

**“Preparing Professionals for Changing Educational Contexts”****ESP 715 Syllabus**

Department of Special Education  
College of Education, University of Nevada Las Vegas

|       |  |   |
|-------|--|---|
| I.    | <b>Prefix &amp; Number</b>   | ESP 715   |
| II.   | <b>Title</b>   | Communication Programming for Persons with Severe Disabilities  |
| III.  | <b>Credits</b>   | 3.0   |
| IV.   | <b>Semester</b>  |   |
| V.    | <b>Instructor</b>  |   |
| VI.   | <b>Office/Phone/Email</b>  |   |
| VII.  | <b>Class Location</b>  |   |
| VIII. | <b>Office Hours</b>  |   |
| IX.   | <b>Prerequisites</b>   | ESP 701 or ESP 707  |
| X.    | <b>Course Description<br/>(Course Introduction)</b>  | <b>Critical study of the disorders affecting communication of persons with severe disabilities. Emphasis on developmental considerations, ecological needs, clinical assessment, selection and implementation of augmentative systems, support services, funding, and research.</b>   |
| XI.   | <b>Standards Addressed: Council for Exceptional Children Standard Domain Areas Addressed in this Course</b><br><br><b>COE/INTASC Principles Addressed in this Course</b> | <u>CEC Standards:</u><br>CEC Standard 4: Instructional Strategies<br>CEC Standard 5: Learning Environments/Social Interactions<br>CEC Standard 6: Language<br>CEC Standard 7: Instructional Planning<br>CEC Standard 8: Assessment<br><br><u>INTASC Standards:</u><br>Standard 3: Learning Environments<br>Standard 6: Assessment<br>Standard 8: Instructional Strategies |

**XII. Knowledge Objectives and Related Standards**

Upon completion of this course students will be able to meet the following objectives:

**Objective:** Students will be able to identify, select, assess, make accommodations, and implement communication programs that include low tech and high tech assistive technology for students with intellectual developmental disabilities and/or autism.

**Standards:**

CEC Standard 4: Instructional Strategies  
 CEC Standard 5: Learning Environments/Social Interactions  
 CEC Standard 6: Language

**CEC Standard 7: Instructional Planning****CEC Standard 8: Assessment**

|        |  |
|--------|--|
| DD4K1  | Sources of specialized materials for students with intellectual disabilities/developmental disabilities  |
| DD4K2  | Evidence-based practices for teaching individuals with pervasive developmental disabilities, autism, and autism spectrum disorders                             |
| DD4K3  | Specialized curriculum specifically designed to meet the needs of individuals with pervasive developmental disabilities, autism, and autism spectrum disorders |
| DD5S3  | Use and maintain assistive technologies  |
| ICC6K4 | Augmentative and assistive communication strategies  |
| ICC6S1 | Use strategies to support and enhance communication skills of individuals with exceptional learning needs  |
| DD6S1  | Plan instruction on the use of alternative and augmentative communication systems  |
| ICC7K4 | Technology for planning and managing the teaching and learning environment   |
| ICC8S7 | Report assessment results to all stakeholders using effective communication skills   |

**INTASC Standard 3: Learning Environments****INTASC Standard 6: Assessment**

|                       |  |
|-----------------------|--|
| Performance           | <p>3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.</p> <p>6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> |
| Essential Knowledge   | <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>   |
| Critical Dispositions | <p>3(q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p>  |

**Objective: Students will be able to design age-appropriate communication and socialization programs for students with intellectual developmental disabilities and/or autism and incorporate self-determination and generalization and maintenance of the skills.**

**Standards:****CEC Standard 4: Instructional Strategies****CEC Standard 5: Learning Environments/Social Interactions****CEC Standard 6: Language**

| <b>CEC Standard 7: Instructional Planning</b>      |   |
|--|---|
| ICC4S3   | Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs                                |
| ICC4S4   | Use strategies to facilitate maintenance and generalization of skills across learning environments  |
| ICC4S5   | Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem   |
| ICC5S8   | Teach self-advocacy   |
| DD6S2  | Use pragmatic language instruction to facilitate ongoing social skills instruction  |
| DD7S2  | Plan and implement instruction for individuals with developmental disabilities that is both age-appropriate and ability-appropriate   |
| <b>INTASC Standard 8: Instructional Strategies</b> |   |
| Performance  | 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.   |
| Essential Knowledge                                | 8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships. |
| Critical Dispositions                              | 8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.                                  |

