# Fitchburg State University

# EDUCATOR Programs

# Comprehensive Syllabus

Summer 2017

## Augmentative-Alternative Communication Strategies for Students with Visual Impairments and Additional Disabilities

## July 17 – August 20, 2017 / Online

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## Course Description:

This course will offer practical Augmentative-Alternative Communication (AAC) strategies for educators who work with early communicators with visual impairments and additional disabilities. Discussions, lecture, videos, simulation activities, readings, and case studies will facilitate the participant’s application of integrating AAC devices into a student’s existing communication system. The unique needs of a VI learner who is an early communicator will be considered in the context of classroom-based AAC interventions to increase engagement, support meaningful communication routines, and build early and age-appropriate literacy skills.

***If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.***

**TEXTS:**

Fitchburg State University Teacher Preparation Programs. (2012).  *Conceptual framework.*  Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/academics/academic-departments/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2011). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks/current.html>

**Fitchburg State University Teacher Education Conceptual Framework**

An 8-pointed star is titled "Educator as Reflective Leader". 4 of the points are labeled: Knowledgeable, Ethical, Skillful, Caring.

**LEARNING OUTCOMES / OBJECTIVES:**

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, you will become more cognizant of:

* Key terminology surrounding AAC assessment and intervention for early communicators
* Commercially available AAC devices that are appropriate for a VI early communicator
* The role of hand-under-hand, natural prompting, and wait-time strategies in AAC implementation for a VI early communicator

**Skill**: As a result of the learning experiences in the course, you will become better able to:

* Identify reasons an AAC system is recommended for an early communicator
* Identify key intervention strategies which are especially critical for a VI learner starting to use an AAC device
* Design components of routine play, conversation, or literacy activities using AAC devices

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Explain how a visual impairment and additional disabilities can impact access to early expressive communication exchanges
* Become a responsive conversational partner during AAC interactions
* Design authentic purposes for communicating within play, conversational, and literacy routines
* Identify a variety of communicative functions that are expressed through early communicative behaviors

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Use your background and skills as a VI educator to provide critical information for a VI student’s AAC evaluation
* Describe how to use assessment information to make IEP team decisions about early AAC intervention for students who are VI with additional disabilities
* Use instructional strategies for VI students with additional disabilities within the framework of AAC intervention

**INSTRUCTIONAL STRATEGIES**

X Lecture Data Collection and Analysis

X Discussion/Questioning Pre-Practicum

Laboratory X Role Playing/Simulation

X Problem Finding/Solving X Independent Learning

Discovery Field Trips

Interviewing Computer Applications

Collaborative Learning Groups X Viewing or Listening to

Followed by Discussing

X Reflective Responses

Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Course Requirements:

This is a graduate level course. As such, the expectation is that participants will submit work that is rooted in adequate theory with evidence of critical thinking, analysis and synthesis of material.

The required assignments for this course are as follows:

**Pre/Post Tests:** there will be a pre-test and post-test in each of the five sessions. Participants are required to complete the pre and post-test in each session. Completion of the tests satisfies the requirements – these are not graded assignments. However, failure to complete the tests will result in a loss of points toward the final grade.

The rubric point scale will be used to assess your work based on a 2-point scale.

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| **Rubric for Pre-Post Tests** | **2 points** | **1 point** | **0 points** |
| **Completion of Pre-Post Test**  **Max pts: 2** | Both pre and post tests are completed within the specified timeframe | Only one (pre or post) test is completed in the specified timeframe. | Pre and Post tests are not completed in the specified timeframe |

**Discussion Forums:** There will be a discussion forum assignment in each of the five sessions. Each participant is required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts is required. You should submit your initial post by the end of Wednesday in the session, and your subsequent response(s) to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief—keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5-point scale. Five discussion forums are required at 5 points possible for each = 25 possible points.

