



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5128
Communication Disorders and Assistive
Technology

Semester 1

Contents

1. LOCATION.....	2
2. STAFF CONTACT DETAILS.....	2
3. COURSE DETAILS.....	2
<i>Aims of the Course</i>	2
<i>Student Learning Outcomes</i>	3
<i>Program Learning Outcomes</i>	3
5. TEACHING STRATEGIES.....	4
6. COURSE CONTENT AND STRUCTURE.....	5
7. ASSESSMENT.....	6
8. RESOURCES.....	11

IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5128 Communication Disorders and Assistive Technology (6 units of credit)
Semester 1, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Lucy Vukovic, Ba.AppSci (Speech Pathology), MEd (Special Education)
Office Location: John Goodsell Building, Room 125
Email: Lucy.vukovic@giantsteps.net.au
Phone: 0424575142
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	Communication Disorders and Assistive Technology
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	
Lecture	Mon Tue Thu Fri 09-16 (w6, RedC 4034)

Summary of Course

The course provides an overview of communication disorders, and augmentative and alternative (AAC) communication approaches for individuals with severe communication impairments. Emphasis is on developmental considerations, ecological needs, educational considerations, clinical assessments, selection and implementation of augmentative systems, and research-based practices.

Aims of the Course

This course aims to:

To provide teachers with the theoretical knowledge and practical tools to assist in the assessment of communication disorders and plan interventions that will assist students in participating in inclusive educational settings.

To develop knowledge and expertise in assistive technology (AT) for individuals with special needs.

The main ways in which the course has changed since last time as a result of student feedback

The main ways this course has changed is in regards to the marking scale on the first assessment as many students felt the first assignment was quite tricky as it was due before the commencement of the intensive course. The first assignment has considerably less weighting of the marks.

Unfortunately the course is an intensive and the first assignment's due date coincides with the census date. Similar, as it is an intensive course material is presented in bulk. There has been some changes to course content and structure to ease the load of material. There were some changes to the third assignment whereby students can choose AAC or AT to use with a student as a result of varied experiences from students within the course. There will also be two guest speakers. A new text book was also added to the recommended texts to further student's reading.

Student Learning Outcomes

Outcome		Assessment/s
1	Design age appropriate instruction based on the adaptive and communication skills of students with moderate and severe disabilities.	1
2	Recognise and describe research-based instructional and communication strategies and practices, including task analysis multisensory, and concrete/manipulative techniques.	1, 2, 3
3	Define assistive technology (AT), both low and high tech and their theoretical underpinnings.	1
4	Assess student abilities and educational environments to plan both communication and AT interventions for students with communication disorders, intellectual disabilities, and autism.	2, 3

Program Learning Outcomes

Capability		Assessment/s
1	Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
2	Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1, 2
3	Demonstrate advanced critical thinking and problem solving skills.	1, 2
4	Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education.	1, 2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In order to participate fully in inclusive environments in school and the community, individuals with communication disorders frequently require augmentative and/or alternative systems of communication. The content of this course is focused on communication disorders, assessment of students' needs, and strategies that teachers can use to successfully implement augmentative practices. Teachers will have the opportunity to experience these alternative forms of communication first hand, in order to be fully equipped to assist students with special needs in this area.

5. TEACHING STRATEGIES

- explicit teaching including intensive day-long seminars using a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning both in class and through the online discussion tool to allow students to reflect critically on issues discussed;
- extensive opportunities for online small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate, to question and to problem solve

