



Department of Foundations and Social Advocacy  
**FSA 530 Assistive Technology & Alternative & Augmentative Communication**  
Spring 2014  
Wed. 7:00 – 9:30 p.m. Rm. 212 Van Hoesen

### **Course Information**

**Professor:** Maria Timberlake

**Phone:** (607) 753-5937

**Email:** [maria.timberlake@cortland.edu](mailto:maria.timberlake@cortland.edu)

**Office Hours:** Tues. 1-4 p.m., Wed 3-4 p.m. 1& Thurs. 2-4, 1227 Cornish, and by appointment.

**Required readings consist of assorted book chapters and articles and are posted on Blackboard**

### **FSA 530 Course Description**

Introduction to assistive technology, alternative and augmentative communication (AAC) strategies, and evidence-based practice for non-verbal students, and students with significant communication impairments. Course participants will conduct an authentic communication assessment of a target student who uses or could benefit from AAC, and apply the result of the assessment to create and present a communication system for use in the school, which promotes full academic and social inclusion in an age/grade-appropriate general education classroom. This is a hybrid class, with some on-line discussion and assignments. (1 cr. hr.)

### **Course Objectives**

Based upon the Standards of The Council For Exceptional Children (CEC), and SUNY Cortland's Conceptual Framework (CF) The Learner will:

1. Demonstrate respect for students with disabilities first as a unique human beings [CEC Standard 2;CF3,12].
- 2.Explain how issues of human diversity and human issues—particularly typical and atypical language development—influence professional practice [CEC Standards 1, 6; CF 4, 12].
3. Utilize evidence-based practice to outline the key steps that must be taken to appropriately assess an individual as a candidate for augmentative/alternative communication and assistive technology to enhance language development [CEC Standards 2, 8, 6; CF 9].
4. Conduct an ecological inventory of an existing communicative situation [CEC Standards 5, 8, 6; CF 9].
- 5.Based upon assessment information, design an AAC system, which would enable a student to participate in academic and social age/grade-appropriate general education activities. [CEC Standards2, 4, 5, 6; CF 7, 11].

6. Reflect upon course experiences and articulate how these experiences will affect future professional and ethical practice [CEC Standard 9; CF 12, 13].
7. Utilize assistive technology in the planning, of a universally designed academic lesson for a target student [CEC Standards 3, 4, 6; CF 7, 9, 11].
8. Demonstrate an understanding of how to collaborate effectively with teachers, paraeducators and related service providers who work with students using AAC [CEC Standard 10; CF 10].

### **Attendance and Participation Expectations**

Regular class attendance is expected and your class participation is part of your course grade. Since FSA 530 is a hybrid class, with some course sessions as online discussions, missing even one class will deprive you of crucial instruction and feedback. Please notify me as soon as possible if you need to miss a class.

Along with attendance, I expect you to be “fully present” by:

- (1) demonstrating focused listening to whomever is speaking, (rather than talking, texting or working on other assignments) and
- (2) monitoring your in class and online participation so that you offer constructive comments, solicit participation from others, and make a contribution by your presence.

Being less than “fully present” will affect your participation grade. Extenuating circumstances should be discussed with the professor, see SUNY Cortland College Handbook Sec 410.12 for more information.

### **SUNY Cortland Policies**

#### **Statement on Academic Integrity**

“The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards. For more information on academic integrity and academic dishonesty, you may refer to the College Handbook, the College Catalog and the Code of Student Conduct and Related Policies, or ask your instructor.” (SUNY Cortland College Handbook, Chapter 340)

Plagiarism is against the academic and ethical standards of the college. Students are expected to cite the work of others properly. Never copy quotes verbatim without using quotation marks and complete citations. Always cite others’ work even when you re-phrase into your own words. – you’re giving the source credit for the ideas and not just the language. If you find yourself questioning whether there is a need to cite a source, cite it and then ask me about it. You are also responsible for protecting your own work. Collaboration is encouraged; however, allowing others to copy your work or failing to put ideas generated collaboratively into your own words to express individual thoughts and beliefs is not acceptable.

## Disability Supports and Services

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Student Disability Services Office located in B-1, Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.

Even if the above does not apply to you, please let me know if you have problems hearing, seeing, or otherwise participating in the class.

### Assignments and Grading:

Students will be evaluated based on the following:

1. ***Class attendance & Participation*** (15 pts)
2. ***Participation in online activities***
  - a. Original thoughtful contributions (15 pts)
  - b. Responses to the posts of others (15 pts)

Online questions and/or activity directions will be posted on Blackboard and your original posts must appear on Blackboard by midnight on the class date. Late posts will not be accepted for credit. I will be online and available for questions or comments by email, or skype from 7-9 p.m on the Wed we do not meet on campus.