**Objective: Students will be able to design age-appropriate communication programs for students with intellectual developmental disabilities and/or autism and consider cultural and linguistic differences with this population.**

**Standards:**

**CEC Standard 6: Language**

|        |  |
|--------|--|
| ICC6K1 | Effects of cultural and linguistic differences on growth and development   |
| ICC6K2 | Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages  |
| ICC6K3 | Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding  |
| ICC6S2 | Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language |

**INTASC Standard 8: Instructional Strategies**

|                       |   |
|-----------------------|---|
| Performance           | 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes. |
| Essential Knowledge   | 8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.            |
| Critical Dispositions | 8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.               |

**XIII. RESULTS**

| Course Objectives  | Related CEC Standards   | INTASC Standards Addressed  | Measurement/Evaluation         |
|--|---|---|--------------------------------|
| <b>Students will be able to identify, select, assess, make accommodations and implement communication programs that include low tech and high tech assistive technology for students with intellectual developmental disabilities and/or autism.</b>         | DD4K1,<br>DD4K2,<br>DD4K3,<br>DD5S3,<br>ICC6K4,<br>ICC6S1,<br>ICC7K4,<br>ICC8S7 | Standards 3 and 6<br>Performance:<br>3(e),6 (h)<br>Essential<br>Knowledge: 3(q),<br>6 (p) Critical<br>Dispositions: 3(q),<br>6(u) | Case Study Project             |
| <b>Students will be able to design age-appropriate communication and socialization programs for students with intellectual developmental disabilities and/or autism and incorporate self-determination and generalization and maintenance of the skills.</b> | ICC4S3,<br>ICC4S4,<br>ICC4S5,<br>ICC5S8,<br>DD6S2,<br>DD7S2                     | Standard 8<br>Performance: 8(a)<br>Essential<br>Knowledge: 8(m)<br>Critical<br>Dispositions: 8(q)                                 | Case Study Project; Final Exam |
| <b>Students will be able to design age-appropriate communication programs for students with intellectual developmental disabilities and/or autism and consider cultural and linguistic differences with this population.</b>                                 | <b>ICC6K1,<br/>ICC6K2,<br/>ICC6K3,<br/>ICC6S2</b>                               | Standard 8<br>Performance: 8(h)<br>Essential<br>Knowledge: 8(k)<br>Critical<br>Dispositions: 8(p)                                 | Case Study Project; Final Exam |

#### XIV. COURSE RESOURCES

##### Required Materials:

Readings on Webcampus: Resources, course materials, and links will be posted on the course WebCampus site at <https://webcampus.nevada.edu/> Students must be able to access this site.

##### Optional Materials:

Johnston, S. S., Reichle, J., Feeley, K. M., & Jones, E. A. (2012). *AAC strategies for individuals with moderate to severe disabilities*. Baltimore, MD: Brookes.

#### XV. SUPPLEMENTAL TEXTS AND/OR MATERIALS

##### Supplemental Texts and Journal Articles

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

##### Additional Course Readings:

Brown, W. H. & Odom, S. L. (1994). Strategies and tactics for promoting generalization and maintenance of young children's social behavior. *Research in Developmental Disabilities*, 15 (2), 99 – 118.

Carr, E. G. & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111 – 126.

- Hourcade, J., Pilotte, T. E., West, E. & Parette, P. (2004). A history of augmentative and alternative communication for individuals with severe and profound disabilities. *Focus on Autism & Other Developmental Disabilities*, 19 (4), 235 – 244.
- Mirenda, P. (2003). Toward functional augmentative and alternative communication for students with autism: Manual signs, graphic symbols, and voice output communication aids. *Language, Speech, & Hearing Services in Schools*, 34, 203 – 216.
- Mirenda, P. (1997). Supporting individuals with challenging behavior through functional communication training and AAC: Research Review. *Augmentative and Alternative Communication*, 13, 207 – 224.
- Reichle, J., Beukelman, D.R., & Light, J.C. (2002). *Exemplary practices for beginning communicators: Implications for AAC*. Baltimore: Brookes.

