

COURSE ACTIVITIES & REQUIREMENTS – Fall 2007

This course may be taken for any of these options: (1) a letter grade, (2) a pass/no pass option, or (3) as an audit. The requirements for each of the three are different.

All students are strongly encouraged to read assignments prior to their discussion in class. The classes are intended to provide information as a supplement to the assigned readings, amplify and further discuss some of the required readings, and discuss questions raised by students relative to what they have read.

NOTE: All assignments are to be completed using APA style, found in APA Manual, 5th edition. (Ref. to Purdue OWLs web site)

For this class the following two exceptions to APA format should be used:

1. No title page. Place the title, name, and date as a heading on the first page of text.
2. References should be singled spaced within and double spaced between reference.

A. Ongoing Projects:

1. Assigned readings. Required reading should be read before class. Class lectures, discussion topics and demonstrations may not always correspond with the scheduled reading. Readings are designed to move at a faster pace than the lecture topics. Students are responsible for completing the required readings according to the weekly schedule. Students are also responsible for material distributed in class and/or by e-mail.

2. Class participation (20 points). Points will be based on the quality, not quantity of questions and/or comments.

3. Collaborative group activities* (35 points). Students will be required to participate in group activities in-class and complete assignments outside of class. Specific collaborative group activities will be announced and discussed in class and will probably include items such as discussing specific aided and unaided AAC assessment and intervention strategies.

NOTE FOR COLLABORATION GROUPS: Because much of the practical work in the field will require a team effort, the instructor is encouraging group experience as part of the course. The class is to break into teams of 3-4, which will remain constant throughout the semester for group discussion and other activities during the course.

4. Assigned Reading Quizzes (100 points). There will be 10 quizzes covering material from assigned readings and class activities conducted with Blackboard Vista 4. The quizzes will be in True/False and Multiple Choice format similar to that used on the midterm and final exam. The schedule of such quizzes is on the Weekly Schedule of Assignments.

5. Special Assistive Device Demonstrations and other special events may be scheduled during the semester. Some of these demonstrations will take place in-class (e.g., demonstrations for the technology application project and the adapted book project). Other events may take place outside of class. Students are expected to attend as many of these special sessions as possible, but not at the cost of other previously scheduled class and/or practicum activities.

B. Course Projects:

1. AAC Simulation (30 points). Simulate an AAC experience for 3 hours. You must interact with several people outside of your own home/room using any communication modality except speech. Based on your experience write a brief paper (approximately 2 double-spaced pages) **describing your reactions and the behavior of others** to the experience.

N.B. Students in Early Intervention, Special Education, or any other teacher preparation program will submit this project as an artifact to TaskStream. If you are involved in the teacher licensure program and have not yet purchased a TaskStream account, you can do so at <http://www.taskstream.com>. More information about TaskStream can be found at: <http://www.education.purdue.edu/edit/TaskStream>.

2. Augmented Communicators On-Line Users' Group (ACOLUG) (30 points). This assignment requires participation in one of the user groups below. Use your student e-mail account to access this listserv that discusses AAC issues. Subscribe for at least 2 weeks, following or participating in at least one major issue discussed on the listserv. Write a one to two page paper briefly stating and describing the issue and **your reflections upon this topic**. Print at least three e-mail entries discussing the issue and submit them with your paper.

Promoting Augmentative Communication Together Group (PACT). This is a community listserv on yahoo groups for anyone interested in the field of augmentative and alternative communication (AAC). The address is <http://groups.yahoo.com/group/PACT/>.

Augmented Communicators On-Line Users' Group (ACOLUG). This is a well established listserv maintained by Institute on Disabilities at Temple University. Professionals, AAC Users, parents and students are part of this group. The address is <https://listserv.temple.edu/cgi-bin/wa?SUBED1=acolug&A=1>

3. A demo for use of graphic symbols. A training course will be held for those with little or no previous experience with Boardmaker and Minspeak icons. This demo will focus on navigating and using Boardmaker and Minspeak icons. This demo will be beneficial for assignments 4 and 5, and for your personal AAC knowledge.

4. There will be different assignments for undergraduate (3-A) and graduate (3-B) students.

N.B. Undergraduate students taking this course for graduate credit will be required to do item 3-B

4-A Undergraduates- Adapted storybook* (50 points). Following examples provided in class, your collaborative group will adapt one book using symbols. Some materials will be provided for you to assist your group in adapting the book (e.g., the book to photocopy, if desired, and foam pieces for page-puffers, if appropriate). Your group will be responsible for selecting the symbol set/system used and other adaptations for the book based upon the case study you are given, and the complete construction of the book. Your group will be asked to present your storybook to the class.

4-B Graduate students- Evidence Based Practice paper (EBP) (50 points) Graduate students will be required to prepare a paper on an AAC assessment/intervention issue or question, with three to five data based articles of support, and provide a brief presentation to the class. Further details about the specific nature of the paper and topic approval will be provided on Blackboard Vista.

5. Assistive Technology Application Project (40 points)

There will be an additional reflection paper for graduate students

Part one: Pathfinder with Minspeak. Visit the Prentke Romich Company website at www.prentrom.com to familiarize yourself with PRC products and the concept of Minspeak. Click on the download center at the bottom right of the home page. Click on AAC products, then click on Pathfinder PLUS to download the demo to your computer. Click on Operator Manuals for AAC products, then click on the Pathfinder PLUS manual to open the file.

Imagine you are working with a third grade student using a new Pathfinder. He has cerebral palsy and a learning disability.

