

SPLH 764: AAC IN THE SCHOOLS: ASSESSMENT AND INTERVENTION
FALL 2011
9:30-11:10 TR, 3049 Dole

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Office hours by appointment

Course Description:

This course is offered to provide students with information about augmentative and alternative communication (AAC) services in school settings. Specifically, students will participate in readings and activities that will provide information concerning the roles, responsibilities, and contributions of school speech-language pathologists relative to AAC.

The course is designed to meet the requirements of ASHA Knowledge 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. Understanding of schools: structure and functioning
2. Understanding of speech-language pathologist's role in the schools, especially in relation to AAC services.
3. Understanding AAC assessment in the schools
4. Understanding AAC intervention in the schools.
5. Understanding how to use the general education curriculum as a context for goal setting.
6. Understanding and addressing the language and communication demands of the curriculum.
7. Understanding the use of strategies for supporting meaningful social relationships.
8. Understanding team collaboration to support student learning.
9. Understanding modification of classroom activities to ensure student participation and achievement.

Portfolio: Any of the assignments in this class may be submitted for your portfolio.

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.

Cell phones and computers: Please turn off your phones when you come into class. Please don't text or use the computers in the classroom unless you are asked to do so - it is very distracting to your instructor and others around you.

Course Evaluation:

- 1. Lead class discussion: 20 points
- 2. Participation: 12 points
- 3. Article Review: 30 points
- 4. Project: 50 points
- 5. AAC system competencies 25 points (5 at 5 points each)

Total possible points: 137

A	127-137
A-	123-126
B+	119-122
B	113-118
B-	109-112
C+	105-108
C	100-104
C-	95-99
D	82-94
F	BELOW 82

Students with Disabilities: The staff of Disability Resources 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 so as soon as possible. They can be reached at 864-2620. Also, please see me privately in regard to this course.

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

READINGS:

Text:

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

Assigned Readings for Class:

Additional readings may also be assigned from journals, books, and professional organizations. These will be available in the Resource Room in the Schiefelbusch Clinic or on Blackboard.

ASHA documents relative to AAC: Position Statement, Technical Report, and Guidelines. Available in PDF file on Blackboard.

ASHA documents relative to Workload Analysis Approach for Schools: Position Statement, Technical Report, Guidelines. Available in PDF file on Blackboard.

ASHA Guidelines for the Roles and Responsibilities of School-Based Speech-Language-Pathologists. Available in PDF file on Blackboard.

Fallon, K. (2008). AAC in the schools: Current issues and future directions. *Perspectives on augmentative and alternative communication*, 17(1), 6-12.

ARTICLES FOR REVIEW: AS ASSIGNED

Bailey, R., Paretter, H., Stoner, J, Angell, M., Carroll, K. (2006). Family members' perceptions of AAC device use. *AAC*, 37 (1), 50-60.

Binger, C. (2008). Classroom-based language goals and intervention for children who use AAC: Back to basics. *Perspectives on augmentative and alternative communication*, 17(1), 20-26.

Binger, C., Kent-Walsh, J., Ewing, C., & Taylor, S. (2010). Teaching educational assistants to facilitate the multisymbol message productions of young students who require augmentative and alternative communication. *AJSLP*, 19, 108-122.

Binger, C. & Light, J. (2006). Demographics of preschoolers who require

- AAC. Language, Speech, and Hearing Services in Schools*, 37, 200- 208.
- Blischak, D.(1995). Thomas the writer: Case study of a child with severe physical, speech, and visual impairments. *LSHSS*, 26, 11-20.
- 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. *AJSLP*, 18, 329-342.
- Chapple, D. (2011). The evolution of augmentative communication and the importance of alternative access. *Perspectives on Augmentative and Alternative Communication*, 20 (1), 34-37.
- Corbin, C. (2008). How to survive a due process hearing. *Perspectives on school-based issues*, 9 (1), 5-12.
- Costigan, F., & Light, J. (2010). A review of preservice training in augmentative and alternative communication for speech-language pathologists, special education teachers, and occupational therapists. *Assistive Technology*, 22, 200-212.
- Cannon, B., Edmond, G., Menendez, A., Tucker, J., Blair, K., & Rohre, D. (2009). Creating district-wide AAC programs. *Perspectives on Augmentative and Alternative Communication*, 18 (3), 48-52.
- Downing, J. (2005). Inclusive education for high school students with severe intellectual disabilities: Supporting communication. *AAC*, 21 (2), 131- 148.
- Drager, K., Postal, V., Carrolus, L, Castellano, M., Gagliano, C., & Glynn, J. (2006). The effect of aided language modeling on symbol comprehension and production in 2 preschoolers with autism. *American Journal of Speech-Language Pathology*, 15, 112-125.
- Fernandes, B. (2011). iTherapy: The revolution of mobile devices within the field of speech therapy. *Perspectives on School-Based Issues*, 12 (2), 35-40.
- Fishman, I. (2011). Guidelines for teaching speech-language pathologists about the AAC assessment process. *Perspectives on Augmentative*

and Alternative Communication, 20 (3), 82-86.

