



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF HEALTH AND HUMAN SERVICES
DEPARTMENT OF SPEECH LANGUAGE PATHOLOGY
STANDARD COURSE OUTLINE

General Information

Course Number:	SLP 672
Title:	Seminar in Augmentative and Alternative Communication
Units:	3
Semester(s) offered:	Fall 2020
Section/Class Number	1/8909
Location:	On Line
Meeting Time:	Tuesdays, 12:30 to 3:15 PM
Prerequisites:	A grade of “C” or better in: SLP 661, 662, 663, 665, 666, and 696
Course Classification:	Graduate level
Modality:	Alternate Modality of Instruction
Responsible faculty:	Margaret Vento-Wilson, Ph.D., CCC-SLP
SCO Prepared by:	Margaret Vento-Wilson, Ph.D., CCC-SLP
Date prepared/revised:	August 2020
Instructor:	Margaret Vento-Wilson, Ph.D., CCC-SLP
Email:	Margaret.Vento-Wilson@csulb.edu
Telephone:	562/243-2334 (texts only)
Office:	Via Zoom
Office Hours:	Tuesday 11:00AM to 12:00PM, or by appointment

I. Catalog Description

This course covers topics in augmentative and alternative communication (AAC) and assistive technology (AT) for individuals with complex communication needs (CCNs) across the age span, service delivery setting, and disability category. Evidence-based assessment and treatment intervention in AAC will be discussed.

II. Measurable Student Learning Outcomes (SLO), Evaluation Instruments, and Instructional Strategies for Skill Development

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

1. Discuss terminology specific to the field of AAC and features of AAC systems.
2. Demonstrate knowledge of the foundational concepts and principles of AAC.

3. Examine evidence-based theories and practices of AAC assessment methods and procedures appropriate for pediatric and adult clients with complex communication needs across cultures and languages.
4. Examine evidence-based theories and practices of AAC intervention/management techniques and strategies appropriate for pediatric and adult clients with complex communication needs across cultures and languages.
5. Evaluate professional, clinical, and educational implications in the field of AAC.
6. Synthesize information from major journals and texts in the field of speech-language pathology on the topic of AAC.

III. Speech-Language Pathology Competencies and Standards

Topics addressed in this course apply to the following portions of the ASHA Certificate of Clinical Competence (CCC):

1. Standard IV: Knowledge Outcomes
 - A. The applicant must have demonstrated knowledge of the biological sciences, physical sciences, statistics, and the social/behavioral sciences.
 - B. The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.
 - C. The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: articulation; fluency; voice and resonance, including respiration and phonation; receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing; hearing, including the impact on speech and language; swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology); cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning); social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities); augmentative and alternative communication modalities.
 - D. For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the 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.
 - E. The applicant must have demonstrated knowledge of standards of ethical conduct.
 - F. The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

- G. The applicant must have demonstrated knowledge of contemporary professional issues.
 - H. The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.
2. Standard V: Skills Outcome
- A. The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
 - B. The applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes:
 - 1. Evaluation
 - a. Conduct screening and prevention procedures (including prevention activities).
 - b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals.
 - c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
 - d. Adapt evaluation procedures to meet client/patient needs.
 - e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
 - f. Complete administrative and reporting functions necessary to support evaluation.
 - g. Refer clients/patients for appropriate services.
 - 2. Intervention
 - a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
 - b. Implement intervention plans (involve clients/patients and relevant others in the intervention process).
 - c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
 - d. Measure and evaluate clients'/patients' performance and progress.
 - e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.
 - f. Complete administrative and reporting functions necessary to support intervention.
 - g. Identify and refer clients/patients for services as appropriate.
 - 3. Interaction and Personal Qualities
 - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.

- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

The ASHA CAA Competencies: The CAA operates within a set of core values that are used to guide decisions to ensure excellence in graduate education. Because the CAA has been entrusted to act on behalf of the professions of audiology and speech-language pathology, the Council's actions and decisions must be credible and trustworthy. Members of the CAA, in conducting the business of accreditation of academic programs, act with:

- a. Honesty and integrity,
- b. Accountability,
- c. Fairness and validity,
- d. Clarity and consistency,
- e. Recognition of the role of creativity and innovation in meeting the established accreditation standards.

Also addressed are the following standards for the Speech-Language Pathology Services in the schools according to the CTC credentialing standards:

1. SLP Standard 2: Child Development and Speech, Language, and Hearing Acquisition: Each candidate demonstrates knowledge of developmental milestones pertaining to typical and atypical human development and behavior, birth through twenty-two. Candidates exhibit understanding of the gender, linguistic, psycholinguistic, and cultural variables related to the normal development of speech, hearing, and language, including comprehension of first and second language and dialect acquisition. Additionally, each candidate demonstrates comprehension of cultural, socioeconomic, linguistic and dialectical differences and their role in assessment and instruction. Candidates also exhibit understanding of speech/language development across the range of disabilities. Each candidate demonstrates knowledge of the development of literacy, including phonological awareness, and an understanding of the relationship of speech and language skills to literacy, language arts, and access to the core curriculum.
2. SLP Standard 3: Speech, Language, Hearing, and Swallowing Disorders: Each candidate demonstrates understanding of speech, language, hearing, and swallowing disorders, including but not limited to disorders of language, articulation/phonology, fluency, voice, hearing, and swallowing. Candidates exhibit comprehension of speech, language, and hearing disorders associated with special populations, including but not limited to individuals on the autistic spectrum and/or with cerebral palsy, cleft palate, hearing impairment, developmental disabilities, learning disabilities, and traumatic brain injury.
3. SLP Standard 4: Assessment of Speech and Language Disorders: Each candidate

demonstrates competency in the collection of relevant information regarding individuals' past and present status and family and health history. Candidates exhibit proficiency in screening and evaluation, including procedures, techniques, and instrumentation used to assess the speech and language status of children, and the implications of speech/language disorders in an educational setting. Each candidate exhibits expertise in the administration of least biased testing techniques and methodologies for assessing the speech and language skills of culturally and linguistically diverse populations (i.e., speakers of second languages and dialects), including a language sample. Candidates demonstrate proficiency in the effective use of PSC 2I-17 September-October 2010 interpreters/translators in the assessment of English language learners. Each candidate demonstrates accurate interpretation of test results and makes appropriate referrals for further evaluation or treatment. Candidates demonstrate proficiency in the assessment for and selection of appropriate augmentative and alternative communication systems. Each candidate exhibits knowledge of hearing screening procedures.

