

Course Code & No. - Section:	AUTS 504
Course Title (Credits):	Augmentative and Alternative Communication Systems
Term & Year:	Spring 2011
Course Ref. No. (CRN):	10388
Instructor:	Kat Smith
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Office:	SNC Las Vegas Campus by appointment
Office Hours:	By appointment
Dates:	January 19 - February 23
	Saturday, March 5
Class Meeting Time:	M & W 7:00 pm to 9:50 pm, S 8:30 am to 4:30 pm
Location:	Sierra Nevada College
	Room 104

Course Description

AUTS 504 - Augmentative and Alternative Communication Systems

Preparation in the design and instruction of augmentative communication systems that include the use of graphic symbols to support diverse learners with Autism Spectrum Disorders (ASD). Focus on students with ASD who do not develop spoken language by facilitating communication through teaching vocalization, gesture, sign, and/or point to or exchange objects or pictures. Students design and construct communication aids and develop strategies for integrating augmentative communication systems into the classroom and home to enhance communication. This course fulfills part of the Nevada endorsement requirements for teaching pupils who have autism.

Course Objectives:

As a result of this course, students will be able to understand and explain the ideas behind augmentative and alternative communication models and their application for developing communication skills in preverbal or nonverbal students with autism spectrum disorders (ASD). The components of augmentative communication, using visual augmentative strategies will be explored in the context of social understanding. These findings will be applied to the classroom setting. Teachers completing the coursework for an endorsement to teach students with ASD will apply their knowledge of functional communication which supports best practices when teaching students with ASD.

Student Outcomes:

As a result of completion of this course students will be able to:

1. Describe and critique augmentative and alternative communication approaches to develop and/or support communication skills in preverbal and nonverbal students with ASD based on current research. (A1-Assignment A1)

2. Create a functional Visual Communication Toolkit, based on research, of effective augmentative and alternative communication strategies to address the communication needs of students with ASD who have limited functional communication skills. (A2-Assignment 2)
3. Examine and evaluate a case study by applying use of Visual Communication Toolkit and augmentative and alternative communication strategies necessary to support the development of communication skills in students with ASD. (A3-Assignment A3)
4. Students will conduct an evaluative presentation, based on their use of the Visual Communication Toolkit (A2-Assignment 2) and augmentative communication strategies for students with ASD based on a case study. (A3-Assignment 3)

Methods of Assessing Student Outcomes:

Student outcomes will be assessed using the following:

1. Students will write a critique on the use of augmentative and alternative communication systems to supplement or enhance functional communication and the use of these systems as an alternative/supplement to spoken language, based on current research and practice. These include but are not limited to: (1) a definition of augmentative communication systems as they apply to children with ASD (2) a description of the variety of systems that may be beneficial including: pictures, photographs, tangible symbols, voice output devices, and sign language. (3) and curriculum models, (i.e., The Picture Exchange Communication System). The critique will include the basic principles that must be applied to all treatment methods and visual language learning styles as they relate to students with ASD. In addition students will describe and support how these picture-communication systems, based on the developmental stages of language development, improve communication skills in preverbal and nonverbal students with ASD. APA 6th edition citation required. (A1)
2. Using the information on the alternative/augmentative communication systems researched in A1, students will create a Visual Communication Toolkit containing reinforcer assessments, ready to use pictures, visual templates, and a list of visual resources that can be used to implement a communication program for a student with ASD. Toolkits will be presented in class; peer suggestions will be given for improvements. (A2)
3. Students will examine and solve a case study, writing an essay applying theoretical knowledge of language development and augmentative and alternative communication models and strategies necessary to support the development of communication skills for students with ASD (A1), to resolve their case study referring to appropriate course materials using APA 6th edition citation. Students will apply alternative/augmentative communication lesson plan analysis applications, resulting from their Visual Communication Toolkit, to their case study (A2). CTE students will choose a student as a case study to solve from their own classrooms. They will create a professional presentation, applying theoretical knowledge of language development and alternative/augmentative communication models using their Visual Communication Toolkit to implement communication program for chosen student with ASD, to resolve their case study, referring to appropriate course materials using APA citation, applying materials in Visual Communication Toolkit, resulting from their participation in the course. Students will present their Evaluative Presentation on what they learned about their student case study based on their research and Visual Communication Toolkit the final Saturday of the class. In addition students

will write a reflective paper on how they applied their knowledge of alternative/augmentative communication to their case study. (A3)

Instructional Strategies:

Students will be involved in whole group activities, small group tasks, lectures, discussions, case studies, hands-on application of concepts, and individualized assignments. There will be direct instruction, demonstration and modeling, cooperative learning; computers, and audiovisual materials. Participants will collaborate when necessary to complete assignments.

