



Course Title: Augmentative Communication and Assistive Technology

Course Code: EACS 160

Semester, Year, Section: Fall or Spring

Course Start Date: September or January

Faculty: Health & Human Services

Department: Education Assistant Community Support

SAMPLE COURSE OUTLINE

With respectful acknowledgement that Vancouver Island University students, staff, faculty and administration live, work, and play on the traditional territories of Snuneymuxw First Nation, Tla'amin / Sliammon First Nation, and Cowichan Tribes.

COURSE INFORMATION

Course Description

This course is an introduction to technology and alternative communication systems across the lifespan. Topics include exposure to current technology supporting learning, exposure to technology supporting daily living skills, introduction to communication systems, and knowledge of local resources that support technology and people living with challenges.

Course Details

- **Hours/Week:** 3 Hours/Week
- **Credits:** 3
- **Course Duration:** September to December or January to April
- **Time:** TBA
- **Location:** Nanaimo or Powell River Campus
- **Online Location:** VIU Learn <https://learn.viu.ca/d2l/home/143690>
- **Prerequisites:** None

Program Summary

This program includes both theoretical studies and practical applications for working with people who have disabilities, across the life span. The core and specialty courses provide students with the skills and knowledge to work in schools and community.

Program Learning Outcomes

Certified Educational Assistants make a difference in the lives of people with special needs so they can have every opportunity to participate fully in our society, and access education and services that allow them to live to their fullest potential. VIU's Education Assistant and Community Support program will get you ready for a rewarding career working with people of all ages who have mental, physical and emotional challenges.

To be eligible for an Education Assistant and Community Support certificate, students must:

- Complete all program requirements within 5 years.
- Achieve a passing grade in the practicum courses; and,
- Achieve a "C" grade in all other EACS courses

Program Learning Outcomes for Health & Human Services (HHS)

1. Engage in the profession and discipline of Health & Human Services (HHS) Programs by utilizing a foundation of caring, health, and healing, and by integrating and applying the theory and practice of HHS within a variety of contexts and diverse populations.
2. Provide safe, competent, compassionate, accountable and ethical care in all contexts and practice environments.
3. Make safe and competent decisions based on knowledge, evidence, multiple ways of knowing, principles of relational practice/therapeutic communication, professional relationships and responsibilities, and person-centered care.
4. Lead current and future professional practice and through partnerships with others influence care at the economic, technological, political, social, environmental, and professional levels.
5. Implement changes that benefit the needs of individuals, families, groups, and populations, advocating for changes to address issues of social justice, health equity, and other disparities.
6. Be self-directed, inquiry focused, critically reflective, and collaborative practitioners dedicated to self-regulation and lifelong learning.
7. As well as discipline specific knowledge, graduates of HHS programs have cultivated skills, literacies and qualities that enable them to be flexible, adaptable, educated citizens, lifelong learners, and leaders in their communities, society and the world:

https://ciel.viu.ca/sites/default/files/overview_of_viu_graduate_attributes.

Course Learning Outcomes

On successful completion of this course, participants will be able to:

- Demonstrate knowledge and understanding of the basic terminology used in the field of assistive technology and augmentative communication.
- Demonstrate knowledge and understanding of the impact of assistive technology and augmentative communication on the lives of individuals with disabilities across the lifespan.
- Demonstrate knowledge and understanding of communication boards and visual supports.
- Demonstrate a beginning knowledge of Universal Design for Learning (UDL) and Differentiated Instruction (DI) as it applies in school and community settings.
- Demonstrate basic knowledge and understanding of augmentative communication devices.
- Demonstrate basic knowledge and use of assistive technology software, hardware and resources that may be used by individuals with disabilities to assist in achieving educational goals and activities applicable to daily living.
- Identify and evaluate appropriate resources applicable to augmentative communication and assistive technology.

ASSESSMENT AND EVALUATION COMPONENTS

STUDENT WORKLOAD - CLASS FORMAT AND ASSIGNMENTS

In addition to 3 hours of in-classroom work students should expect 2-6 hours per week of additional work that may include readings, research, studying, and assignment preparation.

EXPECTATIONS FOR WRITTEN WORK

Students are expected to submit work that is generated by a word processor. Please use Microsoft Word for all electronic submissions. Microsoft Office is available to students for free. Follow the instructions at this link.

<https://www.microsoft.com/en-ca/education/products/office>

A VIU email address is required to access free Microsoft Office. VIU does not provide student emails but can provide you with a virtual email address for this purpose. Learn more here. <https://technology.viu.ca/student-guide>. Students are expected to use APA format and style and to demonstrate grammar and spelling at a first year University level.