4. SLP Standard 5: Management of Speech and Language Disorders: Each candidate exhibits comprehension of methods of preventing communication disorders including, but not limited to, family/caregiver and teacher in-service, consultation, and collaboration. Candidates demonstrate knowledge of intervention strategies for a variety of speech, language, hearing, and swallowing disorders. Candidates use a variety of service delivery models, which may include but are not limited to: pull-out, push-in, group, classroom consultation and/or collaboration, and co-teaching. Each candidate uses appropriate intervention strategies for individuals from culturally/linguistically/socioeconomically diverse populations including the use of interpreters/translators and the facilitation of second language/dialect acquisition. Candidates use effective behavioral intervention strategies and effectively monitor the progress of students. Each candidate demonstrates proficiency in the training of students and families/caregivers, teachers and/or other professionals in the use of augmentative and alternative communication systems. Candidates exhibit knowledge of rehabilitative procedures with individuals who have hearing impairments, including the use of assistive listening devices.
5. SLP Standard 6: School Field Experience: Each candidate will complete the equivalent of a semester/quarter field experience in the schools. Candidates acquire experience with a variety of speech/language disorders, assessment and intervention techniques, and diverse populations that may range in age from birth to twenty-two. Candidates will participate in the following: speech/language/hearing screening, evaluation, and intervention; writing, presentation, and implementation of IEP/IFSPs; a variety of service delivery models; provision of services for children on the autistic spectrum; assistance to classroom teachers in providing modifications and accommodations of curriculum for students; and monitoring of student progress. In addition, each candidate exhibits understanding of multi-tiered intervention (e.g., response to intervention).
6. SLP Standard 7: Consultation and Collaboration: Each candidate engages in

consultation and/or collaboration with teachers and other relevant personnel. Candidates consult with teachers, other personnel, and families during the prevention, assessment, and IEP process. Candidates also demonstrate relevant methods of consultation and collaboration in intervention, which may include but is not limited to the development of program modifications to support students' learning in the classroom, including academic content in pull-out intervention, instruction of small groups in the classroom, and teaching classroom lessons.

Speech-Language Pathology Competencies and Standards; American Speech-Language-Hearing Association (ASHA) CAA competencies, CFCC standards and California; Commission on Teacher Credentialing (CCTC) Standards addressed in SLP Graduate Courses

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
ASHA/CAA Standards	3.11B; 3.1.2B; 3.1.3 B	3.1.2B; 3.1.6B	3.1.2B; 3.1.3 B	3.1.4B	3.11B; 3.1.3B; 3.1.4B; 3.1.5B; 3.1.6B	3.1.5B
ASHA/CFCC Standards	IV-B and C	IV	IV B and C	IV-D	IV-C, D, E, F, and G	IV-D
CCTC Standards	SLP Standard 1,2	SLP Standard 1,2	SLP Standard 2, 3	SLP Standard 2, 5 General Standard 2, 5	SLP Standard 4, 5 General Standard 4, 5	SLP Standard 5
Learning Activities	Application (oral and /or written activities; Case Study; Annotated Bibliography; Final Project; class discussions					
Evaluation Method/s	Mid-Term, Final Project, and Grading Rubrics					

ASHA 2020 Standards for the Certificate of Clinical Competence in Speech-Language Pathology:

<https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

CAA 2017 Standards for Accreditation: <https://caa.asha.org/wp-content/uploads/Accreditation-Standards-Documentation-Guidance.pdf>

CCTC SLP Standards: http://www.sjsu.edu/gup/docs/assess_report/CCTC-ASHACrosswalk.pdf

IV. Course Modality

This course will be presented in the following modalities:

1. Alternate Modality of Instruction: Electronic-based interaction, such as lecture, discussion, demonstration, and exchange of materials as the primary method of communication.
2. I will communicate with you via electronic-based lectures and office hours, and via email. It is expected that students will communicate with each as needed and as appropriate to the task.
3. Students are expected to turn in assignments as indicated in the weekly schedule. These assignments will be graded as stated in the rubric.
4. Assignments turned in through online methods will be monitored for timeliness and assignment compliance.
5. Students are expected to demonstrate respect for themselves, their student peers, the instructor, and the department personnel in all their on-line activity. Violations will be reported to the Speech-Language Pathology department chair.
6. Students are expected to be able to navigate a word processing program, the Beachboard portal, and the library database for research. Technical support for Beachboard can be reached at 562/985-4959 or at helpdesk@csulb.edu. Technical support for library research can be reached at 562/985-4672.
7. In the event of technical breakdowns, students may turn in assignments via an alternate portal, such as email, or by providing a paper copy of the assignment to the department on a due date agreed upon by the professor and the class.
8. Unless otherwise specified in the weekly calendar, class meetings will take place via alternate modality of instruction.
9. Academic honesty will be enforced strictly. Any violation from defined honest practices will be dealt with according to University policies.

V. Methods of Instruction

This course is taught in a distance-learning format, so much of your work will be completed asynchronously. The course will function on a **Monday to Sunday schedule**, with new content and instructions coming available on Monday and written assignments due the following Sunday. The assignments are also posted on the “Content” page for each week, as well as the specific directions for course writing assignments. That page also contains links to videos and the additional readings besides the two textbooks. Students are also expected to interact with one another in online discussions and therefore ***you will need to stay current with all readings and assignments***. This class moves fast and covers many issues.

Lecture: Lecture is used to present basic information about the topic, the basic concepts, principles, facts, or theories and elaboration of these.

Discussions: Discussions are encouraged through the probing of questions and answers between teacher and students to enable critical thinking relative to cognitive, affective, and psychomotor domains.