### **Suggested Resources:**

- Beirne-Smith, M., Patton, J.R., & Kim, S.H. (2006). *Mental retardation: An introduction to intellectual disabilities* (7th ed.). Upper Saddle River, NJ: Pearson.
- Beukelman, D.R. & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore: Brookes.
- Bryant, D.P., & Bryant, B.R. (2003). *Assistive technology: For people with disabilities*. Boston: Pearson.
- Butterfield, N., Arthur, M., & Sigafoos, J. (1995). *Partners in everyday communicative exchanges: A guide to promoting interaction involving people with severe intellectual disability*. Baltimore: Brookes.
- Cipani, E.C., & Spooner, F. (1994). *Curricular and instructional approaches for persons with severe disabilities*. Boston: Allyn & Bacon.
- Cook, A.M., & Hussey, S.M. (2002). *Assistive technologies: Principles and Practice* (2nd ed.). St. Louis: Mosby.
- Edyburn, D., Higgins, K., & Boone, R. (2005). *Handbook of special education technology research and practice*. Whitefish Bay, WI: Knowledge By Design.
- Freeman, S. & Dake, L. (1997). *Teach me language: A language manual for children with autism, Asperger's syndrome and related developmental disorders*. Langley, BC: SKS Books.
- Frost, L., & Bondy, A. (2002). *The picture exchange communication system training manual* (2nd ed.). Newark, ED: Pyramid.
- Johnson, J.M., Baumgart, D., Helmstetter, E., & Curry, C.A. (1999). *Augmenting basic communication in natural contexts*. Baltimore: Brookes.
- Lindsey, J.D. (Ed). (2008). *Technology and exceptional individuals* (4<sup>th</sup> ed.). Austin, TX: Pro-ed.
- McCauley, R.J. & Fey, M.E. (Eds.). (2006). *Treatment of language disorders in children*. Baltimore: Brookes.

- Ostrosky, M. M., Drasgow, E. & Halle, J. W., (1999). "How Can I Help You Get What You Want?" A Communication Strategy for Students with Severe Disabilities. *Teaching Exceptional Children*, 31 (4) 56-61.
- Quill, K.A. (2000). *Do-watch-listen-say: Social and communication intervention for children with autism*. Baltimore: Brookes.
- Scherer, M. (1996). *Living in the state of stuck* (2nd ed.) Cambridge, MA: Brookline.
- Silver, K. (2005). *Assessing and developing communication and thinking skills in people with autism and communication difficulties*. Philadelphia, PA: Jessica Kingsley.
- Stokes, T. F., & Baer, D. M. (1977). An implicit technology of generalization. *Journal of Applied Behavior Analysis*, 10, 349-367.
- Tiger, J. H., Hanley, G. P., & Bruzek, J. (2008). Functional Communication Training: A review and practical guide. *Behavior Analysis in Practice*, 1 (1), 16 – 23.
- Westling, D.L. & Fox, L. (2009). *Teaching students with severe disabilities* (4th ed.). Upper Saddle River, NJ: Pearson.

### **Suggested Internet Resources**

## **XVI. ASSIGNMENTS**

**Class Attendance: In-class Activities, Discussion Questions, and Participation Points (80 points).** Students must prepare for class, attend, and actively participate in each class session and daily discussions prompted by instructor. For full credit a student must individually respond to the discussion question and create an original response to the instructor's prompt and students will turn in discussions during the class period.

You must be on time to participate in the discussion question in order to receive full points. Students only receive full points when they are punctual, and present and participating for the entire class session (regardless of the reason). Side conversations can result in a loss of participation points, regardless of the quality of in class activities. These professional behaviors are essential to successful achievement in this course as well as in the profession. Socialization unrelated to the topics and issues of group and class discussion must be at a minimum level.