Goldman, A. (2008). Funding AAC. *Perspectives on Augmentative and Alternative Communication, 17 (1), 33-35.*

Gosnell, J., Costello, J., & Shane, H. (2011). There isn't always an app for that! *Perspectives on Augmentative and Alternative Communication, 20 (1), 7-8.*

Gosnell, J., Costello, J., & Shane, H. (2011). Using a clinical approach to Answer "What communication apps should we use?". *Perspectives On Augmentative and Alternative Communication, 20 (2), 87-96.*

Hamm, B., & Mirenda, P. (2006). Post-school quality of life for individuals with developmental disabilities who use AAC. *AAC, 22 (2), 134-147.*

Hill, K. (2009). Data collection and monitoring AAC interventions in the schools. *Perspectives in Augmentative and Alternative Communication, 18 (2), 58-64.*

Hunt, M., Soto, G., Maier, J., Muller, E., & Goetz, L. (2002). Collaborative teaming to support students with AAC needs in general education classrooms. *AAC, 18 (1), 20-35.*

Hurd, R. AAC and the IEP (2009). *Perspectives on Augmentative and Alternative Communication, 18 (2), 65-70.*

Johnson, J., Inglebret, E., Jones, C., & Ray, J. (2006). Perspectives of speech-language pathologists regarding success vs. abandonment of AAC. *AAC, 22 (2), 85-99.*

Katz, L., Maag, A., Fallon, K., Blenkarn, K., & Smith, M. (2010). What makes a caseload (un)manageable? School-based speech-language pathologists speak. *Language, Speech, and Hearing Services in the Schools, 41, 139-151.*

Kent-Walsh, J., Binger, C., Hasham, Z. (2010). Effects of parent instruction on the symbolic communication of children using augmentative and alternative communication during storybook reading. *American Journal of Speech-Language Pathology, 19, 97-107.*

- Kent-Walsh, J., & Binger, C. (2011). Technology as a language tool: Augmentative and alternative communication in the classroom. *Perspectives on School-Based Issues, 12* (2), 28-34.
- Kessel, L., & Sickman, L. Undergraduate elementary education majors' knowledge of augmentative and alternative communication. *Perspectives on Augmentative and Alternative Communication, 19*(4), 100-107.
- Kreb, R. (2008). Avoiding a due process hearing. *Perspectives on school-based issues, 9*(1), 5-12.
- 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* (1), 241-255.
- McBride, D. (2011). AAC evaluations and new mobile technologies: Asking and answering the right questions. *Perspectives on Augmentative and Alternative Communication, 20* (1), 9-16.
- McNaughton, D., Rackensperger, T., Benedek-Wood, E., Krezman, C., Williams, M., & Light, J. (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.
- Mellman, L., DeThorne, L., & Hengst, J. (2010). "Shhhh ! Alex has something to say" : AAC-SGD use in the classroom setting. *Perspectives on Augmentative and Alternative Communication, 19* (4), 108-114.
- Mirenda, P. (2003). Toward functional augmentative and alternative communication for students with autism: Manual signs, graphic symbols, and voice output communication aids. *LSHSS, 34*, 203-216.
- Moore, B. (2008). Current decisions impacting school practice. *Perspectives on school-based issues, 9*(1), 17-23.
- Olin, A., Reichle, J., Johnson, L., & Monn, E. (2010). Examining dynamic visual

- scene displays: Implications for arranging and teaching symbol selection. *American Journal of Speech-Language Pathology*, 19, 284-297.
- Power-deFur, L. & O'Toole, T. (2008). Due process hearings: Understanding, preventing, preparing. *Perspectives on school-based issues*, 9(1), 24- 29.
- Snell, M. (2002). Using dynamic assessment with learners who communicate nonsymbolically. *AAC*, 18 (3), 163-176.
- Sonnenmeier, R., Mcsheehan, M., Jorgensen, C. (2005). A case study of the supports for a student with autism's communication and engagement within the general education curriculum: Preliminary report of the beyond access model. *AAC*, 21 (2), 101-115.
- Soto, G. (1997). Special education teacher attitudes toward AAC: Preliminary survey. *AAC*, 13, 186-197.
- Sturm, J. & Clendon, S. (2004). Augmentative and alternative communication, language, and literacy: Fostering the relationship. *Topics in Language Disorders*, 24 (1), 76-91.
- Van Tatenhove, G. (2009). Building language competence with students using AAC devices: Six challenges. *Perspectives on Augmentative and Alternative Communication*, 18 (2), pp.38-47.
- Von Tetzchner, S. m Brekke, K., Sjothun, B., & Grindheim, E. (2005). Constructing preschool communities of learners that afford alternative language development. *AAC*, 21 (2), 82-100.
- Warren, L., & Warren, F. (2009). Perspectives on AAC intervention in school settings. *Perspectives on Augmentative and Alternative Communication*, 18 (2), 53-57.
- Wenhardt, F. (2010). The speech-language pathologist in the public schools: preparation for real life practices from the perspective of a speech-language pathology program coordinator. *Perspectives on School-Based Issues*, 11(2), 60-65.