Multi-media presentations: Lectures are presented through overheads or power point presentations using the computer laptop and LCD. Course handouts, illustrations, course packet materials and study guides, and videos illustrating topics on health education and the profession.

Small group discussions: Small group discussions are encouraged in the form of exercises that utilize critical thinking and analysis, synthesis, or evaluation of facts, situations, or cases. In some cases, the students will break up into small groups and present as resident “experts” on the topic.

Group activities: Small group activities include exercises that encourage students to apply theory to practice as well as develop analytical, problem solving and decision-making skills that influence their thinking, attitudes, and behaviors.

Student group presentations: Students may be required to develop a presentation on a topic related to the field of speech language pathology.

VI. Extent and Nature of Technology Use

- a. Lectures utilize PowerPoint: Wireless internet access in all classrooms for use D2L and other internet resources are required for small group projects; online library searches for journal resources for additional course related assignments and presentations; and word processing to complete their papers.
- b. Course Compliance: All course curriculums will be designed to be compliant with ADA requirements.
- c. The course is a large lecture format; however, class discussion on clinical cases and treatment videos will be utilized to enhance active learning in this classroom environment. Video presentation may be used since speech-language pathology is a profession of acquiring and *applying scientific* and practical knowledge, which requires both content knowledge and clinical experience and judgment. Assessment and treatment videos may be used to provide students an idea of actual clinical work and an opportunity of connecting theory and knowledge to clinical practice. Students will also be required to access Beachboard to obtain supplemental materials for the class and to discuss important and relevant issues outside of the classroom to facilitate learning. In addition, PowerPoint may be used along with traditional lecture to augment learning outcomes.
- d. Students are expected to use a word processing program for written assignments, unless otherwise specified.

Specific Technology Requirements and Skills for this Course

AMI instruction requires students to have access to the following minimum hardware and software. (Information about supported web browsers will be provided in your student orientation.)

- Windows users: Windows 10, Windows 8, Windows 7.
- Mac users: Mac OS 10.10, Mac OS 10.9, Mac OS 10.8.

Students will need speakers and a headset, plus headphones and a microphone.

VII. Text(s) and Other Required Materials

Required:

Johnston, S. S., Reichle, J., Feeley, K. M., & Jones, E. A. (2012). *AAC strategies for individuals with moderate to severe disabilities*. Baltimore, MD: Paul H. Brookes.

See list of scholarly journal articles on the library for additional reading.

Course password: SLP672.

Recommended:

American Psychological Association. (2019). *Publication Manual of the American Psychological Association*, 7th ed. Washington, DC: American Psychological Association.

Beukelman, D., & Light, J. (2020). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (5th Ed.). Baltimore, MD: Brookes Publishing Co.

Beukelman, D. R., Garrett, K.L., & Yorkston, K. M. (2007). *Augmentative communication strategies for adults with acute or chronic medical conditions*. Baltimore, MD: Brookes Publishing Co.

Shipley, K. g., & McAfee, J. G. (2016). *Assessment in speech-language pathology: A resource manual* (5th or 6th Ed.). Boston, MA: Cengage Learning.

Soto, G. & Zangari, C. (2009). *Practically speaking: Language, literacy, & academic development for students with AAC needs*. Baltimore, MD: Brookes Publishing Co.

Strunk, W. & White, E.B. (1999). *Elements of Style* (4th Edition). Pearson Education.

Note: It is expected that students will read the required readings PRIOR to class. This will provide a foundation of knowledge, which will allow students to better understand the lecture and ask relevant questions.

Recommended Links:

ASHA Practice Portal: AAC:

<http://www.asha.org/Practice-Portal/Professional-Issues/Augmentative-and-Alternative-Communication/>

ASHA Evidence Maps: AAC:

<http://www.asha.org/Evidence-Maps/>

Rehabilitation Engineering Research Center: <https://rerc-aac.psu.edu/>

Bibliography: Articles

1. Brandel, J., & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. *Language, Speech, and Hearing in the Schools, 42*, 461-490.
2. Calculator, S., & Black, T. (2009). Validation of an inventory of best practices in the provision of augmentative and alternative communication services to students with severe disabilities in general education classrooms. *American Journal of Speech-Language Pathology, 18*(4), 329-342.
3. Dietz, A., Quack, W., Lund, S. K., & McKelvey, M. (2012). AAC assessment and clinical-decision making: The impact of experience. *Augmentative and Alternative Communication, 28*(3), 148-159.
4. Fannin, D. K. (2016). The intersection of culture and ICF-CY personal and environmental factors for alternative and augmentative communication. *Perspectives of ASHA Special Interest Groups: SIG 12, (1)*Part 3.
5. Gormley, J. & Light, J. (2019). Providing services to individuals with complex communication needs in the inpatient rehabilitation setting: The experiences and perspectives of speech-language pathologists. *American Journal of Speech-Language Pathology, 28*(2), 456-458.
6. Green, L., Chance, P., & Stockholm, M. (2019). Implementation and perceptions of classroom-based service delivery: A survey of public school clinicians. *Language, Speech, & Hearing Services in the Schools, 50*(4), 656-672.
7. Haley, K., Cunningham, K. T., Barry, J., & de Riesthal, M. (2019). Collaborative goals for communicative life participation in aphasia: The FOURC model. *American Journal of Speech-Language Pathology, 28*(1), 1-13.
8. Helling, C. R., & Minga, J. (2014). Developing an effective framework for the augmentative and alternative communication evaluation process. *Perspectives on Augmentative and Alternative Communication, 23*(2), 91-98.
9. Higdon, C. W. & Hill, K. (2015). Five SGD funding rules of commitment. *Perspectives on Augmentative and Alternative Communication, 24*(4), 129-134.
10. Huer, M. B. (2008). Toward and understanding of the interplay between culture, language, and augmentative and alternative communication. *Perspectives on Augmentative and Alternative Communication, 17*(3), 113-119.
11. Kulkarni, S. S., & Parmer, J. (2017). Culturally and linguistically diverse student and family perspectives of AAC. *Augmentative and Alternative Communication, 33*(3), 170-180.
12. Light, J. C. (2003). Shattering the silence: Development of communicative competence by individuals who use AAC. In J. Light, D. R. Beukelman, Reichle, J. (Eds.) *Communicative competence for individuals who use AAC: From research to effective practice* (pp. 3-38). Baltimore, MD: Paul Brooks Publishing.