Correlation of AUTS 504 to Standards, Propositions, and Principles *Correlation of Autism Courses to State Standards*

SN Teaching Specialization Autism courses	Nevada State Department of Education
AUTS 504- Alternative/Augmentative Communication and Instruction	[NS III] Assistive technology, or alternative or augmentative communication.

INTASC STANDARDS	Autism Education
STANDARD 1: CONTENT PEDAGOGY The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.	AUTS 501
STANDARD 2: STUDENT DEVELOPMENT The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.	AUTS 504
STANDARD 3: DIVERSE LEARNERS The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.	AUTS 501
STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.	AUTS 505
STANDARD 5: MOTIVATION AND MANAGEMENT The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	AUTS 502
STANDARD 6: COMMUNICATION AND TECHNOLOGY The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.	AUTS 503
STANDARD 7: PLANNING The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.	AUTS 506
STANDARD 8: ASSESSMENT The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.	AUTS 505
STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.	AUTS 501
STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.	AUTS 506

National Teaching Standards-Five Core Propositions	Autism Education
Teachers are committed to students and their learning.	ASD 501
Teachers know the subjects they teach and how to teach those subjects to students.	ASD 501/504
Teachers are responsible for managing and monitoring student learning.	ASD 502/503
Teachers think systematically about their practice and learn from experience.	ASD 505/506
Teachers are members of learning communities.	ASD 506

AUTS 504 Teaching Specialization Courses Correlated to AUTS Standards

1-Foundations	2-Development and Characteristics of Learners	3-Individual Learning Differences	4-Instructional Strategies	5-Learning Environments/Social Interactions
DDA1. K1- Definitions and issues related to the identification of individuals with developmental disabilities/autism spectrum disorders (K)	ICC2K5-Similarities and differences of individuals with and without exceptional learning needs (K)	ICC3K5-Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences (K)	DDA4.S2-Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders (S)	ICC5S11-Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs (S)
			ICC4S3-Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs (S)	
6-Language	7-Instructional Planning	8-Assessment	9-Professional and Ethical Practice	10-Collaboration
ICC6K4 -Augmentative and assistive communication strategies (K)	ICC7S15-Evaluate and modify instructional practices in response to ongoing assessment data (S)	ICC8S8-Evaluate instruction and monitor progress of individuals with exceptional learning needs (S)	ICC9S11-Reflect on one's practice to improve instruction and guide professional growth (S)	ICC10S8-Model techniques and coach others in the use of instructional methods and accommodations

Required Texts:

Mirenda, P., & Iacono, T. (2009). *Autism spectrum disorders and AAC*. Baltimore, MD: Paul H. Brookes.

Optional Texts:

Beukelman, D. R., & Mirenda, P. (2005). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (3rd ed.). Baltimore, MD: Brookes.

- Bondy, A., & Frost, L. (2001). *A picture's worth: PECS and other visual communication strategies in autism*. Bethesda, MD: Woodbine House.
- Bondy, A. S., & Sulzer-Azaroff, B. (2002). *The pyramid approach to education in autism*. Newark, DE: Pyramid Educational Products.
- Frost, L., & Bondy, A. (2002). *The picture exchange communication system: Training manual* (2nd ed.). Newark, DE: Pyramid Educational Consultants.
- Hodgdon, L. A. (2009). *Visual strategies for improving communication: Practical supports for school and home* (16th ed.). Troy, MI: QuirkRoberts. (Original work published 1995)
- Leaf, R., & McEachin, J. (1999). *A work in progress*. New York, NY: DRL Books.
- McClannahan, L., & Krantz, P. J. (2005). *Teaching conversation to children with autism*. Bethesda, MD: Woodbine House.
- McClannahan, L. E., & Krantz, P. J. (2005). *Teaching conversation to children with autism*. Bethesda, MD: Woodbine House.
- National Research Council. (2001). *Educating children with autism* (C. Lord & J. P. McGee, Eds.). Washington, DC: National Academy Press.
- Siegel, B. (2007). *Helping children with autism learn: Treatment approaches for parents and professionals*. New York: Oxford University Press. (Original work published 2003)
- Sundberg, M. L., & Parington, J. W. (1998). *Teaching language to children with autism or other developmental disabilities*. Pleasant Hill, CA: Behavior analysts.

