



SPLH 764M: AAC AND LITERACY
JANE R. WEGNER, PH.D.
JANUARY 14-MARCH 4, 2010
9:30-11:10 TUESDAYS AND THURSDAYS

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Course Objectives:

This course is designed to provide resources and information to prepare you to collaborate with others in increasing the literacy opportunities and skills of individuals with significant disabilities, particularly those who use augmentative and alternative communication. The specific objectives of the course are:

1. To introduce students to models and processes of literacy as they relate to individuals who use AAC.
2. To address five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) as they relate to students who have significant disabilities.
3. To describe assessment and intervention strategies that address the five components of reading and writing relating to individuals who use AAC.
4. To familiarize students with technologies, materials, and modifications that support literacy learning and use by AAC users.

This course is also designed to provide secondary experience for the ASHA Knowledge and Standards III-C Communication Disorders and III-D Clinical Application in the areas of Receptive/Expressive Language and Modalities. At the end of this course, it is anticipated that students will be able to demonstrate knowledge in the following areas:

1. Understand basic concepts, terminology, & theory relative to AAC and literacy.

2. Develop an assessment plan for literacy for an individual with significant disabilities.
3. Analyze and integrate assessment findings with other pertinent information.
4. Develop an intervention plan for literacy for an individual with significant disabilities.

Course Texts:

Cunningham, P. & Allington, R. (2007). *Classrooms that work: They can all Read and write* (4th ed.). Boston: Allyn & Bacon.

Erickson, K., Koppenhaver, D., & Yoder, D. (2007). *Children with disabilities: Reading and writing the four-blocks way*. Greensboro, NC: Carson-Dellosa Publishing Company.

Course Readings and Resources: The course readings are available for checkout in the Resource Room at the Schiefelbusch Clinic, 2101.

Clendon, S.A., Gillon, G.T., & Yoder, D.E. (2005). The efficacy of phoneme awareness intervention for children with severe speech and physical impairments. *International Journal of Disability, Development, and Education*, 52(1), 7-31

Cunningham, J.W. (1993). Whole-to-part reading diagnosis. *Reading and Writing Quarterly*, 9, 31-49.

Dahlgren Sandberg, A. (2001). Reading and spelling, phonological awareness, And working memory in children with severe speech impairments: a longitudinal study. *Augmentative and Alternative Communication*, 17, 11-26

Downing, J. (2005). *Teaching literacy to students with significant Disabilities: Strategies for the K-12 inclusive classroom*. Thousand Oak, CA: Corwin Press.

Erickson, K. (2003). Reading comprehension in AAC. *The ASHA Leader*, 8(12), 6-9.

Erickson, K.A, & Koppenhaver, D.A. (1998). Using the "write talk-nology" with Patrik. *Teaching Exceptional Children*, 31, 58-64.

Koppenhaver, D. (2000). Literacy in AAC: What should be written on the envelope we push? *Augmentative and Alternative Communication*, 16(4), 270-279.

Koppenhaver, D., Coleman, P., Kalman, S., & Yoder, D. (1991). The implications of emergent literacy research for children with developmental disabilities. *American Journal of Speech, Language Pathology*, 38-44.

Millar, D.C., Light, J.C. & McNaughton, D.B. The effect of direction instruction and writer's workshop on the early writing skills of children who use augmentative and alternative communication. *Augmentative and Alternative Communication*, 20(3), 164-178.

Sturm, J. Spodorcica, S., Cunningham, J., Cali, K., Staples, A., Erickson, K., Yoder, D. (2006). What Happens to Reading Between First and Third Grade? Implications for Students Who Use AAC? *Augmentative and Alternative Communication*, 22(1), 21-36.

Course Evaluation:

A total of 210 points is possible. There will be two projects and classroom participation that will be completed to determine your grade. The points will be as follows:

Project 1: 100 points

Project 2: 100

Class participation: 10 points

Grades will be assigned based on points accumulated:

195-210 = A

193-194 = A-

186-192 = B+

180-185 = B

172-179 = B-

161-171 = C+

153-160 = C

147-152 = C-

126-148 = D

125 & below = F

Projects:

We are going to explore two curricular approaches to teaching literacy to individuals with significant disabilities, including those who use AAC. They are the adapted *Four-Blocks Literacy Framework* (Erickson & Koppenhaver, 2007) and *Accessible Literacy Learning: Evidence-based Reading Instruction for Learners with Autism, Cerebral Palsy, Down Syndrome, and Other Disabilities* (Light & McNaughton, 2009). You will complete two projects with a partner that focuses on one of the programs. Your learning from the projects will be shared with the class.

Project 1: Using the principles and strategies discussed in class, your readings, and the curriculum assigned to you, you will complete an assessment of an individual with significant disabilities. Ideally, the person will use AAC as his/her primary mode of communication. I will be happy to assist you in finding an individual to assess. A grading rubric will be distributed prior to the project due date.

Project 2: Using the principles and strategies discussed in class, the readings, the curriculum assigned to you and the results from the assessment you completed, you will generate literacy goals and teaching strategies for improving the individual's literacy skills. Along with the description of the goals and teaching strategies, you will apply at least one strategy in a literacy activity with the individual you are working with. This will mean that you create at least one modification/adaptation for that individual. You should videotape your interaction as you teach and use your adaptation. This will be shared during your presentation at the end of the semester. A grading rubric will be distributed prior to the project due date.

Academic Misconduct: Please refer to your Graduate School Catalog and the Intercampus Program MA Handbook for the definition and policies regarding academic misconduct. If you do not have a handbook or catalog, please see the instructor.

**AAC AND LITERACY: COMPREHENSIVE LITERACY INSTRUCTION FOR STUDENTS
WHO USE AAC**

DATE	TOPIC	READINGS
1/14/10	Introduction	Syllabus
1/19/10	<i>ALL</i> Children can learn to read	Koppenhaver, 2000 Sturm, Spadorcia, Cunningham, Cali, Staples, Erickson, Yoder, & Koppenhaver, 2006
1/21/10	Literacy and communication Comprehensive Instruction PARTICIPANT PROJECT ONE SELECTED	Downing, 2005, Chapter 2 Cunningham, 1993 Cunningham & Allington, Chapt. 8
1/26/10	Assessment	Cunningham and Allington, Chapt. 3
1/28/10	Assessment	Erickson, 2003
2/2/10	Instruction: Vocabulary and Reading Comprehension	Cunningham and Allington, Chpt. 5
2/4/10	Word Instruction: Phonemic Awareness	Dahlgren Sandberg, 2001
2/11/10	PROJECT 1 DUE	PRESENTATION
2/16/10	Word Instruction: Phonics	Clendon, Gillon, & Yoder, 2005
2/18/10	Self-Directed Reading	Cunningham & Allington, Chpt. 1
2/23/10	Instruction: Writing	Cunningham & Allington, Chpt. 4
2/25/10	Writing	Erickson & Koppenhaver 1998
3/2/10	Students with limited responses	Downing, 2005, Chptrs. 3 & 4
3/4/10	PROJECT 2 DUE	PRESENTATION