13. Lund, S. K., Quach, W., Weissling, K., McKelvey, M., & Dietz, A. (2017). Assessment with children who need augmentative and alternative communication (AAC): Clinical decisions of AAC specialists. *Language, Speech, and Hearing Services in Schools, 48*, 56-68.
14. McNaughton, D., Light, J., Beukelman, D. R., Klein, C., Nieder, D., & Nazareth, G. (2019). Building capacity in AAC: A person-centred approach to supporting participation by people with complex communication needs. *Augmentative and Alternative Communication, 35*(1), 56-68.
15. Moore, B. (2018). Beyond 80-percent accuracy: Consider alternate objective criteria in writing your treatment goals. *ASHA Leader, 23*(5), 6-7.
16. Na, J. Y., Wilkinson, K., & Liang, J. (2018). Early development of emotional competence (EDEC) assessment tool for children with complex communication needs: Development and evidence. *American Journal of Speech-Language Pathology, 27*, 24-36.
17. Navrotski, D. (2015). Role and responsibilities of AAC manufacturers' consultants in the SGD funding process. *Perspectives on Augmentative and Alternative Communication, 147-154*.
18. Nobriga, C., & St. Clair, J. (2018). Training goal writing: A practical and systematic approach. *Perspectives Sig 11, 3*(11), 36-47.
19. Ogletree, B. T., McMurry, S., Schmide, T., & Evans, K. (2018). The changing world of augmentative and alternative communication (AAC); Examining three realities faced by today's AAC provider. *Perspectives of the ASHA Special Interest Groups SIG 12, 3*, 113-122.
20. O'Neill, T., Light, J., & Pope, L. (2018). Effects of interventions that include aided augmentative and alternative communication input on the communication of individuals with complex communication needs: A meta-analysis. *Journal of Speech, Language, and Hearing Research, 61*, 1743-1765.
21. Parette, P., Huer, M. B., & Wyatt, T. A. (2002). Young African American children with disabilities and augmentative and alternative communication issues. *Early Childhood Special Education, 29*(3), 2002.
22. Rowland, C., & Fried-Oken, M. (2010). Communication matrix: A clinical and research assessment tool for targeting children with severe communication disorders. *Journal of Pediatric Rehabilitation Medicine: An Interdisciplinary Approach, 3*, 319-329.
23. Saldert, C., Bergman, M., Hofstenson, J., Jonsson, S., Nygren, K., Vennman, F., and Ferm, U. (2012). Combining methods in the assessment and analysis of communication in aphasia: Benefits and shortcomings of different approaches. *Journal of Interactional Research in Communication Disorders, 3*(2), 141-169.

24. Squires, K. E., Gillam, S. L., & Reutzell, D, R. (2013). Characteristics of children who struggle with reading: Teachers and speech-language pathologists collaborate to support young learners. *Early Childhood Education Journal*, 41, 401-411.
25. Webb, E. J. D., Meads, D., Lynch, Y., Randall, N., Judge, S., Goldbart, J... & Murray, J. (2019). What's important in AAC decision making for children? Evidence from a best-worst scaling survey. *Augmentative and Alternative Communication*, 35(2), 80-94.

Bibliography: Videos/Podcasts (by date)

Week	Title	Link
Week 1	RERC: Introduction to AAC	https://rerc-aac.psu.edu/introduction-to-aac-webcast/
Week 3	RERC: How Far We Have Come, How Far We Have Got to Go	https://rerc-aac.psu.edu/how-far-weve-come-how-far-weve-got-to-go-ales-from-the-trenches-webcast/
Week 5	RERC Lecture: AAC: A User's Perspective	https://rerc-aac.psu.edu/aac-a-users-perspective-webcast/
Week 7	TED Talk: Seeing Unique Abilities	https://www.youtube.com/watch?v=3H3e2MXV6iY
Week 9	RERC Lecture: Language Development for Young Children	https://rerc-aac.psu.edu/maximizing-the-literacy-skills-of-individuals-who-require-aac/
Week 11	RERC Lecture: Who Can Pay For SGDs	https://rerc-aac.psu.edu/public-school-students-who-can-pay-for-sgds/
Week 13	RERC Lecture: AAC Interventions to Maximize Language Development for Young Children	https://rerc-aac.psu.edu/aac-interventions-to-maximize-language-development-for-young-children/
Week 15	TED Talk: Synthetic Voice as Unique as Fingerprints	https://www.ted.com/talks/rupal_patel_synthetic_voices_as_unique_as_fingerprints?language=en
Week 17	TED Talk: How I Fail at Being Disabled	https://www.ted.com/talks/susan_robinson_how_i_fail_at_being_disabled?language=en

For each video, a few students will be asked to guide a discussion of the video along with the professor.

VIII. Topics to be covered

Week #	Date	Broad Overview
Module I: Foundational AAC		
1.	08/25/2020	Review of AAC Principles
2.	09/01/2020	Review of AAC Frameworks, Participation, and Engagement
3.	09/08/2020	AAC and Multicultural and Multilingual Competencies
Module II: Assessment in AAC		
4.	09/15/2020	AAC Assessment Principles: Standardized and Non-Standardized Measures; AAC Systems and Linguistic/Communication Systems
5.	09/22/2020	AAC Assessment: Existing Methods of Communication
6.	09/29/2020	AAC Assessment: Perceptual Systems; Accessibility; System Trials
7.	10/06/2020	AAC Assessment: Form, Content, Use, Participation
8.	10/13/2020	AAC Assessment
9.	10/20/2020	AAC Assessment
10.	10/27/2020	The Link Between AAC Assessment and Intervention
Module III: Intervention in AAC		
11.	11/03/2020	AAC Intervention Principles: Overview of Intervention Principles and Funding
12.	11/10/2020	AAC Intervention Principles: Acquired Complex Communication Needs
13.	11/17/2020	AAC Intervention Principles: Developmental Complex Communication Needs
14.	11/24/2020	AAC Intervention and Literacy
15.	12/01/2020	AAC Intervention Goals and Objectives
16.	12/08/2020	AAC Goals and Intervention
17.	12/15/2020	AAC Goals and Intervention

IX. Course Requirements

**The Instructor reserves the right to adjust a curve distribution for grade assignment, in order to most accurately reflect student performance, consistent with the University’s definitions for graduate grade assignment, as discussed in University Course Catalog, under General Regulations and Procedures: Grades and Grading Procedures.*

Note: Failure to complete any one of the below course requirements will result in a failing grade for this course.