Rubric =

* 1 pt. possible for an on-time initial response
* 2 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 2 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| **Discussion Forum Rubric** | **2 points** | **1 point** | **0 points** |
| **On-Time Initial Response**  **Max pts: 1** | Max pts: 1 | Initial Response posted by the end of *Wednesday* of the week’s session. | Initial Response not posted by the end of *Wednesday* of the week’s session. |
| **Quality, well-written response**  **Max pts: 2** | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses**  **Max pts: 2** | A minimum of two responses is posted. | Only one response is posted | No responses are posted. |

**Webquest:** There will be one webquest assignment. The webquest will ask participants to search the web for information related to the course content. Participants are asked to search for a website that is relevant to the assignment and provide a thorough answer to the question posed by the instructor. Each participant will be expected to complete the webquest assignment as described in the weekly session.

The rubric point scale will be used to assess your work based on a 5-point scale.

One webquest is assigned at 5 possible points.

Rubric =

* 2 pts. possible for choice of website
* 3 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| **Rubric for Webquest** | **3 points** | **2 points** | **1 point** | **0 points** |
| **Choice of website**  **Max pts: 2** | Max pts: 2 | Website chosen is highly relevant to the assignment. | Website chosen is moderately relevant to the assignment | Website is not chosen or not relevant to the assignment |
| **Quality response**  **Max pts: 3** | Response to the assignment is thorough providing a complete answer to the webquest. Response also includes information regarding how this information will be used by the participant in the future. | Response to the assignment is thorough providing a complete answer to the webquest. | Response to the assignment provides a partial answer to the webquest. | No response is submitted |

**Case Study Assignments:** There will be a case study assignment in each of the five sessions. Each participant is required to provide a well-written response to case study questions for each topic. Participants should reference information from the given case study, readings, and lecture notes in their posts. Each participant will be expected to complete the activity as described in the weekly session.

The rubric point scale will be used to assess your work based on a 10-point scale. Five activities are assigned with 10 pts. possible for each equaling 50 points.

* 2 points possible for on-time response
* 2 points possible for logical application of case study information within response
* 2 points possible for appropriate incorporation and reference to the readings
* 4 points possible for a quality response (well-written, appropriate response to the question/topic).

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| --- | --- | --- | --- |
| **Rubric for Case Study Assignments** | **2 points** | **1 point** | **0 points** |
| **On-time response**  **Max pts: 2** | Post is submitted on time. |  | Post is not submitted on time. |
| **Logical application of case study information**  **Max pts: 2** | Logical application of the given case study information is reflected in response to the case study questions. |  | Response does not logically apply the given case study information. |
| **Incorporation and reference to the readings in case study response questions**  **Max pts: 2** | Response includes reference to 2 or more readings assigned for the week. | Response includes reference to 1 reading assigned for the week. | Response does not include any reference to the readings for the week. |
| **Quality, well-written response**  **Max pts: 4** | Response to the assignment is thorough, providing a complete answer to the case study questions (4 pts.). | Response to the assignment provides a partial answer to the case study questions (1-3 pts.). | No response submitted |

**Simulation Activities:** There will be two simulation activities. Each participant is required to carry out the simulation activity as described and provide a well-written response to simulation activity questions for each of two topics.

The rubric point scale will be used to assess your work based on a 3-point scale. Two activities are assigned with 3 pts. possible for each, equaling 6 points.

* 1 point possible for carrying out the simulation activity and describing the activity within response
* 2 points possible for a quality response (well-written, appropriate response to the simulation questions).

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| --- | --- | --- | --- |
| **Rubric for Simulation Activities** | **2 points** | **1 point** | **0 points** |
| **Simulation Activity carried out**  **Max pts: 1** | Max pts: 1 | Simulation activity carried out and a description of the activity is provided. | No description of simulation activity provided |
| **Quality response**  **Max pts: 2** | Response clearly addresses the simulation activity questions including participant’s own thoughts and reflections. | Response partially addresses the simulation activity questions | No response is submitted |

All assignments must be posted by the posted due date. Assignments will be accepted late but 1 point will be deducted for each week the assignment is submitted after the due date.