EVALUATION

METHOD OF STUDENT EVALUATION

1. Article Readings and Responses (20 points for two readings)

Students will be assigned to study groups and assigned readings two times during the course. These readings will be found on the D2L website. For each study group reading, students are expected to prepare a **BRIEF** written summary (1 page single spaced) and summarize it verbally (10 minutes) during roundtable classroom discussions. Students will also think of a discussion question about the reading to stimulate thoughtful conversation on the topic (15 minutes) See rubric for details on grading.

2. Develop two different visual supports using Boardmaker (20 points)

Students will be expected to create a communication board using Boardmaker for a GoTalk9 to use during a meal with someone else. Each square can only contain one vocabulary item. Either a single word or phrase. The purpose of this is to see how challenging it can be to predict needed vocabulary. Do not use single letters of the alphabet. Use your board during a meal. **Then answer the following questions on separate piece of paper (minimum ½ page):**

- 1. Now that you have used your board, how would you revise it?*
- 2. The four purposes of communication are for: wants and needs, information sharing, social closeness, and social etiquette. Rate your board (very good, adequate, inadequate, etc) on how well it fulfilled each of these purposes and provide an explanation.*

Students will also be expected to create a daily visual schedule for a student based on the following scenario: Jason is in Kindergarten and has Autism. He is verbal but has difficulties with transitions and unexpected events. He has lots of anxiety surrounding what activity is coming up next. See rubric for details on grading. His schedule is the following:

Augmentative Communication and Assistive Technology

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	Exercises	Exercises	Exercises	Exercises	Exercises
9:00	-Bathroom -Carpet: greeting, agenda, morning message -Math: sorting, matching, counting	-Bathroom -Music	-Bathroom -Carpet: greeting, agenda, morning message -Math: sorting, matching, counting	-Bathroom -Carpet: greeting, agenda, morning message -Math: sorting, matching, counting	-Bathroom -Carpet: greeting, agenda, morning message
9:25	Snack	Snack	Snack	Snack	Snack
9:45	Gym	Gym	Music	Gym	Centers
10:15	-Calendar -Literacy time with Mr. Shaw	-Calendar -Literacy time with Mr. Shaw	-Calendar -Literacy time with Mr. Shaw	-Calendar -Literacy time with Mr. Shaw	Gym
11:30	Recess	Recess	Recess	Recess	Recess
12:05	Lunch/Story	Lunch/Story	Lunch/Story	Lunch/Story	Lunch/Story
12:35	-Bathroom -Carpet Time -Reading Groups	-Bathroom -Socials /Science	-Bathroom -Writing	-Bathroom -Socials /Science	-Bathroom -Reading Groups
1:05	Recess	Recess	Recess	Recess	Recess
1:20-1:30	Get ready for home	Get ready for home	Get ready for home	Get ready for home	Get ready for home

3. AT Research Project (40 points)

Students will research a specific AAC system or Assistive Technology (AT) software or hardware chosen from a list given in class or your own choice. The student will teach others about their software/hardware/system. You can present your project in a PowerPoint. These projects will be presented in a ten-minute presentation in class. See rubric for details on grading.

4. Final Exam (20 points)

The final exam will consist of mostly short answer questions based on the PowerPoint lectures given in class.

Vancouver Island University GRADE SCALE.

Grade	Percentage (%)	Grade Value	Point Description
A+	90-100	4.33	Excellent
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	Good
B	72-75	3.00	
B-	68-71	2.67	
C+	64-67	2.33	Satisfactory
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	Poor
F	0-49	0.00	Failing Work Unsatisfactory performance or failure to meet course requirements
CR	N/A	0.00	Course Passed Requirements completed, but not calculated in GPA

Please note the following:

- W A grade which can be issued only by Registration when a student officially withdraws from a course. This can only be done during the first five weeks of class (students' responsibility to check calendar for deadline). Instructors can not issue "W" grades.
- UW Unofficial Withdrawal – failure to meet the course requirements due to lack of attendance.

LEARNING MATERIALS

REQUIRED MATERIALS

1. One set of headphones for use in the computer lab

Required Readings in Order

1. Murphy, P. (2008). An AAC retrospective part 1: Tools, methods, trends, and milestones. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1672>
2. Duff, F.R., Jones, S., Keefe, E.B., & Moore, V.B. (2006). The importance of student preference, human rights, and dignity. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1343>
3. Murphy, P. (2008). An AAC retrospective part 2: Myth, politics, culture, and attitude. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1682>
4. Tom, S. (2014). A comprehensive, UDL-based AT implementation for your school revisited: The journey continues. *Closing the Gap Solutions*. <https://www.closingthegap.com/solutions/articles/2040>