Assessment Description:

Assignment	Description
Weekly Writing Assignment	Students will respond to a prompt related to each week's readings in a 250-word essay (15 total essays).
Group Assessment Project	Student groups (max 4 students) will generate and present an assessment protocol and accompanying rationales for an individual with complex communication needs. The profile of the individual with complex communication needs will be generated by the students in the group and the professor. The protocol will be detailed in a paper not to exceed 10 pages. Students will present their protocol and lead a discussion of the protocol in class meeting.
Annotated Bibliography I	Each student in the group will turn in an annotated bibliography for articles cited in the Group Assessment Project. Each student is responsible for four unique articles.
Group Intervention Project	Student groups (max 4 students) will generate and present an intervention protocol and accompanying rationales for an individual with complex communication needs. The protocol will be detailed in a paper not to exceed 10 pages. The profile of the individual with complex communication needs will be the same as that for the assessment project. Students will present their protocol and lead a discussion of the protocol in class meeting.
Annotated Bibliography II	Each student in the group will turn in an annotated bibliography for articles cited in the Group Intervention Project. Each student is responsible for four unique articles.
Systematic Review	Each student, in conjunction with the professor will identify a question in the area of AAC assessment or intervention. After identifying the question, each student will write an 8-page paper on a systematic review or meta-analysis related to the question. The instructor must approve the specific systematic review in advance. Students are required to meet with the professor during office hours at least one time to discuss paper progress. This assignment is stage-based, with due dates throughout the semester. Students must turn in each stage to receive full credit for the assignment.

Links Between SLOs and Assignments:

→ Assignments ↓ Student Learning Outcomes	Weekly Writing Assignment	Group Assessment Project	Annotated Bibliography I	Group Intervention Project	Annotated Bibliography II	Systematic Review
1. Discuss terminology specific to the field of AAC and features of AAC systems.	✓	✓	✓	✓	✓	✓
2. Demonstrate knowledge of the foundational concepts and principles of AAC.	✓	✓	✓	✓	✓	✓
3. Examine evidence-based theories and practices of AAC assessment methods and procedures appropriate for pediatric and adult clients with complex communication needs across cultures and languages.	✓	✓	✓			
4. Examine evidence-based theories and practices of AAC intervention/management techniques and strategies appropriate for pediatric and adult clients with complex communication needs across cultures and languages.	✓			✓	✓	
5. Evaluate professional, clinical, and educational implications in the field of AAC.	✓	✓	✓	✓	✓	✓
6. Synthesize information from major journals and texts in the field of speech-language pathology on the topic of AAC.	✓	✓	✓	✓	✓	✓

X. Methods of Evaluating for Grading

1. Weekly Writing Assignments
2. AAC Group Assessment Project
3. Annotated Bibliography I
4. AAC Group Intervention Project
5. Annotated Bibliography II
6. Systematic Review

Course Assessments

*Assessment Description	<i>Link to SLO</i>	Points	Percentage of Course Grade
Weekly Writing Assignments	<i>1-6</i>	80	20%
AAC Project: Assessment	<i>1, 2, 3, 5, 6</i>	60	15%
Annotated Bibliography I		40	10%
AAC Project: Intervention	<i>1, 2, 4, 5, 6</i>	60	15%
Annotated Bibliography II		40	10%
Systematic Review	<i>1, 2, 6</i>	120	30%
Total		400	100%

*Rubrics will be available on beachboard.

Course grades will be issued based on the following criteria:

90-100% “A” - Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

80-89.99% “B” - Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

70-79% “C” - Performance of the student has been at an adequate level, meeting the basic requirements of the course.

60-69% “D” - Performance of the student has been less than adequate, meeting only the minimum course requirements.

Below 60% “F” - Performance of the student has been such that minimal course requirements have not been met.

XI. Course Policies

A. Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to

discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, University Student Union (USU) Suite 301, <http://www.csulb.edu/depts/oed/>.

B. Statement of Accessibility

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs. Students who need special consideration for class schedules due to military obligations must notify the instructor at least one week in advance. Students who need special consideration for established religious observances should be notify the instructor during the first week of instruction.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC). BMAC offers a variety of support services such as retention services, case management, disability management, writing assistance and tutoring. You can make an appointment via the front desk at BMAC located at the **Student Success Center, #110**, or by phone at **562-985-5401** or via our new e-mail address BMAC@csulb.edu. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Please ask the instructor if you have any questions.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

C. Cheating and Plagiarism

[http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&returnto=search#cheating-and-plagiarism\)](http://catalog.csulb.edu/content.php?catoid=3&navoid=147&hl=Cheating+and+Plagiarism+&returnto=search#cheating-and-plagiarism)

Definition of Plagiarism: Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for

ideas, statements, facts or conclusions which rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; or close and lengthy paraphrasing of another's writing or programming. A student who is in doubt about the extent of acceptable paraphrasing should consult the instructor. Students are cautioned that, in conducting their research, they should prepare their notes by (a) either quoting material exactly (using quotation marks) at the time they take notes from a source; or (b) departing completely from the language used in the source, putting the material into their own words. In this way, when the material is used in the paper or project, the student can avoid plagiarism resulting from verbatim use of notes. Both quoted and paraphrased materials must be given proper citations.

Definition of Cheating: Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole, from another test or examination; discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor; giving or receiving copies of an exam without the permission of the instructor; using or displaying notes; "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure; allowing someone other than the officially enrolled student to represent the same. Also included are plagiarisms as defined and altering or interfering with the grading procedures. It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.