Develop icon sequences for three words that would not be in the device already (e.g., proper names, brand names, etc.). The sequences can not be used for other words. For each sequence write a detailed description of why each icon was selected. When choosing your icons for messages consider the following things: the "rules" for your vocabulary program; all the associations an icon may have; the category your message may belong in; how easy the association

between icon and word will be to learn, to remember and to teach; what icons might be combined to represent a wide range of messages; the preferences of the user. A list of the proper Minspeak icon names is available under class notes on Blackboard Vista.

Part two: Dynavox/Dynamic screens. Visit the Dynavox website at www.dynavoxsys.com to familiarize yourself with Dynavox products. Focus on the Dynamo. Dynavox systems have dynamic screens that connect pages to one another.

Imagine you are working with a 9 year old girl with Down syndrome and moderate mental retardation. She needs to participate in calendar time with the rest of her class. Calendar includes talking about the day, date, month, year, weather, seasons, and dressing the “weather bear”.

Design the pages for her Dynamo and how they will be interconnected. You may use a computer program or draw the screens neatly by hand. Only the words need to be included, you do not need to draw or insert the corresponding symbols. No more than 10 locations should be on any one screen. Remember that there needs to be a way to get back to a main screen or “homepage” and to get back to other pages. Include a brief summary of the logic you used in creating these pages and interconnections.

Graduate students: Will submit a short paper on the advantages and disadvantages of each approach and provide at least one brief scenario for the use of each approach.

The scenarios will include a description of the approach as it applies to an individual with little or no functional speech. (This should include a description of the AAC user, an explanation as to why it is the ideal approach for the user, the specific device to be used, and ideas for implementation)

6. Content Reflection Paper (30 points). Discuss 2-3 content areas of the course that you found most useful. This may include information you found most practical for service provision to AAC users, provided a clearer understanding of a term or procedure, etc. The paper should be 2-4 double spaced pages.

C. Exams:

1. Midterm Exam (125 points) in class on Thurs. October 4.
2. Final Exam (200 points). TBA The final exam will be cumulative (i.e., the final will contain questions testing material from the entire semester).

D. Evaluation of Course:

1. Purdue rating form to be completed in class on Thur. Dec. 6.

2. 1-2 page anonymous evaluation. This should be anonymous pro and con comments (i.e., what you liked about the course and what you would suggest changing). Due – **Thur. Dec. 6 in class**

Extended

562/540 SCHEDULE OF ASSIGNMENT, QUIZ, & EXAM DATES - 2007

All quizzes over assigned readings will be posted on Blackboard Vista 4 at 5:00pm on the Friday prior to the quiz due date.

Week of:	Assignments & Due Dates	Pages
Aug. 20	No assignments or quizzes.	
Aug. 27	Quiz 1 (Chs. 1, 2, 3 & 4; Light, 1989): Due – Tues. Aug. 28 by 3:30pm	1-42
Sept. 3	Quiz 2 (Chs. 5,6, & 7): Due – Tue. Sept. 4 by 3:30pm show “Talk is not a 4 letter word” ? SLHS meeting 4th	43-105
Sept. 10	Quiz 3 (Ch. 8): Due – Tue. Sept 11 by 3:30pm AAC Simulation Report: Due – Thur. Sept. 13 via email before class class participation response due Sept. 22 – Non-verbal communication	107-126
Sept. 17	Quiz 4 (Chs. 9& 10): Due – Tue. Sept. 18 by 3:30pm Lloyd at NFS all week	127-168
Sept. 24	Quiz 5 (Ch 11): Due – Tue. Sept. 25 by 3:30pm class participation project Due Sept. 25 noon AAC Symbols (based on video from S. Africa) CAAC conference 27th	169-198
Oct. 1	(Will cover Class & Chs. 1-11) Mid-term Exam: Thur. Oct. 4 in class	
Oct. 8	Oct. 9 – NO CLASS (Fall Break) Quiz 6 (Chs. 12, 13 & 14; Kangas & Lloyd, 1988): Due Thurs. Oct. 11 by 3:30pm AAC Web Group Report: Due – Thur. Oct. 11	199-233
Oct. 15	Quiz 7 (Chs. 15, 16 & 17): Due – Tues. Oct. 16 by 3:30pm Oct. 18 - DynaVox representative demonstration Megan at closing the Gap all week Undergrads approval for story book + target student Due Thurs Oct. 18 in class Grad. Students approval for paper topic Due Thurs. Oct. 18 in class	235-298

Oct. 22	Quiz 8 (Chs. 18 & 23): Due – Tue. Oct. 23 by 3:30pm Oct 23 Forbes coming to speak. Oct 25 – PRC representative demonstration 25th fMRI symposium ?	299-339 & 414-444
Oct. 29	Quiz 9 (Chs. 19, 20 & 21): Due – Tue. Oct. 30 by 3:30pm 1st Sigma Xi Lloyd gone	340-405
Nov. 5	Quiz 10 (Chs. 22 & 24): Due – Tue. Nov. 6 by 3:30pm EBP paper Due - Tues. Nov. 6 by word attachment in e-mail Nov 6 SLHS meeting Lloyd late to class	406-413 & 445-473
Nov. 12	Adapted Storybook: Due - Tue. Nov. 13 in class 15 TH asha	
Nov. 19	AT Project: Due – Thues. Nov. 20 by WebCT as Word attachment Thanksgiving break.	
Nov. 26		
Dec. 3	Content Reflection Paper: Due – Tue. Dec. 4 via email before class Presentations - Thur. Dec. 4 & 6 Anonymous Evaluation: Due – Thur. Dec. 6 in class Dec. 4 SLHS meeting Lloyd late to class	
Dec. 10	Final Exam TBS	

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