

SPLH 852: Augmentative and Alternative Communication

Fall 2009

11:10-1:00 TR, 3049 Dole

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Office hours by appointment

Course Description:

This course is offered to provide students with introductory information about augmentative and alternative communication (AAC). Specifically, students will participate in readings and activities to address AAC assessment and intervention processes for individuals who are unable to meet their daily communication needs using natural modes. This class will provide students the resources and opportunities to begin to develop the skills that have been identified by ASHA (2002) as necessary to provide services to individuals who use AAC. The full document Augmentative and Alternative Communication: Knowledge and Skills for Service Delivery is available on Blackboard.

The course is designed to meet the requirements of ASHA Knowledge Standards III-C Communication Disorders and III-D Clinical Application in the area of 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, and theory of AAC.
2. Develop an assessment plan to determine if a person would benefit from AAC
3. Analyze and integrate assessment findings to determine if AAC is appropriate and if so, what system would be most beneficial.
4. Develop a treatment plan based on available evidence.

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, please see the instructor.

Students with Disabilities: The staff of Services for Students with Disabilities (SSD), 135 Strong, 785-864-2620 (v/tty), coordinates accommodations and services for KU courses. If you have a disability for which you may request accommodation in KU classes and have not contacted them, please do as soon as possible. Also, please see me privately in regard to this course.

Course Evaluation:

1. Communication Device/Assessment Project	90 pts
2. Vocabulary/Language/Literacy Project	90 pts
3. AAC journal article review	35 pts
4. Reading reflections	60 pts
6. Review devices (5 points per tutorial completed) completed outside of class (25 points possible)	25 pts
7. View and review of one webcast at AAC-RERC OR Complete the visual scene display activity	<u>25 pts</u> 325 pts

Projects from this class may be added to your portfolio. Projects should be dropped into the Digital Drop Box by midnight on the day the projects are due.

The following point distribution will be used to determine student grades:

- A= 302-325 points
- A-=292-301 points
- B+= 283-291 points
- B= 268-280 points
- B-=260-267 points
- C+= 250-259 points
- C=237-249 points
- C-=227-236 points
- D+=218-226 points
- D=208-217 points
- F= less than 208 points

Late Assignments: A total of 5 points per day will be deducted for each late assignment.

Text and Readings:

Required Texts:

Beukelman, D., & Mirenda, P. (2005). *Augmentative and alternative communication: Management of severe communication disorders in children and adults (3rd ed.)*. Baltimore: Paul H. Brookes Publishing Company. (www.pbrookes.com)

Beukelman, D., Garrett, K., & Yorkston, K. (2007). *Augmentative and alternative Communication strategies for adults with acute or chronic medical conditions*. Baltimore, MD: Paul H. Brookes Publishing Company.

Fried-Oken, M. & Bersani, H. (2000). *Speaking up and spelling it out: Personal essays On augmentative and alternative communication*. Baltimore: Paul H. Brookes Publishing Company.

It is expected that assigned readings will be completed before class.

Resource Readings: The following readings are available in the Resource Room (2115 Haworth Hall) in the Schiefelbusch Speech-Language-Hearing Clinic or through electronic reserve. An office worker in 2101 Haworth Hall will help you check out the readings. The following readings are possible resources for projects:

AAC-RERC (n.d.) AAC for aphasia: Use of visual scene displays.

AAC-RERC (n.d.) What is a contextually relevant scene?

Beukelman, David R., Fager, Susan, Ball, Laura and Dietz, Aimee (2007) 'AAC for adults with acquired neurological conditions: A review', *Augmentative and Alternative Communication*, 23:3, 230 — 242

Binger, C., Berens, J., Kent-Walsh, J., & Taylor, S. (2008). The effects of aided AAC interventions on AAC use, speech, and symbolic gestures. *Seminars in Speech and Language*, 29(2), 101-111.

Blackstone, Sarah W., Williams, Michael B. and Wilkins, David P. (2007) 'Key principles underlying research and practice in AAC', *Augmentative and Alternative Communication*, 23:3, 191 — 203.

Burke, Rebecca, Wassink, Kimberlee, Martin, Tracy and Seikel, Anthony J. (2007) Message retrieval for survivors of traumatic brain injury, *Augmentative and Alternative Communication*, 24:1, 56 — 63.

Clarke, Michael and Wilkinson, Ray (2007) Interaction between children with cerebral palsy and their peers 1: Organizing and understanding VOCA use', *Augmentative and Alternative Communication*, 23:4, 336 — 34.

Cupples, L., & Iacono, T. (2000) Phonological awareness and oral reading skills in children with Down syndrome. *Journal of Speech Language and Hearing Research*, 43, 595-608.

