

## **SPLH 852: Augmentative and Alternative Communication**

**Fall 2011**

**11:20-1:00 TR, 3049 Dole**

Jane Wegner, Ph.D., [jwegner@ku.edu](mailto:jwegner@ku.edu), 864-4690, 2101 C Haworth  
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:

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 Academic Achievement and Access Center, Office of Disability Resources, 22 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. Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact the instructor privately in regard to your needs in this course.

**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. 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 <b>OR</b> Complete the visual scene display activity	<u>25 pts</u> 325 pts

Projects from this class may be added to your portfolio. All work in this course should be submitted through Blackboard. Projects (1,2,3,7) should be submitted by midnight on the date they are due. Reading reflections should be submitted prior to the class for which they are assigned. Device reviews are due by the last day of class.

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.

**Handouts and PowerPoints:** In an effort to reduce paper use, the majority of handouts and selected PowerPoint presentations will be available on Blackboard. Please check prior to class for the material needed for that day.

**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](http://www.pbrookes.com)). Course companion site for this text: <http://textbooks.brookespublishing.com/beukelmanmirenda/>.

Beukleman, 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.

Binger, C. & Kent-Walsh, J. (2010). *What every speech-language pathologist/audiologist should know about augmentative and alternative communication*. Boston, MA: Pearson.

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

**Resource Readings:** The following readings are possible resources for projects:

AAC-RERC (2011). White paper on mobile devices and communication apps.  
<http://aac-rerc.psu.edu/index.php/pages/show/id/46>.

AAC-RERC (n.d.) AAC for aphasia: Use of visual scene displays.  
<http://aac-rerc.psu.edu/index.php/webcasts/show/id/4>.

AAC-RERC (n.d). What is a contextually relevant scene?  
[http://aac.unl.edu/reference/ASHA\\_VSDTrain.pdf](http://aac.unl.edu/reference/ASHA_VSDTrain.pdf).

Anderson, K., Balandin, S., & Clendon, S. (2011). “He cares about me and I care about him.” Children’s experiences of friendship with peers who use AAC. *Augmentative and Alternative Communication*, 27 (2), 77-90.

Batorowica, B., & Shepherd, T. (2011). Teamwork in AAC: Examining clinical perceptions. *Augmentative and Alternative Communication*, 27(1), 16-25.

Benigno, J., Bennett, J., McCarthy, J., & Smith, J. (2011). Situational and psychosocial factors mediating coordinated joint attention with augmentative and alternative communication systems with beginning communicators without disabilities. *Augmentative and Alternative Communication*, 27(2), 67-76.

Beukelman, D., Fager, S., Ball, L. and Dietz, A. (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.

Binger, C., & Maguire-Marshall, M. (2011). Using aided AAC models, recasts, and Contrastive targets to teach grammatical morphemes to children who use AAC. *Journal of Speech, Language, and Hearing Research*, 54(1), 160-176.

Blackstone, S. , Williams, M. and Wilkins, D. (2007) Key principles underlying research

- and practice in AAC. *Augmentative and Alternative Communication*, 23(3), 191 - 203.
- Burke, R., Wassink, K., Martin, T. and Seikel, A. (2007). Message retrieval for survivors of traumatic brain injury. *Augmentative and Alternative Communication*, 24(1), 56 -63.
- Clarke, M. and Wilkinson, R. (2007). Interaction between children with cerebral palsy and their peers 1: Organizing and understanding VOCA use. *Augmentative and Alternative Communication*, 23(4), 336 -334.
- 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, L., & Balandin, S. (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, F., McNaughton, D., Caves, K., Bryen, D., & Williams, M. (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, B., Balandin, S., & Togher, L. (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., Shane, H., Russell, S. ,& Caves, K. (2007). Access to AAC: Present, past, and future. *Augmentative and Alternative Communication*, 23(3), 243 -257.
- Hoag, L., Bedrosian, J., McCoy, K. and Johnson, D. (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.