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Lecture	Lecture Topic
<p>1 6 hour face-to-face seminar 11th April</p>	<p>Communication Disorders: What is communication. Speech vs language Types of communication Disorders: Expressive and Receptive language, Speech disorders, fluency, voice disorders, Language, Learning and Specific Learning Disabilities, Severe Communication disabilities, Aphasia, Childhood Apraxia, Characteristics of students with Severe and Multiple Disabilities, Communication Independence Model, Functional Communication,</p> <p>Learning and Language – how we learn language . Assessments: Language, Ecological, Communication Needs and Abilities, Speech, Functional behaviour assessment,</p> <p>Text Readings: Kuder : Chapt 1, 10, 13; Dell: Chapter 11</p>
<p>2 6 hour face-to-face seminar 12th April</p>	<p>Assistive Technology and AAC: What is Assistive Technology, types of Assistive technology. Overview of AAC – what it is and what is it's purpose. Examples of several communication systems: Braille, aided symbols, PECS, Makaton, iPads/Tablet platforms, apps: for example Proloquo2Go, tap to talk, Voice4U, online applications, Virtual environments, emerging technologies, Assessing sensory and perceptual capabilities, Access methods, Early Intervention and Emerging literacy and communication, Selection and Assessing AAC needs, AT Assessments and Decision making, Assessing Symbols, Four levels of Independence, AT Implementation Plan, Teaching Communication: Structures for learning, Discrete Trial Training/behaviour modification, Natural Environment, Environmental communication, Opportunities to trial/play with AT and AAC. Guest speaker on AT and Guest speaker on AAC Assistive Technology to meet curriculum needs: Writing, Reading, Maths, Free resources, Guest Speakers, Case Studies</p> <p>Text Readings: Dell: Chapter 1, 6, 10,: Kuder: Chapter 15</p>
<p>3 6 hour face-to-face seminar 14th April</p>	<p>Involving Students in the regular curriculum: How to implement AAC and AT in the classroom setting, assessment, goal setting, planning, vocabulary selection implementation, barriers, data collection, skill acquisition, AAC and the playground. Case studies, guest speaker on how AAC is embedded into the classroom environment</p> <p>Text Readings: Kuder: Chapter 9; Dell: Chapter 2, 3, 5, 12, 13</p>
<p>4 6 hour face-to-face seminar 15th April</p>	<p>Day 4: Supporting Language disorders in the classroom: Classroom based strategies to support verbal, auditory and written language disorders. Autism and Language, Dyslexia and reading, Classroom differentiation, case study – assessment, set goals, plan, implement – how is it embedded into the curriculum and differentiated.</p> <p>Text Readings: Dell: Chapter 4, 7, 8, 9, 12</p>

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Task 1 Annotated Bibliography	1,000 words	20%	2, 3	1, 2	31 March 2016 by 5:00 PM
Task 2 Research Paper	2,500 words	35%	2, 4	1, 2, 3	25 April 2016 by 5:00 PM
Task 3 Case Study	2,500 words	45%	1, 2, 4	1, 3, 4	31 May 2016 by 5:00 PM

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

Assessment Details

Assessment 1: Outline/Annotated Bibliography. Each student will begin research on Augmentative & Alternative Communication (AAC) by locating and reading 10 journal articles of interest. A 1,000 word annotated bibliography consisting of an APA style citation and a few bullet points summarizing each article will be written (See example below). The articles must be recent (within the last ten years) and from peer-refereed professional journals.

Example of citation/annotation:

Gentry, T., Lau, S., Molinelli, A., Fallen, A., & Kriner, R. (2012). The Apple iPod touch as a vocational support aid for adults with autism: Three case studies. *Journal of Vocational Rehabilitation*, 37(2), (Advance online publication) DOI: 10.3233/JVR-2012-0601

- The task management and organizational features of PDAs can help people with ASD function more successfully in the workplace.
- 4 year randomized trial
- iPod programmed with task reminders and lists; video prompts; tools for behavioural self-management, and other supports.
- Versatility of PDAs to support people with ASD

Assessment 2: AAC Research Paper. Student will use their annotated bibliographies and additional studies to report on one topic of interest in Augmentative & Alternative Communication (AAC). A 2,500 word paper summarizing your research will be required. Further guidelines will be explained in class.

Assessment 3: Case Study. Each student will complete a comprehensive case study on one student with a communication difficulties or in need of Assistive Technology, preferably in a school setting. This will tie together all information and skills included in the lecture material. The case study will include assessment, an intervention plan, implementation of the plan, and a discussion/conclusion. A fictional case studies are available for those who do not have access to students. Further information appears on the attached guidelines page.