Because of the intense schedule of the course and instructional content, attendance is essential for this course. If a student does not attend class, regardless of the reason, he or she will not earn the points assigned for that class. Additionally, students who are more than 30 minutes late to class will lose 10 pts from their total points. School meetings, appointments, and IEPs are not excuses for missing class or being late. Students are expected to refrain from text-messaging, receiving and making cell phone calls in class.

**Article Review (20 points):** Students will locate a research article that used AAC as part of an intervention or an article that is a meta-analysis of AAC. Then using the provided rubric as a guide, students will write a 1-2 page review of the article. This article review will be submitted online by the date specified in the course syllabus.

**Online Assignments (30 points):** There will be an assignment associated with each night of online class. These assignments will be related to the information presented in webcampus. Please review the information online and follow directions as posted online.

**Assignment 2 Case Study (100 points):** Each individual complete a case student on a student/adult who uses an AAC system/device. To complete this assignment, students will provide the following information: An introduction of the user, description of the setting, description of the AAC system, the lexicon utilized, communicative interactions, the effectiveness of the system and benefits of the system. A worksheet with additional detail will be provided in webcampus.

**Assignment 3 Final Exam (70 points):** Students will take a reflective final examination. This examination will require students to synthesize and apply the ideas and concepts learned throughout the sessions. Detailed information will be given in class prior to taking this examination.

### **Grading Policy and Instructional Methods:**

A combination of lecture, classroom discussion, and outside study / practical application will be used in this course.

Attendance and participation are vital to the successful completion of this course. No LATE ASSIGNMENTS will be accepted. Grading will be based on performance indicators and rubrics. All work should reflect graduate level expectations in terms of scope, depth, writing mechanics, and appearance. Assignments will be evaluated on both content and language usage. Assignments completed outside of class must be typed or word-processed (12 point font and double-spaced) with correct APA 6th Edition style, grammar, spelling, and punctuation. Points will be deducted for errors in any of these areas.

## **XVII. PERFORMANCE ASSESSMENTS**

| <b>Participation/ Assignments</b> | <b>Evaluation</b>   | <b>Points</b> |
|-----------------------------------|---|---------------|
| Article Review                    | Article Review Rubric   | 20            |
| Case Study                        | Case Study Rubric   | 100           |
| Discussion/ Participation         | Evidence of Class Participation/ In Class Assignments and Rubrics | 50            |
| Online Assignments                | Completion and quality of required components                     | 60            |
| Final Exam                        | Completion and quality of required components                     | 70            |

## **XVIII. SPECIAL NOTES**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as

disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor **within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses**, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More



information can be found at: <http://writingcenter.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Library** - Students may consult with a librarian on research needs. For this class, the subject librarian is [https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject)). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

#### **XIX. GRADING POLICY**

Due to the intense nature and duration of this course, late assignments will not be accepted unless prior arrangements have been approved by the instructor. In the case that late assignments are accepted, they will result in a deduction of 10 points per day. **Absolutely no assignments** will be accepted after the last Sunday of the course. Grades will be assigned by the following points/percentages.

| Points Earned | Percentage Score | Grade |
|---------------|------------------|-------|
| 279-300       | 93-100           | A     |
| 270-278       | 90-92            | A-    |
| 264-269       | 88-89            | B+    |
| 249-263       | 83-87            | B     |
| 240-248       | 80-82            | B-    |
| 234-239       | 78-79            | C+    |
| 219-233       | 73-77            | C     |
| 210-218       | 70-72            | C-    |
| 204-209       | 68-69            | D+    |
| 189-203       | 63-67            | D     |
| 180-188       | 60-62            | D-    |
| 179 and below | <60              | F     |

