend class regularly and to be prepared to participate in weekly class discussions and activities. Assignments **must** be turned in or taken on the scheduled dates and times. Special circumstances will be allowed for rescheduling or make-ups given the following: (a) a compelling and/or documented medical issue **and** (b) instructor approval. If you are absent from class, you are responsible for all material covered.

**Cell phones are to be turned off throughout the class period. Electronic devices will be used to access posted SacCT resources or documents. Checking email and other non-course online activities are not acceptable.**

Students are expected to conduct themselves in a manner that demonstrates respect for others, democratic values, understanding of an appropriate social contract, and respect for diversity. Academic dishonesty of any kind will not be tolerated and will be dealt with under established University policy. If you are caught cheating on an exam, you will receive a failing grade for the class.

Students who have trouble keeping up with the assignments or other aspects of the course, should communicate these challenges to the instructor as soon as possible. Building rapport and effective relationships are key to becoming an effective professional. Be proactive and inform the instructor when any difficulties arise during the semester so possible solutions can be identified.

The syllabus, outlines of class topics, and other info will be posted on SacCT in Course Content. Outlines and other posted information will be removed no earlier than 2 weeks after original posting, but will not remain available on-line indefinitely. Read and/or copy the material when it is posted. In addition, it is recommended that students:

1. Retrieve the outline from SacCT when it is posted.
2. Read the text ahead of class to correlate readings with information that will be presented in lecture to reinforce learning.
3. Take notes in class and later rewrite and organize them using the outline as a guide or rewrite and reorganize them as personally needed for understanding.

#### **GRADED COURSE ACTIVITIES:**

According to the Department of Communication Sciences and Disorders Graduate Admissions Policy, Procedures and Practices (<http://www.csus.edu/HHS/SPA/accreditation/accreditation%20docs/GGraduate%20admissions%20Policy.procedures%20and%20practices.pdf>), students failing to maintain a GPA of 3.00 are automatically placed on academic probation. In addition, any course grade below a "B-" must be repeated. Therefore, students should track their progress towards meeting each learning outcome by listing their grades on the table listed above over the course of the semester. The instructor will use a variety of activities and strategies to ensure maximizing students' opportunities to learn and to integrate information presented in this course. Assessment data from these activities will be used to evaluate students' mastery of each learning outcome and the assignment of an earned grade.

All assignments must be completed and turned in during class, on time, and in the correct form. Late assignments and/or those in an incorrect form will receive no credit accepted without a serious and compelling reason and/or doctor's note ***and*** instructor approval. Late or missing assignments will negatively affect the student's grade.

Assignment	Points- total 300	Percent of Grade
Midterm Examination	100	33.3%
Final Examination	100	33.3%
AAC Novel Review and Reflection	50	16.7%
Reflection Assignments (5)	50 (10 pts. Each)	16.7%

Your grade will be based upon the total number of points you achieve for the semester out of the total possible. Grades can be improved or lessened by attendance issues, late assignments, and/or the amount and quality of verbal class participation. Letter grades will be based upon the rubric below.

95-100%	A	73-76%	C
90-94%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	64-66%	D
80-82%	B-	60-63%	D-
77-79%	C+	Below 60%	F

Points you receive for graded activities will be posted to the SacCT Grade Center. Grades are typically posted within seven-fourteen (7-14) days following the completion of an activity. Students who receive below a B- on any one test, presentation, paper, or project will be expected to conference with me to discuss deficient areas and what can be done to ensure competency. Final grades will be based on the **average** of exams, projects, and assignments.

*Note:* For more information about grading at Sac State, visit the academic policies and grading section of the university catalog.

### **COMMITMENT TO INTEGRITY:**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

### ***Sac State's Academic Honesty Policy & Procedures***

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades." Read more about Sac State's Academic Honesty Policy & Procedures at the following website:  
<http://www.csus.edu/umannual/AcademicHonestyPolicyandProcedures.htm>

**Definitions:** At Sac State, "**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

**Plagiarism** is a form of cheating. At Sac State, “plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution.” **Source:** Sacramento State University Library

**Note:** Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs.

### **UNDERSTAND WHEN YOU MAY DROP THIS COURSE**

It is the student’s responsibility to understand when he/she need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include: (a) documented and significant change in work hours, leaving student unable to attend class, or (b) documented and severe physical/mental illness/injury to the student or student’s family. Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is a compelling extenuating circumstance. All incomplete course assignments must be completed by the department’s policy.

### **EQUAL ACCESS**

California State University-Sacramento, Department of Communication Sciences and Disorders, seeks to provide equal access to its programs, services, and activities for people with disabilities. If you have a documented disability and verification from the Office of Services to Students with Disabilities (SSWD), and wish to discuss academic accommodations, please contact your instructor as soon as possible. It is the student’s responsibility to provide documentation of disability to SSWD and meet with a SSWD counselor to request special accommodation before classes start. **Sacramento State Services to Students with Disabilities (SSWD)** offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community. SSWD is located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) or (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu).