Dark, Leigha and Balandin, Susan (2007) Prediction and selection of vocabulary for two leisure activities, *Augmentative and Alternative Communication*, 23:4, 288 — 299.

Doyle, M., Kennedy, M., Jausalaitis, G., & Phillips, B., (2000). AAC and traumatic brain injury: Influence of cognition on system design and use. In D.R. Beukelman, K.M. Yorkston, & J. Reichle (Eds.). *Augmentative and alternative communication for adults with acquired neurologic disorders* (pp. 271-304). Baltimore: Paul H. Brookes Publishing Company.

Deruyter, Frank, McNaughton, David, Caves, Kevin, Bryen, Diane Nelson and Williams, Michael B. (2007) 'Enhancing AAC connections with the world', *Augmentative and Alternative Communication*, 23:3, 258 — 270

Garrett, K., & Kimelman, M. (2000). AAC and aphasia: Cognitive-linguistic consideration. In D.R. Beukelman, K.M. Yorkston, & J. Reichle (Eds.),

- Augmentative and alternative communication for adults with acquired neurologic disorders* (pp. 339-374). Baltimore: Paul H. Brookes Publishing Company.
- Hemsley, Bronwyn, Balandin, Susan and Togher, Leanne (2008) 'I've Got Something to Say': Interaction in a Focus Group of Adults with Cerebral Palsy and Complex Communication Needs', *Augmentative and Alternative Communication*, 24:2, 110 — 122.
- Higginbotham, D. Jeffery, Shane, Howard, Russell, Susanne and Caves, Kevin (2007) 'Access to AAC: Present, past, and future', *Augmentative and Alternative Communication*, 23:3, 243 — 257.
- Hoag, Linda A., Bedrosian, Jan L., McCoy, Kathleen F. and Johnson, Dallas E. (2008) 'Hierarchy of Conversational Rule Violations Involving Utterance-Based Augmentative and Alternative Communication Systems', *Augmentative and Alternative Communication*, 24:2, 149 — 161.
- Hunt, P., Soto, G., Maier, J., Muller, E., & Goetz, L. (2002). Collaborative teaming to Support students with augmentative and alternative communication needs in General classrooms. *Augmentative and Alternative Communication*, 18, 20-35.
- Klasner, E., & Yorkston, K. (2000). AAC for Huntington disease and parkinsons disease: Planning for change. In D.R. Beukelman, K.M. Yorkston, & J. Reichle, (Eds.), *Augmentative and alternative communication for adults with acquired neurological disorders* (pp. 233-270). Baltimore: Paul H. Brookes Publishing Company.
- Light, J., Binger, C., Agate, T., & Ramsay, K. (1999). Teaching partner-focused questions to individuals who use augmentative and alternative communication to enhance their communicative competence. *Journal of Speech, Language, and Hearing Research*, 42, 241-255.
- Light, Janice and Drager, Kathryn (2007) AAC technologies for young children with complex communication needs: State of the science and future research directions, *Augmentative and Alternative Communication*, 23:3, 204 —216
- Light, J.C. & Gulens, M. (2000). Rebuilding communicative competence and self-Determination. In D.R. Beukelman, K.M. Yorkston, & J. Reichle (Eds.), *Augmentative and alternative communication for adults with acquired Neurological disorders* (pp. 137-179). Baltimore: Paul H. Brookes Publishing Company.
- Light, Janice, Page, Rebecca, Curran, Jennifer and Pitkin, Laura (2007) Children's ideas for the design of AAC assistive technologies for young children with complex communication needs, *Augmentative and Alternative Communication*, 23:4, 274 — 287