## Evaluation or Grading Policy:

**Methods of Evaluation**

Participants are evaluated by the following methods:

* Introduction = 2 possible points
* Pre/Post Tests = 10 possible points
* Discussion Forums = 25 possible points
* Webquest = 5 possible points
* Case Studies = 50 possible points
* Simulations = 6 possible points
* Conclusion = 2 possible points

Total Points Available = 100

**GRADES**

**4.0** 95–100 A

**3.7** 92–94 A-

**3.5** 89–91 A-/B+

**3.3** 86–88 B+

**3.0** 83–85 B

**2.7** 80–82 B-

**2.5** 77–79 B-/C+

**2.3** 74–76 C+

**2.0** 71–73 C

**0.0**  0–70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

Grades that fall between intervals will be rounded to the higher number.

## Course Content / Topical Outline

***SESSION I: January 23, 2017 – January 29, 2017***

**Introduction to AAC for the Early Communicator who is VI with Additional Disabilities**

**Session Goals:**

**Participants will**:

* Explain how a visual impairment and additional disabilities can impact access to early expressive communication exchanges
* Identify possible reasons an AAC system is recommended for an early communicator
* Describe the role of a Vision Professional in AAC assessment of and intervention for VI Early Communicators

**Lecture:** “Crossing Disciplines and Understanding Early Communication Access”

**Introduction Assignment**

Earn 2 points by introducing yourself to the workshop.  Upload a profile photo if you like, and tell us about yourself.  In your introduction please include the following:

* your name
* where you live
* your school or place of business
* why you are taking this workshop

**Intro Discussion Forum:**

* In your experience, what are 2 or 3 of the biggest challenges for a VI early communicator in a classroom environment? *Note: If you have limited experience with VI early communicators, feel free to use this week’s readings to support your response.*
* Keep in mind the goal of the Discussion Forum is to have a dynamic discussion that lasts throughout the entire week/session.  Please post your initial response to the Discussion Prompt by the end of the day *Wednesday* for full credit.  Please post response(s) to fellow participants throughout the remainder of the week/session.

**Intro Case Study Assignment:**

Read the “Intro Case Study Description” handout.

A parent has asked you to help write a referral for an AAC evaluation for their son/daughter. The evaluator has limited experience with blind/VI learners. Use the “Intro Case Study Description” information to include the following information in your referral. Reference at least two of this week’s readings within your response.

* List three reasons you believe your student is ready for an AAC device.
* Explain how a Teacher of Students with Visual Impairment (TVI) could possibly assist the evaluator throughout the course of the AAC evaluation and in subsequent intervention.
* Describe your student’s visual skills and *how* this affects the choice of a possible AAC device.
* What are some ways your student communicates expressively?
* How does your student like to receive information (communicate receptively) and how do you know this?
* Provide 1–2 “tips/hints” for the evaluator to help him/her in the diagnostic evaluation.
* Include a question you may have for the AAC evaluator

Handouts

* Intro Case Study Description

**Readings:**

Blackstone, S. (2005) Augmentative Communication News, 17 (4), 1-6.

<http://www.augcominc.com/newsletters/index.cfm/newsletter_34.pdf>

National Joint Committee for the Communicative Needs of Persons with Severe Disabilities, (1992). *Guidelines for meeting the communication needs of persons with severe disabilities.* Retrieved from:

<http://www.asha.org/policy/GL1992-00201.htm>

Romski, M., & Sevcik, R. (2005). Augmentative Communication and Early Intervention: Myths and Realities. *Infants & Young Children, 18(3), 174-185.* Retrieved from:

<http://depts.washington.edu/isei/iyc/romski_18_3.pdf>

Strickling, Chris. (2010). *Impact of Visual Impairment on Development.* Texas School for the Blind and Visually Impaired. Retrieved from:

<http://www.tsbvi.edu/infants/3293-the-impact-of-visual-impairment-on-develop>

***SESSION II: January 30, 2017 – February 5, 2017***

**Considerations in Early AAC Intervention**

**Session Goals:**

**Participants will**

* identify key intervention strategies which are especially critical for a VI learner starting to use an AAC device.
* describe commercially available AAC devices that are appropriate for a VI early communicator.
* identify a way in which consistent use of AAC systems could be facilitated between school and home settings.