Recommended Articles:

- Beck, A. R., Stoner, J. B., Bock, S. J., & Parton, T. (2008, June). Comparison of PECS and the use of a VOCA: A replication. *Education and Training in Developmental Disabilities*, 43(2), 198-216.
- Bondy, A., & Frost, L. (1994, August). The picture exchange communication system. *Focus on Autistic Behavior*, 9(3), 1-19.
- Bondy, A., Tincani, M., & Frost, L. (2004, Fall). Multiply controlled verbal operants: An analysis and extension to the picture exchange communication system. *Behavior Analyst*, 27(2), 247-261.

- Brunner, D. L., & Seung, H. (2009, November). Evaluation of the efficacy of communication-based treatments for autism spectrum disorders: A literature review. *Communication Disorders Quarterly*, 31(1), 15-41.
- Ganz, J. B., & Simpson, R. L. (2004, August). Effects on communicative requesting and speech development of the picture exchange communication system in children with characteristics of autism. *Journal of Autism and Developmental Disorders*, 34(4), 395-409.
- Keen, D. (2005). The use of von-verbal repair strategies by children with autism. *Research in Developmental Disabilities: A Multidisciplinary Journal*, 26(3), 243-254.
- Keen, D., Sigafoos, J., & Woodyatt, G. (2001). Replacing prelinguistic behaviors with functional communication. *Journal of Autism and Developmental Disorders*, 31(4), 385-398.
- Mirenda, P. (2003, July). Toward functional augmentative and alternative communication for students with autism: Manual signs, graphic symbols, and voice output communication aids. *Language, Speech, and Hearing Services in Schools*, 34(3), 203-216.
- Sigafoos, J., Drasgow, E., Halle, J. W., O'Reilly, M., Seely-York, S., Edrisinha, C., & Andrews, A. (2004, August). Teaching VOCA use as a communicative repair strategy. *Journal of Autism and Developmental Disorders*, 34(4), 411-422.
- Tincani, M. (2004, Fall). Comparing the picture exchange communication system and sign language training for children with autism. *Focus on Autism and Other Developmental Disabilities*, 19(3), 152-163.

Websites

- Autism, PECS, augmentative/alternative communication* [Links page]. (n.d.). Retrieved from <http://trainland.tripod.com/communication.htm>
- Do2Learn: Educational resources for special needs*. (n.d.). Retrieved from Virtual Reality Aids, Inc website: <http://www.dotolearn.com/>
- DynaVox Mayer-Johnson. (n.d.). *Special needs communication products: Mayer-Johnson*. Retrieved from <http://www.mayer-johnson.com/default.aspx>
- Musselwhite, C., & Maro, J. (n.d.). *AAC Intervention* [Products and presentations]. Retrieved from <http://www.aacintervention.com/>

National Autism Center. (2010). *May Institute*. Retrieved from

<http://www.nationalautismcenter.org/>

Pyramid Educational Consultants. (n.d.). *Pyramid educational consultants: PECS-USA*.

Retrieved from <http://www.pecsusa.com/>

QuirkRoberts Publishing. (n.d.). *Use visual strategies: Meeting the communication challenges in autism*. Retrieved from <http://www.usevisualstrategies.com>

Course Projects/Requirements

Attendance/Professional Etiquette (10 classes x 20 points each = 200 pts.)