5. Donaghy, T. (2015). AT for common core college and career readiness for students with significant cognitive abilities. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/2074>
6. Hoehnke, V. (2012). Low-tech communication: An integral part of a multi-modality system. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1919>
7. Dahlquist, L. (2013). Communication and the use of tangible symbols. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1983>
8. Rybak, P. (2013). Technology trends: iPad use and autism. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1989>
9. Sheldon, E. (2015). Scaffolding conversations for emergent communicators: Flexible iPad-based social scripts. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/2057>
10. Clarke, K., Effler, S., Eggleston, C., & Tullman, J. (2008). Using speech generating devices to increase communication, literacy, and interaction skills, of individuals with autism spectrum disorder. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1604>
11. Kangas, K. & Rotelli, L. (2014). Supporting the transparency of switch access to assistive technology (especially for students with the most complex bodies). *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/2036>
12. Shanker, J. & Smolen, R. (2014). Using assistive technology to support literacy among individuals with moderate to profound disabilities. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1999>
13. Huddleston, K. & Langsdale, T. (2012). Oh behaaave! Asperger edition. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1901>
14. Helling, C. & Rush, E. (2011). Making evidence-based decisions about speech generating devices and apps. *Closing the Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1878>

COURSE SCHEDULE

Date	Topic	Readings	Assignments Due
	Introduction to Course Definitions of AAC History of AAC Users of AAC: Developmental Disabilities, physical disabilities, and brain injuries	Murphy, (2008). Part 1	
	Deafblind simulation with Sheila Macintosh, POPDB Consultant		
	Impact of using AAC across the lifespan including barriers Enhancing communication participation	-Duff, et al., 2006 -Murphy, (2008). Part 2	A: Duff, et al., 2006 B: Murphy, (2008). Part 2
	Visuals Symbols Boardmaker	- Tom (2014) - Donaghy, (2015)	C: Tom, (2014) D: Donaghy, (2015)
	iPads Scripting Social Narratives Video Modelling	- Hoehnke, (2012) - Dahlquist, (2013).	A: Hoehnke, (2012) B: Dahlquist, (2013)
	Picture Exchange Communication System	- Rybak, (2013) - Sheldon, (2015)	C: Rybak, (2013) D: Sheldon, (2015)
	Communication/Behaviour Article Research and Summary writing		
	No Class – study day		
	Speech Generating Devices Access techniques Switches SET BC/CAYA/ATBC		Boardmaker Assignment Due
	Language Development Assistive Technology for Literacy and Math Overview of AT software including Kurzweil Clicker 6		
	AAC Resources - presentations		AAC presentations
	AAC Resources - presentations		AAC presentations
	Last day of classes		Final Exam

POLICIES AND PROCEDURES

Academic Integrity is a central element in learning and forms the foundation of intellectual pursuits in an academic community. All members of the University Community share responsibility for adhering to the academic and ethical principles of the University. This involves honesty in the representation of one's knowledge and learning, and open and accurate acknowledgement in one's academic work of any indebtedness to the work of others. A breach of these standards will be treated seriously and not be tolerated. Students are expected to learn and embrace academic integrity as an essential part of their education.

Academic integrity includes:

- independently producing work submitted under one's own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

Academic Misconduct involves any violations of academic integrity which includes dishonesty in assignments, examinations and any other academic performances or endeavors. Academic misconduct includes:

- **Cheating:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise
- **Fabrication:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.
- **Plagiarism:** Plagiarism is the intentional unacknowledged use of someone else's words, ideas or data. When a student submits work for credit that includes other's words, ideas or data the source must be acknowledged and referenced appropriately, using the convention of the discipline of study.
- **Facilitation of Misconduct:** Facilitation of misconduct is helping or attempting to help someone else commit academic misconduct as identified above.
- **Non-attendance:** Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. **Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details of this may be obtained from the instructor, department chair, or program coordinator.**

The full **Academic Integrity Policy and Procedure** can be found at: <https://employees.viu.ca/faculty-help/student-academic-code-conduct>

Standards of Behaviour: Vancouver Island University students are expected to behave in a responsible manner, respectful of the learning environment inside the classroom and throughout the campus. **As students in the Faculty of Health and Human Services, standards of behaviours include professional and ethical suitability.** This policy applies to all Vancouver Island University campus and off-campus locations where Vancouver Island University sponsored activity is occurring.

Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

- Accepting responsibility for their behaviour on Vancouver Island University property and/or at institutionally sponsored events;
- Complying with University policy and federal, provincial and local laws and/or regulations;
- Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
- Respecting the property of others.

The policy includes, but is not limited to, the following acts:

- Endangering the safety of any individual
- Violence or threats of violence
- Personal harassment
- Disruption of the learning and work environment
- Theft or Vandalism
- Alcohol and other drug related offences
- Providing false information
- Refusing reasonable requests of authorized employees
- The posting of obscene, libelous and copyright material
- Misuse of the University name

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behaviour. For a full list of these additional policies the **Full Standards of Behaviour** can be found at: <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>.