3. ***Adding AT to a UD lesson plan (due 3/05/14)*** (5 pts)
4. ***AAC project (1<sup>st</sup> draft due 3/26/14; final draft due 4/23/14)*** (35 pts)

**\*\*\* This is a collaborative project with individual and group components and grades.**

- |                                   |    |
|-----------------------------------|----|
| a. <i>Assessment</i>              | 10 |
| b. <i>Communicative inventory</i> | 10 |
| c. <i>System design</i>           | 10 |
| d. <i>Implementation</i>          | 5  |


5. ***Final Reflection (due 4/30/14)*** (15 pts.)
  - a. Paper & class presentation

### Evaluation of Student Performance

Students are expected to be active participants in all aspects of the course and will be evaluated on their participation and completion of all course requirements.

<i>Percentage (Grade Points)</i>	<i>Letter Grade</i>	<i>Grade Points</i>	<i>Description</i>
97-100% (97-100 Points) 93-96% (93-96 Points) 90-92% (90-92 Points)	A+ A A-	4.3 4.0 3.7	Target Performance
87-89% (87-89 Points) 83-86% (83-86 Points) 80-82% (80-82 Points)	B+ B B-	3.3 3.0 2.7	Acceptable Performance
77-79% (77-79 Points) 73-76% (73-76 Points) 70-72% (70-72 Points)	C+ C C-	2.3 2.0 1.7	Moderately Acceptable Performance
68-69% (68-69 Points) 66-67% (66-67 Points)	D+ D	1.3 1.0	Minimally Acceptable Performance
Below 65%	E	0.0	Course Failure

### COURSE SCHEDULE

 The schedule is subject to revision based upon class strengths and needs, weather contingencies, ...etc. *Any changes to the schedule will be announced via email & Blackboard.*

#### 1/22/ 14 Session 1

Introductions (to each other, AAC and AT) , Syllabus & Schedule

**For 1/29 Read:** Burgstahler, C. *How universal design can improve the accessibility of technology in your child's school* from Closing the Gap April 2013 p 13-14.  
Crissey, P. *Choosing the Right Visual Symbols* from Closing the Gap Dec 2012/January 2013

**1/29/14** Post Individual response to Burgstahler & Crissey readings.

**Read for 2/05/14:** Downing, J. (2005). Literacy and Communication ch 2 in *Teaching literacy to students with significant disabilities* (pp 17-32) Thousand Oakes CA: Corwin Press.

#### 2/05/14 Session 2

Receptive & Expressive Communication                      Literacy is communication!  
Assessment for AAC: vision, hearing, positioning, motor control and coordination, interest, quality of life and inclusive environments

**For 2/12/14** Read: Downing, J. (2011). Teaching communication skills. In Snell, M. E. & Brown, F. (Eds.) *Instruction of students with severe disabilities* Seventh ed. Upper Saddle River, NJ: Pearson Inc. (pp. 461-491)

**2/12/14 Session 3**

Analyzing the Communicative Environment  
Being a good communication partner  
Including AT options in UD lesson plans

**For 2/19/14** Read Segovia, K. Top Ten Technology Tools to Support Students in Reading

2/19/14 **Individual post** – response to Segovia

2/26/14 **Discussion Post** TBA

**For 3/05/14** Read excerpts on vision & hearing from Silberman, Bruce & Nelson *Children with Sensory Impairments* AND excerpts from Szczepanski, M. *Physical management in the classroom: handling & positioning*

**3/05/14 Session 4**

Communication Assessment, Child & Youth characteristics

**For 3/19/14** Read Feir, Allen & Odem, Differentiated learning styles and AAC Closing the Gap June 2011 p. 6-10

**3/12/14 SUNY Cortland break**

**3/19/14 Session 5**

Types of AAC systems Lo & Hi tech,  
Sharing AT ideas for increasing active participation in UD plans  
**For 3/26/14** Read Mirenda, P. Augmentative and Alternative Communication Techniques

**3/26/14 Individual Post responses to Silberman 2004; and Mirenda, 2011**

**For 4/02/14** No assigned reading, work on AAC project

**4/02/14 Session 6**

**1<sup>st</sup> draft AAC project due**

Share project drafts, provide peer feedback  
For 4/09 read: Teaching a wide range of communication skills

**4/09/14** Individual discussion response

**4/16/14 Session 7**

Refining & Improving AAC projects, designing implementation

**4/23/14 Final AAC project due**

**4/30/14 Session 8**

Reflection papers due

Sharing AAC & AT knowledge and skills