All students are expected to attend all scheduled classes. **If a student has more than two absences during a 3-credit course, he/she may be asked to withdraw from the course and repeat it at a later date.** As a general rule, there are NO EXCUSED ABSENCES. If there is an emergency, please let me know IN ADVANCE but you will still lose attendance points for that evening's class. Points are received for class attendance and professional etiquette. Professional etiquette is defined but not limited to constructive academic dialogue, being actively engaged, on-task behavior, being fully prepared to exchange ideas in-class, and no use of electronic devices without instructor consent. These points will be lost for a missed class and/or lack of appropriate class etiquette. There is no make-up for these points.

A1 AUTS Alternative/Augmentative Communication Critique (250 pts.) (4-5 pages)

Students will define augmentative communication systems, including discussion of pictures, photographs, tangible symbols, voice output devices, and sign language, as they are applicable to enhance speech or writing based on current research and practice. In addition, students will examine communication models as they apply to communication for students with ASD. APA 6th ed. citation required.

AUTS Alternative/Augmentative Communication Critique Framework

Page 1	Title Page APA
Page 2	Introduction -Define augmentative and alternative communication systems as they apply to individuals with ASD (2 paragraphs)
Page 3-4	Discuss augmentative communication systems in terms of pictures/photographs, tangible symbols, voice output devices, and sign language (5 paragraphs)
Page 5	Content -Examine communication models as they apply to communication with students with ASD (2 paragraphs)
Page 6	Reference Page (APA 6th ed.)

A1-AUTS Alternative/Augmentative Communication Critique (250 pts.)

	Meets Expectations	Does Not Meet Expectations
Introduction - Define augmentative communication systems as they apply to students with ASD -Discuss in terms of pictures/photographs, tangible symbols, voice output devices, and sign language of augmentative communication systems (100 pts.)		
Content -Examine at least 2 models as they apply to communication for students with ASD (100 pts.)		
Paper has title page, adheres to professional grammatical standards, uses APA 6 th ed. & cites more than 4 peer reviewed sources (50 pts.)		
TOTAL POINTS: 250/250	/250	/250

A2- AUTS Visual Communication Toolkit (250 pts.)

Using the research conducted in A1, students will develop a Visual Communication Toolkit. The Toolkit will consist of at least four sections including; reinforcer assessments, ready to use pictures/symbols, visual templates, and a list of visual resources that can be used to implement a communication program for students with ASD. When developing the Toolkit students will consider models in A1 as they apply to facilitating communication for students with ASD. In addition, students will keep all resource materials electronically for accessibility. Toolkits will be presented in-class for peer suggestions for improvement.

A2- Toolkit Framework

Page 1	Title Page APA		
Section 1	Reinforcer Assessments	Section 3	Visual Templates
	Tangible Reinforcer Lists		Sentence Strips
	Non-tangible Reinforcers		Schedule Pages
	Reinforcement Questionnaire		Task Cards
Section 2	Ready to Use Pictures/Symbols		Choice Cards
	Items		Calendar
	Tasks	Section 4	Visual Resources
	Classes		Websites, Books and Articles
	Times		Reproducible Clip Art
	Days		Reproducible Photographs
			Reproducible Templates
			Reference Page (APA 6th ed.)

A2-AUTS Visual Communication Toolkit (250 pts.)

	Meets Expectations	Does Not Meet Expectations
Section 1-Reinforcer Assessments Includes reproducible reinforce assessments that can be used to implement a communication program that include: Tangible reinforcer lists Non-tangible reinforcers Reinforcement questionnaire (50 pts.)		
Section 2-Ready to Use Pictures/Symbols Includes pictures/photos/line art that are ready for student use in visual communication that include: Items & Tasks Classes Times & Days (50 pts.)		
Section 3-Visual Templates Includes templates that are ready for student use in visual communication that include: Sentence Strips Schedule Pages Task Cards Choice Cards Calendar (50 pts.)		
Section 4-Visual Resources Includes resources that can be used to develop a visual communication program that include: Websites Books and Articles Reproducible Clip Art Reproducible Photographs Reproducible Templates (50 pts.)		
Paper has title page, professionally bond (use of tabs, color code), uses reference page APA (50 pts.)		
TOTAL POINTS:	250/250	/250

A3- AUTS Case Study Essay/Evaluative Presentation (300 pts)(5-8 pages)

Students will develop a communication program based on a student or case study applying theoretical knowledge of language development and augmentative and alternative communication models and strategies necessary to support the development of functional communication in students with ASD (A1). Students will apply augmentative and alternative communication program analysis accommodations, resulting from their Visual Communication Toolkit to their case study (A2). Students will present an Evaluative Presentation on what they learned about their case study student based on application of their Toolkit (see attached rubric).