Additional Resources:

Georgia Project for Assistive Technology. Appendix: *Supporting participation in typical classroom activities for students with Disabilities through the use of accommodations, modifications, And assistive technology solutions.* PDF file on Blackboard.

Giangreco, M., Prelock, P., & Turnbull, R. (2010). An issue in plain sight: when are speech-language pathologists special educators rather than Related services providers? *LSHSS, 41*, 531-538.

Goldman, A. (2008). Funding AAC. *Perspectives on augmentative and alternative communication, 17* (1), 33-35.

Janney, R. & Snell, M. (2004). *Modifying Schoolwork* (2nd Ed.). Baltimore, MD: Brookes.

Proctor, L. & Oswalt, J. (2008). Augmentative and alternative Communication: Assessment in the schools. *Perspectives on augmentative and alternative communication, 17* (1), 13-19.

QIAT documents available in PDF file on Blackboard.

Railback, J., Reed, B., & Schmidt, K. (2002). *Working together for successful paraeducator services: A guide for paraeducators, teachers, and Principals.* Northwest Regional Educational Laboratory. PDF file on Blackboard.

SETT documents available in PDF file on Blackboard.

Snell, M. & Janney, R. (2005). *Collaborative Teaming* (2nd Ed.) Baltimore, MD: Brookes.

WATI documents available in PDF file on Blackboard.

TENTATIVE CLASS SCHEDULE

DATE	TOPIC	READING/ASSIGNMENT	Discussion Leader (s)
10/18/11	Introduction	ASHA Documents on AAC: Position Statement, Technical Report, Knowledge and Skills	Wegner
10/20/11	Schools, AAC & SLPs in Schools	Roles and Responsibilities on blackboard Discussion: Wenhardt, 2010	Wegner
10/25/11	Assessment: Educational Issues	Chapter 1 Discussion: Fishman, 2011	Wegner
10/27/11	Assessment: Early Communication Skills & Language Assessments	Chapters 2 & 3 Discussion: Kent-Walsh & Binger, 2011	<hr/> <hr/>
11/01/11	Assessment: Reading and Writing	Chapters 4 & 5 Discussion: Sturm & Clendon (2004)	<hr/>
11/03/11	Intervention: Academic Adaptations & Beginning Communicators in the Classroom	Chapters 6 & 7 Discussion: Binger, 2008	<hr/>
11/08/11	Intervention: Supporting More Advanced Linguistic Communicators in the Classroom & Literacy for Beginning Readers and Writers	Chapters 8 & 9	<hr/> <hr/>

11/10/11	AAC Interventions in the Schools	<u>ARTICLE REVIEW DUE</u> Kent-Walsh, 2008 Goldman, 2008 Progressus Documents	Wegner
11/15/11	Intervention: Literacy for Conventional and More Advanced Readers Intervention: Supporting Positive Social Relationships and Friendships	Chapter 10 Chapter 11 Discussion: Von Tetzchner et. al, 2005	
11/17/11	NO CLASS ASHA	WORK ON PROJECTS	
11/22/11	Guest Speaker- Tina Dowd-Anderson - Dynavox representative	http://www.dynavoxtech.com/implementation-toolkit/learning-paths/list/?id=15 -explore this section of the Implementation Toolkit that focuses on AAC in the classroom.	Dowd-Anderson
11/24/11	HAPPY THANKSGIVING		
11/29/11	Guest Speakers- Jessie Alvarez and Jane McQueeney-Attorneys U S Dept of Education Office for Civil Rights	Review information found at http://www.ideapartnership.org/ Giangreco, Prelock, & Turnbull (2010)	Alvarez & McQueeney
12/01/11	Intervention: Integrating Assistive Technology & Supporting Teams and Families	Chapters 12 & 13 Discussion: Warren & Warren, 2009	
12/06/11	Intervention: Consideration of Cognitive, Attentional and Motivational Demands and AAC	Chapter 14	Only 1 leader

		Discussion: Van Tatenhove, 2009	
12/08/11	Projects/Presentations		