**Lecture:** “Considerations in AAC Intervention”

**Considerations in AAC/ Webquest:**

* Look up the following types of devices on the web:
  + Single Message AAC Device
* Sequencing AAC Device
* Multiple-Cell AAC Device
* Answer the Following for each device:
  + The names of at least two commercially available devices in this category (reference the websites within your findings)
* List two possible functional uses for this type of device
* Generate at least two considerations for implementation of this type of device with a VI user

**Considerations in AAC/ Discussion Forum:**

* There is sometimes a difference in the way a VI early communicator uses an AAC device at home vs. school. Describe a way you think an IEP team could help build more consistent AAC use between school and home.
* Keep in mind the goal of the Discussion Forum is to have a dynamic discussion that lasts throughout the entire week/session.  Please post your initial response to the Discussion Prompt by the end of the day *Wednesday* for full credit.  Please post response(s) to fellow participants throughout the remainder of the week/session.

**Considerations in AAC/ Case Study Assignment:**

Refer to the “Considerations in AAC Case Study Description” handout.

You are mentoring a first-year VI educator. He has limited experience with AAC devices but has a class of early communicators who are visually impaired (see handout for description). Reference at least two of this week’s readings within your response.

* List three “key” concepts regarding AAC use he would benefit from knowing on his first day with the students.
* For each concept, briefly (no more than five sentences) describe a possible activity that could be implemented within the classroom environment using an AAC device.

Handouts

* Considerations in AAC Case Study Description

**Readings:**

Belote, M. (2000) Developing Communication Systems That Meet Everyone’s Needs. *California Deafblind Services Resources,*10(8), 1-3. Retrieved from:

<http://www.sfsu.edu/~cadbs/Fall00.pdf>

Burkhart, L. *Key Concepts for Using Augmentative Communication with Children Who Have Complex Communication Needs.* Retrieved from: <http://www.lindaburkhart.com/hand_AAC_OSU_6_08.pdf>

Downey, D., Daugherty, P., Helt, S., & Daugherty, D. (2004, September). *Integrating AAC into the Classroom: Low Tech Strategies.* ASHA Leader. Retrieved from

<http://leader.pubs.asha.org/article.aspx?articleid=2292200>

Goldware, M. & Silver, M. (1998, February). *AAC Strategies for Young Children With Visual Impairment and Multiple Disabilities.* Retrieved from:

<http://www.dinf.ne.jp/doc/english/Us_Eu/conf/csun_98/csun98_135.html>

Mogan, M. (2014, March). *School-Home Journals.* [Web log post]. Retrieved from:

<http://www.pathstoliteracy.org/blog/school-home-journals>

Texas School for the Blind and Visually Impaired. *General Considerations in Working with Young Children with Visual Impairments.* Retrieved from:

<http://www.tsbvi.edu/program-and-administrative-resources/3270-general-considerations-in-working-with-young-children-with-visual-impairments>

## *SESSION III: February 6, 2017 – February 12, 2017*

## Expanding Early Expressive Communication using AAC During Play

**Session Goals:**

**Participants will**

* Identify a variety of possible communicative messages based on observation of a play routine
* Identify a variety of communicative functions expressed through one’s hands
* Design components of an errorless routine play activity using a multi-cell AAC device or a single switch, multi-message device

**Lecture:** “Expanding Early Expressive Communication Using AAC During Play”

**Play Simulation Assignment:**

Refer to the simulated play activity handout. Carry out the “Simulated Play Activity” with a partner and respond to the following:

* Write a brief description (no more than 5 sentences) of your experience during the play simulation. Which communicative functions could your partner easily identify? Which were harder (if any) to identify?
* Which single communicative function would you choose to support through an AAC device in order to decrease frustration or stress during that same play exchange? Why?