A3-AUTS Case Study Analysis**Page 1** Title Page APA 6th ed.**Pages 2-4** A1 Paper (revised)**Pages TBD** A2 Visual Communication Toolkit**Page 5-8** Reflection

-Based on the case study student, how would I apply the augmentative and alternative communication models examined in A1 to effectively impact my instruction?

-Based on the case study student, would my Visual Communication Toolkit made in my program in A2 be effective?

Page 9 References APA 6th ed.**A3-AUTS Case Study Analysis/Evaluative Presentation (300 pts.)**

	Meets Expectations	Does Not Meet Expectations
A1 met expectations and received passing points or A1 was edited to meet expectations and received passing points		
POINTS FOR A1 YOU RECEIVED:	/250	/250
A2 met expectations and received passing points or A2 was edited to meet expectations and received passing points		
POINTS FOR A2 YOU RECEIVED:	/250	/250
Presentation -Based on the case study student, how would I apply the alternative and augmentative communication models examined in A1 to effectively impact my instruction? -Based on the case study student, would my Visual Communication Toolkit made in my program in A2 be effective? (250 pts.)		
Reflection Paper has title page, adheres to professional grammatical standards, uses APA 6 th ed. and uses at least 4 peer reviewed sources (50 pts.)		
POINTS FOR A3 YOU RECEIVED:	/300	/300
TOTAL ASSIGNMENT POINTS	/800	/800

Attendance:

The TED policy for attendance limits absences to two per semester before you would be asked to repeat the course. A future teacher must be present to participate which is part of each week and to support others in their efforts. **Each class missed** reduces your total points by 20.

Class Requirements:

Being on time assists us in our exploration, being supportive and respectful of others expands your learning opportunities, and being open to feedback on your own learning makes it easier to build a

positive class environment. You will have many opportunities to participate and share knowledge in this course. Cell phones and pagers may be left on but silenced; just step outside for your convenience.

Assignments:

- All assignments are due as indicated, unless otherwise specified by the instructor
- No credit will be given for late assignments without prior arrangements negotiated with the instructor
- All work must be completed to receive credit for the class
- **APA 6th Edition formatting is required for all written work [for resource on APA 6th ed. go to APA Owl Purdue]**

Grading Policy:

1. Students are encouraged to meet personally with the instructor to discuss any issues that might require special assistance. Meetings may be conducted in person or by phone conversation. Please contact the instructor to request such meetings.
2. It is expected that all students will be present for each class. The policy for attendance is as follows:
 - For each class 20 points will be assigned for professionalism, attitude, attendance and participation. If for any reason a class is missed, it is impossible to acquire those points. These points cannot be made-up.
 - **NOTE: IF YOU ARE ABSENT AND NO PRIOR NOTIFICATION OR ARRANGEMENTS WITH THE INSTRUCTOR HAVE BEEN MADE---YOUR GRADE WILL AUTOMATICALLY BE LOWERED BY ONE (1) LETTER GRADE FOR EACH ABSENCE.**
 - Tardiness and early departure are prohibited, unless an unavoidable circumstance occurs and a verbal reason is provided **PRIOR** to the occurrence. If a student is habitually tardy, the instructor will deduct points from the student's participation grade in accordance for lack of professionalism.

Graduate Requirement:

This course is a graduate-level course. ALL written assignments must be submitted using APA 6th edition. Further, assignments are to be written in a professional manner, including correct grammar, punctuation and appropriate editing.

Course Points:

Requirements	Points	Due Date
Attendance/Participation	200	Ongoing
A1-AUTS Alternative/Augmentative Communication Critique	250	
A2-AUTS Visual Communication Toolkit	250	
A3-AUTS Case Study Analysis	300	
TOTAL COURSE POINTS:	1000	

Points Possible:

1000= A+	899=B+	799=C+	699=D+
950= A	850=B	750=C	650=D
900= A-	800=B-	700=C-	600=D-

Academic Accommodations: In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Graduate Research and Field Experience, at (775) 831-1314.