**XX. CLASS SCHEDULE**

| <b>Lesson / Date</b>               | <b>Lesson Topic</b>  | <b>Assigned Readings and Resources</b>   | <b>Assignment Due</b>  |
|------------------------------------|--|--|--|
| 1<br>Monday 5/16                   | <input type="checkbox"/> The Importance of Teaching Communication Skills<br><input type="checkbox"/> What is AAC   | <input type="checkbox"/> Read AT and IDEA Regulations  | <input type="checkbox"/>   |
| 2<br>Tuesday 5/17<br>(meet online) | <input type="checkbox"/> Functional Communication Training Overview<br><input type="checkbox"/> Instructional Strategies   | <input type="checkbox"/> <a href="http://www.autisminternetmodules.org/">http://www.autisminternetmodules.org/</a> | <input type="checkbox"/> Online Assignment (20 points) due <b>Sunday May 22</b>  |
| 3<br>Wednesday 5/18                | <input type="checkbox"/> Augmentative and Alternative Communication Techniques / Symbols and Rate Enhancement<br><input type="checkbox"/> AAC System Features<br><input type="checkbox"/> Assessing Communication Skills | <input type="checkbox"/> Beukelman & Mirenda Chapter 3   | <input type="checkbox"/> In class discussions<br><input type="checkbox"/> (10 points)  |
| 4<br>Thursday 5/19                 | <input type="checkbox"/> Analyzing the Communicative Environment<br><input type="checkbox"/> Intervention Intensity<br><input type="checkbox"/> Instructional Strategies<br><b>NEED SHANNON DO</b>                       | <input type="checkbox"/> Chapter 3<br><input type="checkbox"/> Chapter 5<br>Feeley and Jones                       | <input type="checkbox"/> In class activity (10 points)<br><input type="checkbox"/> MEET IN CEB 209                           |
| 5<br>Monday 5/23                   | <input type="checkbox"/> Functional communication training   | <input type="checkbox"/> Readings online<br>Chapters 8, 9, 11  | <input type="checkbox"/> <b>Article Review Due (submit online)</b><br><input type="checkbox"/> In class activity (10 points) |
| 6<br>Tuesday 5/24<br>(online)      | <input type="checkbox"/> PECS Videos (be prepared to demonstrate in class)   | <input type="checkbox"/> Readings online   | <input type="checkbox"/> Online Assignment DUE 5/25— <b>BRING TO CLASS 20 points</b>   |
| 7<br>Wednesday 5/25                | <input type="checkbox"/> Beginning Communicators<br><input type="checkbox"/> Teaching Communication Skills: First Steps<br><input type="checkbox"/> PECS   | <input type="checkbox"/> Chapter 7   | <input type="checkbox"/> PECS Skills Check (10 points)*<br><input type="checkbox"/> MEET IN BEH 105                          |
| 8<br>Thursday 5/26                 | <input type="checkbox"/> Guest Lecture CCSD  | <input type="checkbox"/>   | <input type="checkbox"/> MEET IN BEH 103   |
| Monday 6/30                        | No Class—Memorial Day  |  |  |
| 9<br>Tuesday 6/31                  | <input type="checkbox"/> Teaching a Wide Range of Communication Skills<br><input type="checkbox"/> Communication Across the Curriculum<br><input type="checkbox"/> Integrating Team Expertise to Support Communication   | <input type="checkbox"/> Readings online   | <input type="checkbox"/> Activity in Class (10 points)   |
| 10<br>Wednesday 6/1<br>(online)    | <input type="checkbox"/> Role of the Communicative Partner<br><input type="checkbox"/> Bringing it Together<br><input type="checkbox"/> Challenges to Effective Communication Intervention                               | <input type="checkbox"/> Chapter 7<br><input type="checkbox"/> Chapter 9<br>FAQs                                   | <input type="checkbox"/> Online Assignment 20 Points DUE 11:59 PM  |

|                                |                                     |  |  |
|--------------------------------|-------------------------------------|--|--|
| 10<br>Thursday 6/2<br>(online) | <input type="checkbox"/> FINAL EXAM |  | <input type="checkbox"/> <b>Case Study and<br/>Final Exam</b> due ONLINE<br>Saturday 6/7 by 11:59 PM<br><b>NO EXCEPTIONS</b> |
|--------------------------------|-------------------------------------|--|--|

\*In class activities are provided as an estimate of when they will occur. The instructor reserves the right to move activities and/or adjust points as needed based on the pacing of the course and questions that arise during class.