**TENTATIVE LECTURE AND ASSIGNMENT SCHEDULE**

*Dates and topics may change based on time, guest speakers, special events, etc.  
Students will be notified ahead of time via in-class announcements, emails, and/or  
webct*

*Please read assigned textbook readings before class meeting!*

<b><u>Week</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Readings/Assignments</u></b>
<b>1</b>	1/21 NO CLASS & 1/23	*Review syllabus/assignments/class Structure/expectations *Topic: AAC Communication Processes	Read: Beukelman & Mirenda, 2013 Ch. 1  In-class small group activities
<b>2</b>	1/28 & 1/30	*Topic: Message Management	Read: Beukelman & Mirenda, 2013 Ch. 2  <b>1/30- Reflection 1 due</b>
<b>3</b>	2/4 & 2/6	*Topic: Symbols and Rate Enhancement	Read: Beukelman & Mirenda, 2013 Ch. 3
<b>4</b>	2/11 & 2/13	*Topic: Alternative Access	Read: Beukelman & Mirenda, 2013 Ch. 4
<b>5</b>	2/18 & 2/20	*Topic: Principles of Assessment	Read: Beukelman & Mirenda, 2013 Ch. 5  <b>2/20- Reflection 2 due</b>
<b>6</b>	2/25 & 2/27	*Topic: Assessment of Specific Capabilities	Read: Beukelman & Mirenda, 2013 Ch. 6
<b>7</b>	3/4 & 3/6	*Principles of Decision Making, Intervention, and Evaluation	Read: Beukelman & Mirenda, 2013 Ch. 7  <b>Book Review and Reflection Due 3/6</b>
<b>8</b>	3/11 & 3/13	*Midterm Review 3/11  * <b>MID-TERM EXAM 3/13</b> Includes Chapters 1 - 7	
<b>9</b>	3/18 & 3/20	<i>Spring Recess No class meeting</i>	

<b>10</b>	3/25 & 3/27	*AAC Issues for People with Developmental Disabilities  *Supporting Participation and Communication for Beginning Communicators	Read: Beukelman & Mirenda, 2013 Ch. 8 & 9  <b>3/27- Reflection 3 Due</b>
<b>11</b>	4/1 & 4/3	*Language Development and Intervention: Challenges, Supports and Instructional Approaches	Read: Beukelman & Mirenda, 2013 Ch. 10
<b>12</b>	4/8 & 4/10	*Instruction to Support Linguistic and Social Competence	Read: Beukelman & Mirenda, 2013 Ch. 11
<b>13</b>	4/15 & 4/17	*Literacy Intervention for Individuals with Complex Communication Needs	Read: Beukelman & Mirenda, 2013 Ch. 12  <b>4/17- Reflection 4 due</b>
<b>14</b>	4/22 & 4/24	*Adults with Acquired Physical Conditions *Adults with Severe Aphasia and Apraxia of Speech	Read: Beukelman & Mirenda, 2013 Ch. 14 and 15
<b>15</b>	4/29 & 5/1	*Adults with Degenerative Cognitive and Linguistic Disorders *Individuals with Traumatic Brain Injury *Augmentative and Alternative Communication in Intensive, Acute, and Long-Term Acute Medical Settings	Read: Beukelman & Mirenda, 2013 Ch. 16, 17, and 18  <b>5/1- Reflection 5 due</b>
<b>16</b>	5/6 & 5/7	*lecture wrap-up *Review for Final	
<b>17</b>	Finals Week	*Final Examination, cumulative Including chapters 1 – 18 (sans chapter 13)	Per posted university schedule

### **Relevant AAC References to Enhance Student Learning**

Beukelman, D. R. (1991). Magic and cost of communicative competence. *Augmentative and Alternative Communication*, 7, 2-10.

Beukelman, D. R., Garrett, K. L., & Yorkston, K. M. (2007). *Augmentative Communication Strategies for Adults with Acute or Chronic Medical Conditions*. Baltimore, MD: Paul H. Brookes.