Consequences for Violating the Faculty/Student Honor Code:

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM, and FABRICATION and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

- 1st Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3rd Offense: Student is expelled.

TENTATIVE OVERVIEW OF CLASSES**: Class 1 1/19/11 (Read: Mirenda & Iacono, Ch 1-2)**

Introduction

Importance of Functional Communication

Functions of Communication

Assessment Issues

9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at <http://auts504.wikispaces.com/> in the Discussions page Class 1.

Journal Article: Evaluation of the Efficacy of Communication-Based Treatments for Autism Spectrum Disorders: A Literature Review – Debra Lynn Brunner and HyeKyeung Seung

: Class 2 1/24/11 (Read: Mirenda & Iacono, Ch 3-4)

Communication Modalities

Presymbolic communicators

Use of Manual Signs and Graphic Symbols

9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at <http://auts504.wikispaces.com/> in the Discussions page Class 2.

Article: NAC – Evidence based practice for ASD

: Class 3 1/26/11 (Read: Mirenda & Iacono, Ch 10-11)

PECS: Picture Exchange Communication System

Bondy & Frost

9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at <http://auts504.wikispaces.com/> in the Discussions page Class 3.

<p>Journal Article: Multiply Controlled Verbal Operants: An Analysis and Extension to the Picture Exchange Communication System – Andy Bondy, Matt Tincani and Lori Frost</p>	<p>: Class 4 1/31/11 (Read: Mirenda & Iacono, Ch 7-8) AAC and the SCERTS Model VMC: Visually Mediated Communication Hodgdon The System for Augmenting Language 9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at http://auts504.wikispaces.com/ in the Discussions page Class 4. Journal Article: A Qualitative Examination of Current Guidelines for Evidence-Based Practice in Child Language Intervention – Tim Brackenbury, Elizabeth Burroghs and Lynne Hewitt</p>
<p>: Class 5 2/2/11 (Read: Mirenda & Iacono, Ch 6) Effects of AAC on the Natural Speech Development Reinforcement Positive vs. Negative Reinforcement Reinforcer Assessment Activity 9:00 pm Off Campus Activity: Spend no more than 50 minutes searching for peer reviewed publications by Bryna Siegel, Ph.D. Post what you find at http://auts504.wikispaces.com/ in the Discussions page as indicated.</p>	<p>: Class 6 2/7/11 (Read: Mirenda & Iacono, Ch 9) Assignment 1 Due Using AAC to Build Social Interactions Visual Symbols in the Natural Environment Using Natural Symbols, Photographs, Clip Art 9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at http://auts504.wikispaces.com/ in the Discussions page as indicated. Journal Article: When "Simon Says" Doesn't Work: Alternatives to Imitation for Facilitating Early Speech Development - Laura DeThorne, Cynthia Johnson, Louise Walder and Jamie Mahurin-Smith</p>
<p>: Class 7 2/9/11 (Read: Mirenda & Iacono, Ch 12 & 15) (Andey and Fowler PECS) FCT and Choice Making Interventions AAC for Students in the General Education Classroom Using Visuals in the Classroom Schedules Task Cards Sentence Strips</p>	