## Grading Rubric: Case Study

| Criteria for Assessment   | Target   | Acceptable  | Unacceptable                                   |
|---|--|---|--|
| <b>Description of the person</b><br><br><b>15 points</b>  | Person is described clearly; interests are included; information included about motor/sensory abilities; descriptions are detailed & thorough                  | Target criteria are mostly met but lack detail  | Not enough information provided about person   |
| <b>Communication Setting</b><br><br><b>10 points</b>  | Description of setting in which observations take place. Environmental supports and communicative opportunities are described                                  | Target criteria are mostly met but lack detail  | Not enough information provided about setting. |
| <b>Technical information (hardware, application, &amp;/or AAC device)</b><br><br><b>10 points</b> | Detailed information, including product names & manufacturers, is provided. Description of device is clear and provides enough detail for reader to visualize. | Technical info is included but some details are lacking   | Info not provided &/or contains major errors   |
| <b>Symbol system, layout &amp; lexicon</b><br><br><b>15 points</b>                                | Descriptions of symbol system, layout, & lexicon are detailed & thorough; examples are provided  | Descriptions of 2 out of 3 (symbol system, layout, & lexicon) are detailed & thorough; some examples are provided           | Not enough information presented.              |
| <b>Communicative Interactions:</b><br><br><b>20 points</b>  | Provides examples of interactions observed. Describes communicative functions expressed. Use terms from class/text. Be specific and thorough                   | Mostly detailed but some information missing; some examples are provided; terms from class not utilized or used incorrectly | Major errors &/or minimal discussion provided. |
| <b>Effectiveness</b><br><br><b>15 points</b>  | Solid critical analysis & discussion; demonstrates knowledge of what should and could be   | Some critical analysis & discussion but lacking some detail and thought.  | Major errors &/or minimal analysis provided    |
| <b>Purpose / Benefits</b><br><br><b>15 points</b>   | Identifies a clear purpose of the tech & specific ways in which the tech helps the user; Specific examples are provided  | Mostly detailed but some information missing; some examples are provided  | Major errors &/or minimal discussion provided. |
| <b>Total Points / Comments</b>  |  |   |  |

## Article Review Rubric

| Component   | Summary  | Reaction  | Application  | Punctuation, Grammar and Spelling  |
|---|--|---|--|--|
| Articles self-selected by students must be from a peer reviewed source. If a student does not select from a peer reviewed source, the highest score the student can receive is a 10/20. |  |   |  |  |
| TARGET  | <p><b>Summary</b> provides a clear and concise overview of the entire article and includes at least four major points.</p> <p>5-6 points</p>         | <p><b>Reaction</b> provides a general overview of most of the article and includes at least three major points.</p> <p>3-4 points</p>         | <p><b>Application</b> includes at least four specific statements related to how the information could be tailored for application</p> <p>5-6 points</p>  | <p>Review is free of errors in punctuation, spelling or grammar.</p> <p>2 points</p> |
| ACCEPTABLE  | <p><b>Summary</b> provides a general overview of most of the article and includes at least three major points.</p> <p>3-4 points</p>                 | <p><b>Reaction</b> includes at least three specific statements supporting and/or contesting the information presented.</p> <p>3-4 points</p>  | <p><b>Application</b> includes at least three specific statements related to how the information could be tailored for application</p> <p>3-4 points</p> | <p>Few minor errors in punctuation, spelling or grammar</p> <p>1 point</p>           |
| UNACCEPTABLE  | <p><b>Summary</b> provides general information addressing only parts of the article and includes less than three major points.</p> <p>0-2 points</p> | <p><b>Reaction</b> includes less than three specific statements supporting and/or contesting the information presented.</p> <p>0-2 points</p> | <p><b>Reaction</b> includes less than three specific statements supporting and/or contesting the information presented.</p> <p>0-2 points</p>            | <p>Error(s) in punctuation, spelling or grammar.</p> <p>0 points</p>                 |
| TOTALS  |  |   |  |  |