Faculty of Health and Humans Services: Social Media Issues

SOCIAL MEDIA USE

Digital Technology as a Learning Tool: Faculty and students within the Faculty of in Health and Human Services (HHS) at VIU have access to a wide variety of digital tools (personal computers; tablets; phones) that can be used as part of the learning and environment. HHS welcomes the use of such devices within the classroom, but they must be used as learning tools. Students found using Social Media Apps such as Facebook, Twitter, and Instagram during class time will be asked to switch off their devices and not allowed to use them for the duration of the lesson. Students who are found to regularly breach this directive will not be allowed to use their digital tools during classroom time. From time to time Faculty may request that you switch off your devices until the end of the session, or until a media break is provided.

SOCIAL MEDIA & AGGRESSIVE BEHAVIOUR

Any social media content posted by a student or group of students that is reasonably considered to be:

- Bullying;
- Harassing;
- Inciting hatred or violence and/or
- Abusive to, or demeaning of others, including H&HS/VIU students, faculty members, or the institution is reported for action under the Academic Code of Conduct Policy #96.01.00

<https://employees.viu.ca/faculty-help/student-academic-code-conduct>

LEARNER SUPPORTS

- Advising Centre (<https://services.viu.ca/advising>)
- Counselling Services (<https://services.viu.ca/counselling>)
- Disability Access Services: Students with a disability who require academic accommodation are encouraged to contact Disability Access Services in Building 200 as soon as possible. (<https://services.viu.ca/disability-access-services>)
- Elders at VIU (<https://aboriginal.viu.ca/elders-viu>)
- Library (<https://library.viu.ca/>)
- Writing Centre (<https://services.viu.ca/writing-centre>)

RIGHTS AND RESPONSIBILITIES OF STUDENTS

ATTENDANCE and PARTICIPATION

Attendance and participation in classes and seminars is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. If a student misses more than three classes, the instructor may assign a UW grade OR for blended classes if a student misses the mandatory face to face classes and/or participates in less than 70% of the online content the instructor may assign a UW grade.

IMPORTANT CLASS TIMES:

Mandatory Orientation to VIULearn and Course Requirements

Participation in the eLearning Classroom is required at least 3 times each week – beginning, middle, and end. Students should expect to spend 8-10 hours a week working online, completing readings, doing homework, or completing required assignments. This is generally true for all blended programs.

Face to face classes are in Powell River for all students from 9 to 4 pm on _____ and ____, 2020 and again on _____, 2020. Attendance at these classes is mandatory. Students who do not attend will receive a grade of UW.

Participation in the following webinars is also required on the following dates:

_____, 2020 from ___pm to ___ pm

_____, 2020 from ___pm to ___ pm

LATE SUBMISSION OF ASSIGNMENTS AND MISSED TESTS

All assignments are to be submitted by the due date and all tests are to be written on the date specified. In online environments some quizzes will have a date range. Quizzes must be completed by the end date/time. If extenuating circumstances arise such as illness or emergency and assignment submission by the due date will not be possible, or completion of tests not possible on the scheduled date, please discuss this with the instructor prior to the date the assignment is due or test scheduled. A new submission date and/or a make-up test may be scheduled at the discretion of the instructor.

Penalties for Late Submission of Assignments

1. Up to and including three calendar days past deadline, deduct 1/2 letter grade (e.g., B to B-).
2. Four to seven calendar days past deadline, deduct one full letter grade (e.g. B to C+).

Any assignment more than seven calendar days late may not be accepted. If accepted, the late penalty will be determined by the instructor.

Assignment #1 Reading Summary Rubric

Criteria	Comments	Points
Purpose of reading		/1
1 pg. Summary of major conclusions in bullet form		/2
Verbally summarized in 10 minutes to group		/3
Question to group to facilitate discussion		/2
Grammar		/2
		Total: /10

Assignment #2 Boardmaker Rubric

Criteria	Comments	Points
Appropriate vocabulary/message selection for GoTalk 9 at a meal		/5
Questions answered for meal time practice scenario		/5
Appropriate symbols chosen for Jason’s class schedule and unexpected events accounted for		/5
Format was appropriate for a kindergarten child		/5
		Total: /20

Assignment #3 AAC/AT Research Project

Criteria	Comments	Points
Description of AT /AAC hardware/software/system		/5
Description of the type of users		/3
Key features of AT/AAC/system		/10
Summary of 2 peer reviewed research articles		/15
Visuals in presentation		/5
Professionalism giving presentation		/2
		Total: /40