**Play Discussion Forum:**

* Beukelman and Mirenda literally wrote the book on AAC. The introduction to one of their chapters has a poignant question regarding selection of vocabulary for AAC users:

“What do you think? How would it feel to be restricted to the words, phrases, and stories selected for you by someone else? Even if you could spell out all of your messages at a rate of about five to seven words per minute, you would still need complete phrases to communicate urgent messages, break into a conversation, engage in small talk, or tell a lengthy story.  Obviously, the appropriateness of the messages stored in your augmentative and alternative communication (AAC) system would be very important to you.  If you could pick a few people to select your messages for you, who would they be—people who know a lot about language or people who know a lot about you? What do you think?”

* Respond to this question in your forum post.
* Keep in mind the goal of the Discussion Forum is to have a dynamic discussion that lasts throughout the entire week/session.  Please post your initial response to the Discussion Prompt by the end of the day *Wednesday* for full credit.  Please post response(s) to fellow participants throughout the remainder of the week/session.

## Play Case Study Assignment:

Choose a student from the “Play Case Study Description” handout (based on the age of the student you would like to focus on for this topic). Watch the corresponding video for your student and respond to the following. Make sure to include at least two references to this week’s readings within your response:

* After viewing the play exchange, list as many of the student’s messages you observed through their expressive communicative behaviors (e.g. “I’m finished, Look at that, I want something else,” etc.).
* Out of all of these messages, choose one reason for communicating that could be expressed through use of a multiple-message communication device. How could you set up an “errorless” system for the student? List 2-3 messages you could load onto the device (all representing the same function).

For example, if you observed the student vocalizing loudly with a smile on their face, you may choose the communicative function of COMMENTING. The two messages may be “I like this a lot!” and “This is so totally cool.” Both messages represent the same function, and would be the correct comment regardless of the message button your student accesses.

* Choose one age-appropriate play activity to practice this communicative function using AAC support and describe briefly how you would implement this. Use Linda Burkhart’s reading for ideas or use your own experiences in play and communication.

Handouts:

* Simulated Play Activity
* Play Case Study Description

Videos

* Case Study Video of younger student at play
* Case Study Video of older student at play

**Readings:**

Burkhart, L. *Adapting Play and Communication: Enhancing Interaction and Cognitive Skills in Young Children.* Retrieved from:

<http://www.lindaburkhart.com/handplay.html>

Miles, B. (2003 October).*Talking the Language of the Hands to the Hands.* Monmouth, OR: DB-LINK, The National Information Clearinghouse on Children Who Are Deaf-Blind. Retrieved from:

<https://nationaldb.org/library/page/1930>

Solomonson, Barbara. *101+ Ideas for Using the BIGmack or Other Single Message Communication Devices.* Spectronicsinoz.com. Retrieved from:

<http://www.spectronicsinoz.com/article/101-ideas-for-using-the-bigmack-or-other-single-message-communication-devices-3>

Smith, M. (2010, January). *Routines.* Texas School for the Blind and Visually Impaired. Retrieved from:

<http://www.tsbvi.edu/component/content/article/1733-routines>

## *SESSION IV: February 13, 2017 – February 19, 2017*

## Accessible Conversations for Early Communicators

**Session Goals:**

**Participants will**

* Identify parts of a conversation and how they apply to building scripts using AAC for early communicators
* Explain the importance of responsive conversational partners and how to facilitate their interactions with AAC users during scripted conversations
* Design a lesson using individualized topics of conversation for a student using a single-hit sequencing AAC device

**Lecture:** “Great Access to Great Conversations with Great People”

**Conversation Simulation Assignment:**

Refer to the Conversation Simulation Handout and carry out the simulated conversation scripts with a partner. Respond to the following:

* Write a brief description (no more than 5 sentences) of your experience during the conversation simulation. Feel free to provide any input from your simulation partner’s experience.
* List 5 emotions an early communicator may feel or sense when they have access to multiple forms of a motivating social exchange with a responsive, natural partner.