Academic Action Options: One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee:

- A. Review – no action.
- B. An oral reprimand with emphasis on counseling toward prevention of further occurrences;
- C. A requirement that the work be repeated;
- D. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade;
- E. Assignment of a failing final grade;
- F. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.”

D. Attendance Policy

<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#class-attendance>

It is highly recommended that students attend all classes to gain the maximum benefit. There are weekly in-class assignments that will help students prepare for the mid-term and final. If an absence is defined as excused per PS 01-01, students are allowed to make-up missed work. Students may have a valid reason to miss a class. When any of the following reasons directly conflict with class meeting times, students are responsible for informing faculty members of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

1. Illness or injury to the student
2. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student.
3. Religious reasons (California Education Code section 89320)
4. Jury duty or government obligation
5. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, student government, required class field trips, etc.)

E. Withdrawal Policy

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section

41802. (<http://catalog.csulb.edu/content.php?catoid=3&navoid=147#cancellation-of-registration-or-withdrawal-from-csulb>)

1. Withdrawal during the first two weeks of instruction: Students may withdraw during this period and the course will not appear on their permanent records.
2. Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction: Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and school director are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.
3. Withdrawal during the final three weeks of instruction: Withdrawal during the final three weeks of instruction is not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, school director (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

4. Limits on Withdrawal: No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
 - a. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
 - b. Withdrawals in terms prior to fall 2009 at CSULB,
 - c. Withdrawals at institutions other than CSULB, and
 - d. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).
5. Medical Withdrawal: CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
 - a. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
 - b. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

F. Campus Behavior

1. CSULB Statement on Civility and acts of Violence: California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies (CSULB Catalog, AY 2015-2016, p. 855).
2. Preferred Gender Pronoun: This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change you name for BeachBoard and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.
3. Classroom Expectations: All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

4. Unprofessional and Disruptive Behavior: It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken. ***This includes a commitment to maintain established classroom policies against voice and/or video recordings (including photos) unless permitted for ADA accommodations as noted above.***

G. Electronic Media

1. Any time that a class session is recorded during the COVID-19-related Alternate Modality of Instruction, students will be notified. If students do not want their likeness during class participation included in the recorded class session, they may elect to not participate via video recordings. Recordings will be available for viewing during the Remote Instruction Period subject to the following:
 - Only students enrolled in the subject class during the Remote Instruction Period may view the recording.
 - Students may not post or use the recordings in any other setting (e.g., social media) for any purpose. Students who violate this will be subject to student discipline, up to and including expulsion.
 - Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.
 - If faculty have any plan to use the recording for a different class in the future, the faculty member will need written FERPA consent from those students in the current class who are identifiable in any of the recordings. A FERPA consent form signed by all students in the course will also be needed if the recordings are made available to others beyond the classroom on a non-secure digital platform

Zoom Netiquette

Students **may not record (audio or video)** in this class except in accordance with ADA accommodations approved by the Bob Murphy Access Center (BMAC), which need to be submitted in writing to the instructor according the BMAC guidelines. Any recordings made in connection with a disability accommodation are for the student's personal academic use only and may not be distributed in any manner to any other individual.

The section below refers to etiquette with technology while using Zoom. A few things to keep in mind are:

- Dress appropriately as if you were sitting in a face-to-face class.
- While not required, it is strongly suggested you keep your video on to maintain the strong interpersonal quality of a traditional face-to-face course. If there are personal circumstances preventing you from keeping your video on, please reach out to me directly to discuss alternative ways of maintaining active classroom engagement.

- Think about your background – remove items that may be distracting to others, including distracting virtual backgrounds. I suggest sitting in front of a blank wall if you can.
- Speak to the camera and not the screen.
- Raise your hand to speak and don't interrupt others while speaking.
- Keep microphone muted when you are not speaking—this will prevent inadvertent noises, such as coughs, rattling papers, or chair squeaks, from interrupting others
- Make use of Zoom's chat function.
- Use your full name to identify yourself in Zoom.
- Close any windows or programs open on your device that are unrelated to your meeting.

For further information, please see “Zoom Meetings Best Practices” from California State University, Long Beach at <https://www.csulb.edu/academic-technology-services/instructional-design/zoom-meetings-best-practices>

Professor Expectations

Lectures and all course materials are considered the intellectual property of the professor and may not be used or posted without the express permission of the professor. Further, students must obtain explicit permission of the professor to record a lecture.

If you require additional assistance or need to speak with me outside of class times, my times for my office hours and office location are listed above. Come to my office prepared, with a list of specific questions.

I am happy to answer questions via e-mail; however, please stay abreast of the readings and course content and plan so that you can contact me with sufficient time to respond. I typically respond to e-mails within 48 hours.

Letter of recommendation requirements: Students requesting letters of recommendation must have taken at least two courses with me and have received an “A” grade in both classes.

Course Outline/Reading Schedule:

The following course schedule is tentative. The instructor reserves the right to change/modify it at anytime.

It is expected that the readings listed below will be completed prior to class sessions. I do not simply review what is in the readings. Our class time will be spent highlighting important or difficult concepts, answering your questions about the readings, and extending the content of the readings through videos, demonstrations, etc. IT IS THE STUDENT’S RESPONSIBILITY TO READ AND UNDERSTAND WHAT IS CONTAINED IN THE READINGS. This is why readings are assigned.