- Hustad, K., Dardis, C., & Kramper, A. (2011). Use of listening strategies for the speech of individuals with dysarthria and cerebral palsy. *Augmentative and Alternative Communication*, 27(1), 5-15.
- Jonsson, A., Kristoffersson, L., Ferm, U., Thunberg, G. (2011). The ComAlong communication boards: Parents' use and experiences in aided language stimulation. *Augmentative & Alternative Communication*, 27(2), 103-116.
- 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.
- Leech, E., & Cress, P. (2011). Indirect facilitation of speech in a late talking child by prompted production of picture symbols or signs. *Augmentative and Alternative Communication*, 27(1), 40-52.
- 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, J., & Drager, K. (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, J., Page, R., Curran, J.r and Pitkin, L. (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 Disorders*, 31, 153-180.
- Lund, S., & Light, J. (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, D., & Bryen, D. (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, 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.
- 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.
- Nicholas, M., Sinotte, M., & Helm-Estabrooks, N. (2011). C-speak aphasia alternative communication program for people with severe aphasia: Importance of executive functioning and semantic knowledge. *Neuropsychological Rehabilitation*, 21(3), 322-366.
- 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.
- Radtke, J., Baumann, B., Garrett, K., & Happ, M. (2011). Listening to the voiceless patient: Case reports of assisted communication in the intensive care unit. *Journal of Palliative Medicine*, 14(6), 791-795.
- Raghavendra, P., Bornman, J., Granlund, M., & Björck-Åkesson, E. (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.

Van der Meer, L., Sigafos, J., O'Reilly, M., & Lancioni, G. (2011). Assessing preferences for AAC options in communication interventions for individuals with developmental disabilities: A review of the literature. *Research in Developmental Disabilities*, 32, 1422-1431.

Wickenden, M. (2011). Talking to teenagers: Using anthropological methods to explore the identity and the lifeworlds of young people who use AAC. *Communication Disorders Quarterly* 32(3), 151-163.

Wood, C., Wahlquist, J., & Marquis, C. (2011). Visual supports for shared reading with young children: The effect of static overlay design. *Augmentative and Alternative Communication*, 27(2), 91-102.

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.

**There is a Reflection Guide on Blackboard to use with the readings. We will discuss the readings in class using the guide.**

#### **READING ASSIGNMENTS\***

**\*please note that the reading assignments may change as the course progresses**

<b>DATE</b>	<b>ASSIGNED READING</b>	<b>TOPIC</b>
8/23/11	Chapter 1 Beukelman, ASHA documents on Blackboard	Introduction
8/25/11	Chapters 2, 3 Beukelman & Miranda	Message Management; Symbols and Rate Enhancement
8/30/11	Beukelman & Miranda 4 & 5 Beukelman, Garrett	Alternative Access, Team Building
9/01/11	Beukelman & Miranda 6 <b>WEBCAST OR VSD DUE</b>	Principals of assessment YAACK Choosing an AAC System <a href="http://aac.unl.edu/yaack/c0.html">http://aac.unl.edu/yaack/c0.html</a>

9/06/11	Beukelman & Mirenda 7	Assessment
9/08/11	Beukelman & Mirenda 8 Beukelman & Mirenda 9, 10	Principles of Intervention Developmental Disabilities: Intervention-Nonsymbolic Communicators
9/13/11	<b>LABORATORY DAY</b>	Projects/competencies
9/15/11	<b>Project 1 Due Group Presentations</b>	<b>Group Presentations</b>
9/20/11 <b>Online lecture and activities-DO NOT COME TO CLASS</b>	Beukelman & Mirenda 11,12	Developmental Disabilities: Intervention- Beginning Communicators and Language Learning
9/22/11	Beukelman & Mirenda 13	Literacy and AAC, Evidence Based Practice
9/27/11	Beukelman & Mirenda, 14  AAC-RERC White Paper on Mobile Devices  <b>ARTICLE REVIEW DUE TODAY</b>	Educational Inclusion i-Devices
9/29/11	Beukelman, Garrett, Yorkston, 1, 12	Introduction to Services with Adults Social Support
10/04/11	Beukelman, Garrett, Yorkston 5 & 6	Traumatic Brain Injury Aphasia
10/06/11	Beukelman, Garrett, Yorkston 8 Beukelman, Garrett, Yorkston, 9	Dementia ALS
10/11/11	<b>FALL BREAK</b>	NO CLASS
10/13/11	<b>Project 2 due Group Presentations</b>	