**Conversation Discussion Forum:**

* Read the Following short Blog Post from a parent of a child who is blind:

<http://www.familyconnect.org/blog/raising-a-child-who-is-blind-and/is-being-alone-really-what-my-blind-child-prefers/12>

* If you have/have had students with VI who “prefer to be alone,” what strategies or concepts so far in this course (or even in your own experience) would help that student connect to another person and start a “conversation?”
* Keep in mind the goal of the Discussion Forum is to have a dynamic discussion that lasts throughout the entire week/session.  Please post your initial response to the Discussion Prompt by the end of the day *Wednesday* for full credit.  Please post response(s) to fellow participants throughout the remainder of the week/session.

**Conversation Case Study Assignment:**

Choose a student from the “Case Study Description” handout (based on the age of the student you would like to focus on for this topic).

* Choose a topic based on the case study information. Write out a social/conversation script that would be loaded onto a single-hit sequencing device. Make sure you include all parts of a conversation as possible (Burkhart & Musselwhite).
* List 4-5 people with whom the student could share this conversation. Write a brief (3-5 sentence) explanation of how you would prepare these partners to be responsive to your student.
* Predict one other skill your VI student could learn by having new access to several different conversation partners (e.g. think about a skill in the domains of orientation and mobility, communication, or physical/occupational therapy).
* Include at least 2 references to this week’s readings within your response.

Handouts:

* Case Study Descriptions
* Conversation Simulation

**Readings:**

Burkhart, L., & Musselwhite, C. (2000-2001). *Anatomy of a Conversation: Social Scripts.* AACintervention.com. Retrieved from: <http://www.aacintervention.com/home/180009852/180009852/tips/2007/03mar2007/Conversation_Parts.pdf>

Hagood, L. & Moss, K. *Conversations Without Language: Building Quality Interactions with Children Who are Deaf-Blind.* TSBVI.org. Retrieved from:

<http://www.tsbvi.edu/seehear/archive/conversation.html>

Mogan, M. (2013, February). *The Importance of the Prefix “Co-“ in Non-Traditional Literacy Activities* [Web log post]. Retrieved from:

<http://www.pathstoliteracy.org/co-writing-part-1>

Musselwhite, C. (2001). *AAC and Topic-Setting: Getting the Most Bang for your Buck.* AACintervention.com. Retrieved from:

<http://aacintervention.com/home/180009852/180009852/tips/2001/08aug2001/topic%20setting.pdf>

Musselwhite, C. (2006). *Collections: Topic Setting for People with Significant Cognitive Delay.* AACintervention.com. Retrieved from: <http://aacintervention.com/home/180009852/180009852/tips/2006/05may2006/Collections%20Tip.pdf>

Participation Scripts. (2005). AACintervention.com. Retrieved from:

<http://aacintervention.com/home/180009852/180009852/tips/2005/03mar2005/partscripts.pdf>

Porter, G. & Burkhart, L., *The Roads to Autonomous Communication Using Aided Language.* Pages 19–26. Retrieved from:

## <http://www.lindaburkhart.com/handouts/precon%20ISAAC%2012%20handout%20.pdf>

## *SESSION V: February 20, 2017 – February 26, 2017*

## Using AAC to Support Age-Appropriate Literacy Skills

**Session Goals:**

**Participants will:**

* Identify ways to build AAC practice and repetition into literacy routines for students who are VI with additional disabilities
* Explain the strategy of “wait-time” and how to apply it to AAC intervention during a literacy lesson
* Design an early literacy lesson for an early communicator using a single-message device, a sequencer device, and/or a USB switch interface