Readings to be completed prior to class meetings	Assignments Due
Module I: Foundational AAC	
Week 1: Aug 25 Review of AAC Principles	
<ol style="list-style-type: none"> 1. Textbook Chapters: <ol style="list-style-type: none"> a. Johnston et al.: Chapter 1 2. Article/s: <ol style="list-style-type: none"> a. Light, J. C. (2003). Shattering the silence: Development of communicative competence by individuals who use AAC. In J. Light, D. R. Beukelman, Reichle, J. (Eds.) <i>Communicative competence for individuals who use AAC: From research to effective practice</i> (pp. 3-38). Baltimore, MD: Paul Brooks Publishing. 3. Video Assignment: <ol style="list-style-type: none"> a. RERC: Introduction to AAC 	<p>#1 Weekly Writing Assignment due via Dropbox</p> <p>No-point quiz to identify gaps in knowledge related to Module I</p>
Week 2: Sept 1 Review of AAC Frameworks, Participation, and Engagement	
<ol style="list-style-type: none"> 1. Textbook Chapters: <ol style="list-style-type: none"> a. Johnston et al.: Chapter 2 2. Article/s: <ol style="list-style-type: none"> a. Ogletree, B. T., McMurry, S., Schmidt, M., & Evans, K. (2018). The changing world of augmentative and alternative communication (AAC); Examining three realities faced by today’s AAC provider. <i>Perspectives of the ASHA Special Interest Groups SIG 12</i>, 3, 113-122. 	<p>#2 Weekly Writing Assignment due via Dropbox</p>

Readings to be completed prior to class meetings	Assignments Due
Week 3: Sept 8 AAC and Multicultural and Multilingual Competencies	
1. Article/s: <ul style="list-style-type: none"> a. Fannin, D. K. (2016). The intersection of culture and ICF-CY personal and environmental factors for alternative and augmentative communication. <i>Perspectives of ASHA Special Interest Groups: SIG 12, (1)</i>Part 3. b. Kulkarni, S. S., & Parmer, J. (2017). Culturally and linguistically diverse student and family perspectives of AAC. <i>Augmentative and Alternative Communication, 33</i>(3), 170-180. 2. Video Assignment: <ul style="list-style-type: none"> a. RERC: How Far We Have Come, How Far We Have Got to Go 	#3 Weekly Writing Assignment due via Dropbox Systematic review question identified via Discussion Board No-point quiz to identify increase in knowledge related to Module I
Module II: Assessment in AAC	
Week 4: Sept 15 AAC Assessment Principles: Standardized and Non-Standardized Measures; AAC Systems and Linguistic/Communication Systems	
1. Article/s: <ul style="list-style-type: none"> a. Parette, P., Huer, M. B., & Wyatt, T. A. (2002). Young African American children with disabilities and augmentative and alternative communication issues. <i>Early Childhood Special Education, 29</i>(3), 201-207. b. Huer, M. B. (2008). Toward an understanding of the interplay between culture, language, and augmentative and alternative communication. <i>Perspectives on Augmentative and Alternative Communication, 17</i>(3), 113-119. 	#4 Weekly Writing Assignment due via Dropbox No-point quiz to identify gaps in knowledge related to Module II
Week 5: Sept 22 AAC Assessment: Existing Methods of Communication	
1. Textbook Chapters: <ul style="list-style-type: none"> a. Johnston et al.: Chapter 3 2. Article/s: <ul style="list-style-type: none"> a. Dietz, A., Quack, W., Lund, S. K., & McKelvey, M. (2012). AAC assessment and clinical-decision making: The impact of experience. <i>Augmentative and Alternative Communication, 28</i>(3), 148-159. 	#5 Weekly Writing Assignment due via Dropbox Systematic Review Article Due via Discussion Board

Readings to be completed prior to class meetings	Assignments Due
3. Video Assignment: a. RERC Lecture: AAC: A User’s Perspective	
Week 6: Sept 29 AAC Assessment: Perceptual Systems; Accessibility; System Trials	
1. Textbook Chapters: a. Johnston et al.: Chapter 4 2. Article/s: a. Rowland, C., & Fried-Oken, M. (2010). Communication matrix: A clinical and research assessment tool for targeting children with severe communication disorders. <i>Journal of Pediatric Rehabilitation Medicine: An Interdisciplinary Approach</i> , 3, 319-329.	<i>#6 Weekly Writing Assignment due via Dropbox</i>
Week 7: Oct 6 AAC Assessment: Form, Content, Use, Participation	
1. Textbook Chapters: a. Johnston et al.: Chapter 5 2. Article/s: a. Na, J. Y., Wilkinson, K., & Liang, J. (2018). Early development of emotional competence (EDEC) assessment tool for children with complex communication needs: Development and evidence. <i>American Journal of Speech-Language Pathology</i> , 27, 24-36. 3. Video Assignment: a. TED Talk: Seeing Unique Abilities	<i>#7 Weekly Writing Assignment due via Dropbox</i> <i>Annotated Bibliography I due via Drop Box</i>
Week 8: Oct 13 AAC Assessment	
1. Textbook Chapters: a. Soto and Zangari: Chapter 1 2. Article/s: a. Saldert, C., Bergman, M., Hofstenson, J., Jonsson, S. Nygren, K., Vennman, F., and Ferm, U. (2012). Combining methods in the assessment and analysis of communication in aphasia: Benefits and shortcomings of different approaches. <i>Journal of Interactional Research in Communication</i>	<i>All Group AAC Assessment Projects</i> <i>AAC Assessment Project Discussions</i>

Readings to be completed prior to class meetings	Assignments Due
<i>Disorders, 3(2), 141-169.</i>	
Week 9: Oct 20 AAC Assessment	
<ol style="list-style-type: none"> 1. Textbook Chapters: <ol style="list-style-type: none"> a. Johnston et al.: Chapter 6 2. Article/s: <ol style="list-style-type: none"> a. Helling, C. R., & Minga, J. (2014). Developing an effective framework for the augmentative and alternative communication evaluation process. <i>Perspectives on Augmentative and Alternative Communication, 23(2)</i>, 91-98. 3. Video Assignment: <ol style="list-style-type: none"> a. RERC Lecture: Language Development for Young Children 	<p><i>#8 Weekly Writing Assignment due via Dropbox</i></p> <p><i>AAC Assessment Project Discussions</i></p>
Week 10: Oct 27 The Link Between AAC Assessment and Intervention	
<ol style="list-style-type: none"> 1. Article/s: <ol style="list-style-type: none"> a. Lund, S. K., Quach, W., Weissling, K., McKelvey, M., & Dietz, A. (2017). Assessment with children who need augmentative and alternative communication (AAC): Clinical decisions of AAC specialists. <i>Language, Speech, and Hearing Services in Schools, 48</i>, 56-68. b. Calculator, S., & Black, T. (2009). Validation of an inventory of best practices in the provision of augmentative and alternative communication services to students with severe disabilities in general education classrooms. <i>American Journal of Speech-Language Pathology, 18(4)</i>, 329-342. 	<p><i>First draft of Systematic Review Paper due (two pages) via Dropbox</i></p> <p>No-point quiz to identify increase in knowledge related to Module II</p>
Module III: Intervention in AAC	
Week 11: Nov 3 AAC Intervention Principles: Overview of Intervention Principles and Funding	
<ol style="list-style-type: none"> 1. Article/s: <ol style="list-style-type: none"> a. Higdon, C. W. & Hill, K. (2015). Five SGD funding rules of commitment. <i>Perspectives on Augmentative and Alternative Communication, 24(4)</i>, 129- 	<p><i>#9 Weekly Writing Assignment due via Dropbox</i></p>