- Beukelman, D. R., Yorkston, K. M., & Reichle, J. (2000). *Augmentative and Alternative Communication for Adults with Acquired Neurologic Disorders*. Baltimore, MD: Paul H. Brookes.
- Blischak, D. M. & Ho, K. M. (2000). School-based augmentative and alternative communication evaluation reports. *Contemporary Issues in Communication Sciences and Disorders, 27*, 70-81.
- Blischak, Lombardino, & Dyson (2003). Use of speech generating devices: In support of natural speech. *Augmentative and Alternative Communication, 19*(1), 29-36.
- Buzolich, M. J. (2006, December). Augmentative and alternative communication (AAC) assessment: Adult aphasia. *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders, 4-12*.
- Cafiero, J. M. (2007). Challenging our belief systems regarding people with autism and AAC: Making the least harmful assumptions. *Closing the Gap Solutions, April/May*
- Calculator, S. N. & Jorgensen, C. M. (1991). Integrating AAC instruction into regular education settings: Expounding on best practices. *Augmentative and Alternative Communication, 7*, 204-213. \*
- Cannon, B., & Edmond (2009). A few good words: Using core vocabulary to support nonverbal students. *ASHA Leader*,
- Dodd, J. L. (2011). Creating early literacy opportunities for children with complex communication needs. In M. F. Shaughnessy & K. Kleyn (Eds.), *Handbook of Early Childhood Education*. Hauppauge, NY: Nova Science Publishers, Inc.
- Fried-Oken, M. (2001), Been there, done that: A very personal introduction to the special issue on AAC and acquired disorders. *Augmentative and Alternative Communication, 17*(3), 138-140.
- Johnson, J. M., Inglebret, E., Jones, C., & Ray, J. (2006). Perspectives of Speech Language Pathologists Regarding Success versus Abandonment of AAC. *Augmentative and Alternative Communication, 22*(2), 85-99.
- Johnston, S. S., Reichle, J. & Evans, J. (2004). Supporting augmentative and alternative communication use by beginning communicators with severe disabilities. *American Journal of Speech-Language Pathology, 30*, 20-30.

Kent-Walsh, J. & McNaughton, D. (2005). Communication partner instruction in AAC: Present practices and future directions, *Augmentative and Alternative Communication*, 21(3), 195-204.

King, A. M., & Fahsl, A. J. (2012). Supporting social competence in children who use augmentative and alternative communication. *Exceptional Children*, September/October, 42-.

Light, J. C. (1997). "Communication is the essence of human life:" Reflections on communicative competence. *AAC*, 13, 61-70.

Light, J. C., Beukelman, D. R., Reichle, J. (2003). Communicative Competence for Individuals Who Use AAC: From Research to Effective Practice. Baltimore, MD: Paul H. Brookes.

Martin, J. H., Mizuko, M., & Linder, A. (n.d.) Autism: Effective Therapy Tasks to Visually Support Use of Generative Core Language in Common Routine.

Millar, D., Light, J., & Schlosser, R. (2006). The impact of augmentative and alternative communication intervention on the speech production of individuals with developmental disabilities: A research review. *Journal of Speech Language Hearing Research*, 49, 248-264.

Mirenda, P. (2003). Toward Functional Augmentative and Alternative Communication for Students with Autism: Manual Signs, Graphic Symbols, and Voice Output Communication Aids. *Language, Speech and Hearing Services in Schools*, 34, 203-216

Schlosser, R. W. (2004). Goal attainment scaling as a clinical measurement technique in communication disorders: A critical review. *Journal of Communication Disorders*, 37, 217-239.

Schlosser, R. W., Koul, R., & Costello, J. (2007). Asking well-built questions for evidence-based practice in augmentative and alternative communication. *Journal of Communication Disorders*, 40(3), 225-238.

### **Relevant and Free AAC Webinars to Enhance Student Learning**

Webcast: AAC-A User's Perspective <http://aac-lerc.psu.edu/index.php/webcasts/show/id/3> 36 minutes

ONLINE LECTURE: FUNDING:

Highly recommended:

<http://aac-lerc.psu.edu/index.php/webcasts/show/id/8>

ONLINE LECTURE: Partner Augmented Input

<http://www.dynavoxtech.com/training/toolkit/details.aspx?id=261>

ONLINE LECTURE: Creating Communication Environments available from the WATI website under free downloads (wati.org)

*For a list of additional Augmentative and Alternative Communication new books, please*

## **KASA (Knowledge and Skills Acquisition):**

### **CSAD 217: AAC and Assistive Technologies**

**This course has been designed to be in direct support of the following American Speech-Language Hearing Association (ASHA) Knowledge and Skills Acquisition for certification in Speech-Language Pathology:**

#### Standard IV-C: Speech, Language, Hearing, Communication, and Swallowing Disorders and Differences

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

#### Standard IV-D: Prevention, Assessment, and Intervention

- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding cognitive aspects of communication (e.g., attention, memory, sequencing, problem solving, and executive functioning).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of prevention, assessment, and intervention regarding social aspects of communication (e.g., behavioral and social skills affecting communication).
- The student will demonstrate the ability to analyze, synthesize, and evaluate knowledge re: the principles and methods of assessment and intervention regarding communication modalities.

#### Standard IV-E, IV-G, IV-H: Contemporary Professional Issues

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: standards of ethical conduct.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: contemporary professional issues and advocacy.

Standard IV-F: Research

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: processes used in research and integration of research principles into evidence-based clinical practice.

Standard V-A: Oral and Written Communication

- The student will demonstrate skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard IV-B: Basic Human Communication Processes

- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.