Case Study Guidelines

This assignment will give teachers an opportunity to develop skills in the assessment, planning and implementation of communicative or assistive technology interventions for individuals with autism/intellectual disability/severe disabilities in a natural setting. The following components of the project are required:

I. Assessment

- Conduct an assessment identifying student's current communication skills and where there is need for communication intervention, AAC or assistive technology. Please include this within your appendixes and write a summary of the results within the report.
- Interview the family, other professionals, and if possible the person with the disability in order to determine any additional information that may be helpful to you in creating an intervention plan. Be sure to include a copy of the questions and the answers or a summary of the responses.

II. Intervention Plan

- Based on the results of the assessments, students will develop a plan for improving the functional communication of the person with whom they are working. This plan should include the following:
 - a. Overview of the plan, i.e., long term goals. Where do you see this student in 1, 3, 5, 10 years down the line. Based on that, what are his or her goals for communication in those settings/circumstances.
 - b. Write at least goal for each student, at each of the four levels of independence. Make sure that the behavior itself is written in observable and measurable terms.
 - c. Include a statement about the current level or functioning (i.e., baseline data; this may be taken and graphed if possible).
 - d. Discuss how you plan to carry out this intervention. Include information about settings, materials, instructional strategies, and the timeline.
 - e. Develop a form for use in collecting data during instruction. Examples will be provided in class or students are encouraged to develop their own format. Please place in appendix

III. Results/Conclusions

- Discuss whether or not the student was able to reach the criteria set in the objective. If the student was able to master the skills, indicate the next step in instruction. If the student was unable to master the skills, discuss the possible reasons and alternatives that may enable future success. Be sure to include generalization and maintenance information. You may wish to use graphs to demonstrate changes.

UNSW SCHOOL OF EDUCATION
EDST5128 Communication Disorders and Assistive Technology
FEEDBACK SHEET

Name:

Assessment task 1: Annotated Bibliography

SPECIFIC CRITERIA	- —————> +				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Communication disorders, AT and AAC 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key AAC and AT principles, concepts and issues explicitly raised during the course and in your follow up readings. • Results and conclusions are based on research 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on communication disorders to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 20%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
EDST5128 Communication Disorders and Assistive Technology
FEEDBACK SHEET

Name:

Assessment task 2: Research paper

SPECIFIC CRITERIA	- —————> +				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Communication disorders, AT and AAC 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key AAC and AT principles, concepts and issues explicitly raised during the course and in your follow up readings. • Results and conclusions are based on research 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on communication disorders to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
EDST5128 Communication Disorders and Assistive Technology
FEEDBACK SHEET

Name:

Assessment task 3: Case Study

SPECIFIC CRITERIA	- —————> +				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • understanding of the task and its relationship to relevant areas of theory, research and practice • clarity and accuracy in use of key terms and concepts in Communication disorders and AAC 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key AAC principles, concepts and issues explicitly raised during the course and in your follow up readings. • Intervention plan is appropriate, reasonable, and based on assessment • Results and conclusions are based on data • Generalization and maintenance are appropriately addressed 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • range of research and professional literature on communication disorders to support response 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability. 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting tables and diagrams • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 45%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

8. RESOURCES

Required readings

Dell, A. (2012). *Assistive technology in the classroom: Enhancing the school experience* (2nd ed.). Prentice-Hall. (ISBN 0131390406).

Kuder, S. J. (2009). *Teaching students with language and communication disorders, 4/E*. Prentice Hall (ISBN 0132656663).

Further readings

Beukelman, D.R., & Mirenda, P. (2013). *Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs 4th Edition*: Paul H. Brookes Pub. MD.

McLeod, S., & McCormack, J., (2015) *Introduction to Speech, Language and Literacy*. Oxford University Press, Melbourne Australia

Recommended readings will also be provided on Moodle. *****All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.**