

EDUCATION ASSISTANT AND COMMUNITY SUPPORT PROGRAM

SCSW 160 APPLIED PROFESSIONAL PRACTICE II

COURSE OUTLINE

Section: S17N01 **Semester:** Spring 2017
Instructor: Amanda Broadway, M.Ed.
Office Hours: Appointments available upon request. Please email or text instructor.
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Class Times: Friday, 2:30 pm – 5:30 pm
Class Location: Building 250, Room 115, Nanaimo Campus

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. (3:0:0)

Prerequisite: None.

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.

REQUIRED TEXTS

All required readings will be available on-line.

The online readings will be from Closing the Gap Solutions (CTG). CTG is an online subscription that has numerous articles that highlights what is currently happening in the area of Assistive Technology and Augmentative Communication. You can obtain a full subscription (at a reduced student rate for \$65) to Closing the Gap Solutions by clicking on link - <http://www.closingthegap.com/solutions/>

ADDITIONAL REQUIRED MATERIALS

1. One USB flash drive to copy and save data from the lab
2. One set of headphones for use in the computer lab

Date	Topic	Readings	Assignments Due
Jan 6	Introduction to Course Definitions of AAC History of AAC Users of AAC: Developmental Disabilities, physical disabilities, and brain injuries	Murphy, (2008). Part 1	
Jan 13	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
Jan 20	UDL Differentiated Instruction AAC in the classroom and employment	- Tom (2014) - Donaghy, (2015)	C: Tom, (2014) D: Donaghy, (2015)
Jan 27	Visuals Symbols Boardmaker Picture Exchange Communication System	- Hoehnke, (2012) - Dahlquist,(2013).	A: Hoehnke, (2012) B: Dahlquist, (2013)
Feb 3	iPads	- Rybak, (2013) - Sheldon, (2015)	C: Rybak, (2013) D: Sheldon, (2015)
Feb 10	iPads Cont'd Speech Generating Devices Access techniques Switches	-Clarke, et al., (2008) -Kangas & Rotelli, (2014)	Boardmaker Assignment Due
Feb 17	Language Development Assistive Technology for Literacy and Math	-Shanker & Smolen, (2014)	
Feb 24	Reading Break – No class		
Mar 3	SET-BC CAYA ATBC Overview of AT software including Kurzweil Clicker 6		
Mar 10	Behaviour	-Huddleston & Langsdale, (2012)	AAC presentations
Mar 17	Assessment and Selection	-Helling & Rush, (2011)	AAC presentations
Mar 24	AAC Resources		AAC presentations
Mar 31			Final Exam

Required Readings in Order

- 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>
- 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>
- 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>
- Tom, S. (2014). A comprehensive, UDL-based AT implementation for your school revisited: The journey continues. *Closing The Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/2040>
- 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>
- 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>
- Dahlquist, L. (2013). Communication and the use of tangible symbols. *Closing The Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1983>
- Rybak, P. (2013). Technology trends: iPad use and autism. *Closing The Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1989>
- 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>
- 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>

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>

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>

Huddleston, K. & Langsdale, T. (2012). Oh behaaave! Asperger edition. *Closing The Gap Solutions*. Retrieved from <https://www.closingthegap.com/solutions/articles/1901>

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>

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 CTG website. For each study group reading, students are expected to prepare a **BRIEF** written summary (1 page double spaced) for the other members 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 (10 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:

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:

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 Assistive Technology (AT) software or hardware chosen from a list given in class. The student will teach others about their software/hardware. You can present your project in any format that you wish (PowerPoint, Prezi, etc.) 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 a 40 question multiple choice, true/false, and short answer questions. Each question will be worth .5 points. It will be based on the lecture notes and readings given in class.

HANDLING OF STUDENT WORK

1. **Students are responsible for retaining a copy of all submitted work.**
2. All assignments to be submitted to the instructors at the beginning of class.
3. Every effort will be made to return assignments to students within three weeks.
4. Students can make an appointment with the instructor to review and discuss their assignments or course grade.
5. Review *Late Assignments/Missed Exams* below.
6. Assignment rewrites and make up exams will be determined at the instructor's discretion and based on extenuating circumstances of individual student situations.
7. Final grades will be posted on the internet.

Students with documented disabilities requiring academic and/or exam accommodation should contact Disability Services, building 200 or call 250-740-6446 as soon as possible so that accommodations can be made for the course.

GENERAL REGULATIONS AND STUDENT CONDUCT

Students are expected to review and adhere to the General Regulations and Student Conduct Code (Policy 32.05): <http://www.viu.ca/calendar/GeneralInformation/generalregulations.asp>

Students are expected to review and adhere to the *Faculty of Health and Human Services* Policies and Procedures listed here: <https://www2.viu.ca/hhs/HSPoliciesandProcedures.asp>

ACADEMIC INTEGRITY

Academic integrity is to be maintained at all times. There are five values that underpin academic integrity (these are also consistent with professional standards): honesty, trust, fairness, respect, and responsibility. Please read through the Student Academic Code of Conduct policy (www.viu.ca/policies) to ensure that you are familiar with our university's expectations. Any violations of the academic code of conduct will be taken seriously and acted upon according to this policy.

STUDENT SUPPORTS

1. Vancouver Island University Calendar: <http://www.viu.ca/calendar/>
2. VIU Learning Matters: <https://learningmatters.viu.ca/>
3. The VIU Writing Center provides support to students so that you can write effectively. Help is available face to face AND online. Here is the link to book a 25 minute appointment with an experienced writing tutor. <http://sites.viu.ca/writingcentre/>. The Powell River Campus Writing Center also provides face to face support on a drop in or appointment basis. <http://www.pr.viu.ca/writingcentre/index.asp>

4. Student Affairs Department: <https://www2.viu.ca/studentservices/>
5. Vancouver Island University student information: <https://www.viu.ca/students>
6. Online APA style referencing sites provided through the VIU Library:
<http://libguides.viu.ca/c.php?g=188863&p=1247242>
7. [VIULearn/D2L learning management system: https://d2l.viu.ca/](https://d2l.viu.ca/) Log in using same user name and password that you use to access your VIU student record.

STUDENT 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.

LATE ASSIGNMENTS/MISSED EXAMS: Consequences

All assignments are to be submitted to the instructor by the due date, and all tests are to be written on the date specified. If, due to illness or emergency this will not be possible, please discuss this with the instructor (before the due date) and an individual revised due date may be established.

Any assignment received more than three calendar days late without negotiation may not be accepted. If accepted, the late penalty will be determined by the instructor.

Grades will be assigned according to the Vancouver Island University GRADE SCALE.

GRADE	PERCENTAGE (%)	GRADE VALUE	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.
INC	N/A	0.00	Incomplete If course requirements are not completed after 90 days from the course end date, the "INC" grade will automatically become and "F" grade.
CS	N/A	0.00	Continuing Status In good standing. Course is delivered over 2 terms, separated by a break. Final mark to be issued at end of 2nd term.
AUD	N/A	0.00	Audit
INP	N/A	0.00	In Progress
NGS	N/A	0.00	No Grade Submitted yet; neither Pass nor Fail.

Assignment #1
Reading Summary Rubric
Fall 2015

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
Fall 2015

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

Assignment #3
AT Research Project
Fall 2015

Criteria	Comments	Points
Description of AT hardware/software		/5
Description of the type of users		/3
Key features		/10
Details of what the research says		/15
Visuals in presentation		/5
Professionalism in answering questions at end		/2
		Total: /40