**Lecture:** “Using Pattern, Practice, and Patience to Promote Participation in Literacy Activities”

**Literacy and AAC Discussion Forum:**

* Go back to the first session’s Discussion Forum (Week 1). Choose 2 separate participant’s responses to the Discussion prompt and identify possible AAC considerations, strategies, key concepts or “A-ha’s!” that may address a challenge he/she listed.
* Please Note: This Discussion Forum response is due by the end of *Sunday*, rather than the end of Wednesday this week. In order to receive a full 5 points of credit, cite readings/references from the course that support both of your responses.

### Literacy and AAC Case Study Assignment:

Choose a student from the “Case Study Description” handout (based on the age of the student you would like to focus on for this topic). Design a Read-Aloud lesson plan for your case study student using the “Lesson Plan Template” handout. Your lesson plan will include how you will use strategies such as wait-time and repetition to promote successful AAC intervention. Include at least 2 references to this week’s readings within your response. Your lesson can use a book with a repeated story line, an original book that is based on your student’s interests, or a favorite song or poem. Have fun!

**Conclusion Assignment**

Earn 2 points by reflecting on the workshop.  In your conclusion please include the following:

* What aspect(s) of the workshop made you think of AAC assessment or intervention in a different way?
* Which concepts or strategies do you think you are ready to apply in your own AAC interventions?

Handouts:

* Case Study Descriptions
* Lesson Plan Template

### Readings:

Ayer, Lyn. (2009). *The Ever Important Pause*. Texas School for the Blind and Visually Impaired. Retrieved from:

<http://www.tsbvi.edu/tx-sensabilities/3116-the-ever-important-pause>

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## Summary of Weekly Topics and Assignments of Weekly Topics and

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Topic** | **Assignments Due** | **Possible Points** | **Due Date** |
| I  7/17-7/23 | “Intro to AAC” | Pre-Post Test | 2 pts. | Jul 23 |
| Introduction | 2 pts. |
| Case Study #1 | 10 pts. |
| Discussion Forum #1 | 5 pts. |
| II  7/24 – 7/30 | “Considerations in Early AAC” | Pre-Post Test | 2 pts. | July 30 |
| Webquest Assignment | 5 pts. |
| Case Study #2 | 10 pts. |
| Discussion Forum #2 | 5 pts. |
| III  7/31 -8/6 | “AAC During Play” | Pre-Post Test | 2 pts. | Aug 6 |
| Case Study #3 | 10 pts. |
| Discussion Forum #3 | 5 pts. |
| Play Simulation Activity | 3 pts. |
| IV  8/7 – 8/13 | “Accessible Conversations” | Pre-Post Test | 2 pts. | Aug 13 |
| Case Study #4 | 10 pts. |
| Discussion Forum #4 | 5 pts. |
| Conversation Simulation Activity | 3 pts. |
| V  8/14-8/20 | “AAC and Literacy Skills” | Pre-Post Test | 2 pts. | Aug 20 |
| Case Study #5 | 10 pts. |
| Discussion Forum #5 | 5 pts. |
| Conclusion | 2 pts. |

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

## University and Education Unit Policies

### Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

## Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

1. If you have questions for the instructor please post them in the Q&A forum found at the top of the home page for the course. Your instructor will respond to any questions posted within 48 hours. This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.
2. The instructor will make every effort to check email frequently. However, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification prior to the deadline.
3. Participants are welcome to use the “email the class” feature. Please keep messages sent to the whole class related to course content and maintain the same professionalism as you would in a face-to-face class.
4. Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom. While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind. This medium does give participants flexibility in attending class – it is more convenient – not easier!

### Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

### Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

### Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

## Readings and Resources

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