<p>9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at http://auts504.wikispaces.com/ in the Discussions page Class 7.</p> <p>Journal Article: The Communication Journey of a Fully Included Child with an Autism Spectrum Disorder – Sylvia Diehl, Carolyn Ford and Jeanne Frederico</p>
<p>: Class 8 2/14/11 (Read: Mirenda & Iacono, Ch 13)</p> <p>Presentation of Visual Communication Toolkit</p> <p>Peer Feedback Roundtable</p> <p>Uses of Visual Communication Toolkits</p> <p>Role of Aided AAC</p> <p>9:00 pm Off Campus Activity: Make changes to Visual Communication Toolkit using peer and instructor feedback</p>
<p>: Class 9 2/16/11 (Read: Mirenda & Iacono, Ch 5) (In lieu of class on the 16th, Attend the Open Computer Night at Assistive Tech on 2/15/11).</p> <p>Augmentative Alternative Communication</p> <p>AAC Devices</p> <p>9:00 pm Off Campus Activity: Post a comment about the following journal article and respond to at least two other comments at http://auts504.wikispaces.com/ in the Discussions page.</p> <p>Journal Article: Functional Analysis and Treatment of Inappropriate Vocalizations Using a Speech-Generating Device for a Child with Autism – Jessica Franco, Russell Lang, Mark O'Reilly, Jeffrey Chan, Jeff Sigafos, and Mandy Rispoli</p>
<p>: Class 10 2/23/11 (Read: Mirenda & Iacono, Ch 14 & 16)</p> <p>Assignment 2 Due</p> <p>Literacy and AAC</p> <p>Adolescents and Adults using AAC</p> <p>Choosing a Communication Program</p> <p>Functional Behavioral Analysis Role</p> <p>Individualizing Communication Program</p> <p>9:00 pm Off Campus Activity: Work on Evaluative Presentation. Instructor will be available for consultation as needed.</p>
<p>: Final 3/5/11</p> <p>Assignment 3 Due</p> <p>See Attached Rubric</p> <p>Professional Presentation of A3</p> <p>Visual component required:</p> <p>Can be in the form of a PowerPoint, wiki, video, or presentation board and materials</p>

Proficiency	Format & Organization	Completeness of Information	Presentation
Exceeds Expectations 95 – 100%	<ul style="list-style-type: none"> Consistent organization Consistent use of APA style Correct spelling and grammar References cited in presentation and reflection paper 	<ul style="list-style-type: none"> Addresses communication needs of student Student's strengths and deficits identified Students daily schedule used to create communication supports Identified how communication supports will be implemented <ul style="list-style-type: none"> staff training stored/posted student training data collection home/community use Communication support tied to IEP goal/benchmark Forms used to create communication supports in A2 identified 	<ul style="list-style-type: none"> Sticks to time limit (30 to 45 minutes) Professional presentation format Presentation had a clear, logical flow Referenced A2 changes/additions Used A2 during presentation
Meets Expectations 80 – 94%	<ul style="list-style-type: none"> Occasional lapses of clarity in organization One or two spelling or grammar errors One or two errors in APA style Some references cited in presentation and reflection paper 	<ul style="list-style-type: none"> Addresses communication needs of student in only 1 area Only student's deficits identified Students daily schedule not used to create communication supports Less than 4 communication supports used <ul style="list-style-type: none"> staff training stored/posted student training data collection home/community use Communication support not tied to IEP goal/benchmark Some forms used to create communication supports in A2 identified 	<ul style="list-style-type: none"> Went over time limit (45 minutes) Presentation format hard to read Presentation had a clear, logical flow with a few lapses A2 changes/additions not referenced Did not use A2 during presentation
Below Expectations < 80%	<ul style="list-style-type: none"> Disorganized and difficult to follow Minimal use of APA style Many spelling errors 	<ul style="list-style-type: none"> Communication needs of student not addressed Student's strengths/deficits not identified Students daily schedule not used to create communication supports Less than 2 communication 	<ul style="list-style-type: none"> Less than 30 minutes Unprofessional presentation format Presentation unorganized A2 not referenced

		supports mentioned • Communication support not tied to IEP goal/bnchmrk • A2 not mentioned	
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- **Each student must read, sign and return the last page of this syllabus to the instructor by the end of the first class.**

I _____ (print name) have read and understand the requirements of this course. I understand the attendance policy, grading policy and late submission of assignment policy. I understand this is a working document and the instructor reserves the right to make changes scheduling and classroom participation requirements as deemed appropriate.

I understand that late assignments will receive a 10% decrease in overall grade for each class period it is late. Assignments must be submitted on the day they are due.

I understand that attendance is mandatory. Any student missing more than two classes will not pass the course. Further, there are no excused absences. Students missing a class will lose all participation points for that class.

I understand that class participation includes the completion of instructor directed in class assignments.

I accept and will comply with the requirements of this syllabus.

Student Signature _____ Date _____