- Light, J.C., Roberts, B., Dimarco, R., & Greiner, N. (1998). Augmentative and Alternative communication to support receptive and expressive communication For people with autism. *Journal of Communication nDisorders*, 31, 153-180.
- Lund, Shelley K. and Light, Janice (2007) Long-term outcomes for individuals who use augmentative and alternative communication: Part III - contributing factors, *Augmentative and Alternative Communication*, 23:4, 323 — 335.
- Mathy, P., Yorkston, K., Gutmann, M. (2000). AAC for individuals with amyotrophic Lateral sclerosis. In D.R. Beukelman, K.M. Yorston, & J. Reichle (Eds.), *Augmentative and alternative communication for adults with acquired neurological disorders* (pp. 183-232). Baltimore: Paul H. Brookes Publishing Company.
- Mcnaughton, David and Bryen, Diane Nelson (2007) AAC technologies to enhance participation and access to meaningful societal roles for adolescents and adults with developmental disabilities who require AAC, *Augmentative and Alternative Communication*, 23:3, 217 — 229.
- McNaughton, David, Rackensperger, Tracy, Benedek-Wood, Elizabeth, Krezman, Carole, Williams, Michael B. and Light, Janice (2008) “A child needs to be given a chance to succeed”: Parents of individuals who use AAC describe the benefits and challenges of learning AAC technologies, *Augmentative and Alternative Communication*, 24:1, 43 — 55
- Mirenda, P. & Erickson, K. (2000). Augmentative communication and literacy. In A.M. Wetherby and B.M. Prizant (Eds.). *Autism Spectrum Disorders*. Baltimore: Paul H. Brookes Publishing Company.
- Mirenda, P., & Iacono, T. (2009). *Autism Spectrum Disorders and AAC*. Baltimore, MD: Paul H. Brookes Publishing Co.
- National Joint Committee for the Communication Needs of Persons with Severe Disabilities. Adults with learning disabilities: Access to communication supports: Concerns regarding the application of restrictive “eligibility” policy. *Communication Disorders Quarterly*, 23 (3), 145-153.
- Oken, B., (2000). AAC and dementia. In D.R. Beukelman, K.M. Yorkston, & J. Reichle (Eds.), *Augmentative and alternative communication for adults with acquired neurologic disorders*. (pp. 375-405). Baltimore: Paul H. Brookes Publishing Company.
- Raghavendra, Parimala, Bornman, Juan, Granlund, Mats and Björck-Åkesson, Eva (2007) The World Health Organization's international classification of functioning, disability and health: implications for clinical and research practice in the field of augmentative and alternative communication, *Augmentative and Alternative Communication*, 23:4, 349 — 361.

Rogers, M., King, J., Alarcon, B. (2000). Proactive management of primary progressive Aphasia. In D.R. Beukleman, K.M. Yorkston, & J. Reichle (Eds.). *Augmentative and alternative communication for adults with acquired neurologic disorders* (pp. 305-338). Baltimore: Paul H. Brookes Publishing Company.

Soto, G., Muller, E., Hunt, P., & Goetz, L. (2001b). Critical issues in the inclusion of Students who use AAC: An educational team perspective. *Augmentative and Alternative Communication*, 17, 62-72.

Soto, G., Muller, E., Hunt, P., & Goetz, L. (2001b). Professional skills for serving Students who use AAC in general education classrooms: A team perspective. *Language Speech and Hearing Services in the Schools*, 32. 51-56.

Wood, L.A., Lasker, J., Siegel-Causey, E., Beukelman, D. & Ball, L. (1998). Input Framework for augmentative and alternative communication. *Augmentative and Alternative Communication*, 14, 261-267.

When more than one chapter in Oken & Bersani is assigned, choose the chapter you would like to read. We will share our reactions to the chapters in class.

TENTATIVE READING ASSIGNMENTS

DATE	ASSIGNED READING	TOPIC
8/20/09	Chapter 1 Beukelman, ASHA documents on Blackboard	Introduction
8/25/09	Chapters 2, 3 Beukelman & Mirinda Oken & Bersani 12	Message Management; Symbols and Rate Enhancement
8/27/09	Beukelman & Mirinda 4 & 5 Beukelman, Garrett Oken & Bersani 7, 15	Alternative Access, Team Building
9/01/09	Beukelman & Mirinda 6 Oken & Bersani 28 WEB-SITE OR VSD DUE	Principals of assessment
9/03 /09	Beukelman & Mirinda 7 Oken & Bersani 6	Assessment
9/08/09	Beukelman & Mirinda 8 Oken & Bersani 14	Principles of Intervention
9/10/09	Beukleman & Mirinda 9, 10 Oken & Bersani 17	Developmental Disabilities: Intervention-Nonsymbolic Communicators
9/15/09	Group Presentations	Group Presentations
9/17/09	Beukelman & Mirinda 11,12 Oken & Bersani 3, 19	Developmental Disabilities: Intervention- Beginning Communicators and

		Language Learning
9/22/09	Beukelman & Mirenda 13 Oken & Bersani 9	Literacy and AAC, Evidence Based Practice
9/24/09	Beukelman & Mirenda, 14 Beukelman, Garrett, & Yorkston, 1 ARTICLE REVIEW DUE TODAY	Educational Inclusion, Introduction to Services with Adults
9/29/09	Beukelman, Garrett, Yorkston, 12, 5	Social Support Traumatic Brain Injury
10/01/09	NO CLASS TODAY	MEET TO WORK ON PROJECT
10/06/09	Beukelman, Garrett, Yorkston 6, 8 Oken & Bersani 11, 13	Aphasia Dementia
10/08/09	Beukelman, Garrett, Yorkston, 9 Oken & Bersani 2, 10	ALS
10/13/09	Group Presentations	