Readings to be completed prior to class meetings	Assignments Due
<p>134.</p> <p>b. Navrotski, D. (2015). Role and responsibilities of AAC manufacturers' consultants in the SGD funding process. <i>Perspectives on Augmentative and Alternative Communication</i>, 24(4), 147-154.</p> <p>2. Video Assignment:</p> <p>a. RERC Lecture: Funding</p>	<p>No-point quiz to identify gaps in knowledge related to Module III</p>
<p>Week 12: Nov 10 AAC Intervention Principles: Acquired Complex Communication Needs</p>	
<p>1. Textbook Chapters:</p> <p>a. Johnston et al.: Chapter 7</p> <p>2. Article/s:</p> <p>a. McNaughton, D., Light, J., Beukelman, D. R., Klein, C., Nieder, D., & Nazareth, G. (2019). Building capacity in AAC: A person-centred approach to supporting participation by people with complex communication needs. <i>Augmentative and Alternative Communication</i>, 35(1), 56-68.</p>	<p>#10 Weekly Writing Assignment due via Dropbox</p>
<p>Week 13: Nov 17 AAC Intervention Principles: Developmental Complex Communication Needs</p>	
<p>1. Textbook Chapters:</p> <p>a. Johnston et al.: Chapter 8</p> <p>2. Article/s:</p> <p>a. O'Neill, T., Light, J., & Pope, L. (2018). Effects of interventions that include aided augmentative and alternative communication input on the communication of individuals with complex communication needs: A meta-analysis. <i>Journal of Speech, Language, and Hearing Research</i>, 61, 1743-1765.</p> <p>3. Video Assignment:</p> <p>a. RERC Lecture: AAC Interventions to Maximize Language Development for Young Children</p>	<p>Second Draft of Systematic Review Paper due (4 pages) via Dropbox</p>
<p>Week 14: Nov 24 AAC Intervention and Literacy</p>	

Readings to be completed prior to class meetings	Assignments Due
<ol style="list-style-type: none"> 1. Textbook Chapters: <ol style="list-style-type: none"> a. Johnston et al.: Chapter 9 2. Article/s: <ol style="list-style-type: none"> a. Squires, K. E., Gillam, S. L., & Reutzell, D., R. (2013). Characteristics of children who struggle with reading: Teachers and speech-language pathologists collaborate to support young learners. <i>Early Childhood Education Journal</i>, 41, 401-411. 3. Video Assignment: <ol style="list-style-type: none"> a. RERC Lecture: Improving Literacy Outcomes for Individuals with ASD and Limited Speech 	<p>#11 Weekly Writing Assignment due via Dropbox</p>
<p>Week 15: Dec 1 AAC Intervention Goals and Objectives</p>	
<ol style="list-style-type: none"> 1. Article/s: <ol style="list-style-type: none"> a. Haley, K., Cunningham, K. T., Barry, J., & de Riesthal, M. (2019). Collaborative goals for communicative life participation in aphasia: The FOURC model. <i>American Journal of Speech-Language Pathology</i>, 28(1), 1-13. b. Gormley, J. & Light, J. (2019). Providing services to individuals with complex communication needs in the inpatient rehabilitation setting: The experiences and perspectives of speech-language pathologists. <i>American Journal of Speech-Language Pathology</i>, 28(2), 456-458. 2. Video Assignment: <ol style="list-style-type: none"> a. TED Talk: Synthetic Voice as Unique as Fingerprints 	<p>#12 Weekly Writing Assignment due via Dropbox</p> <p><i>Annotated Bibliography II</i></p>
<p>Week 16: Dec 8 AAC Goals and Intervention and Service Models</p>	
<ol style="list-style-type: none"> 1. Article/s: <ol style="list-style-type: none"> a. Brandel, J., & Loeb, D. F. (2011). Program intensity and service delivery models in the schools: SLP survey results. <i>Language, Speech, and Hearing in the Schools</i>, 42, 461-490. b. Green, L., Chance, P., & Stockholm, M. (2019). Implementation and perceptions of classroom-based service delivery: A survey of public school 	<p><i>All Group AAC Intervention Projects via Dropbox</i></p> <p><i>AAC Intervention Discussions</i></p>

Readings to be completed prior to class meetings	Assignments Due
<p>clinicians. <i>Language, Speech, & Hearing Services in the Schools</i>, 50(4), 656-672.</p>	
<p>Week 17: Dec 15 AAC Goals and Intervention</p>	
<p>1. Article/s:</p> <ul style="list-style-type: none"> a. Moore, B. (2018). Beyond 80-percent accuracy: Consider alternate objective criteria in writing your treatment goals. <i>ASHA Leader</i>, 23(5), 6-7. b. Nobriga, C., & St. Clair, J. (2018). Training goal writing: A practical and systematic approach. <i>Perspectives Sig 11</i>, 3, 36-47. <p>2. Video Assignment:</p> <ul style="list-style-type: none"> a. TED Talk: How I Fail at Being Disabled 	<p><i>AAC Intervention Discussions</i></p> <p><i>Research Paper Due via Dropbox</i></p>