

Stephen F. Austin State University  
James I. Perkins College of Education  
Department of Human Services  
SPH 505.020  
Language Disorders and Augmentative Alternative Communication  
Fall 2019

**Instructor:** Lydia Richardson SLP.D., CCC/SLP  
**Office:** HSTC 205F

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**Course Time & Location:** M 6:00 – 8:30; HSTC 319  
**Office Hours:** M 1:00 – 2:00; W 1:00 – 3:00; T/R 8:30 – 9:30;  
Friday by appointment only

**Credits:** 3  
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### **I. Course Description:**

Study of the nature, etiology, and remediation of language disorders and the study of the patient populations for whom augmentative or alternative communication modalities are needed for successful communication of daily wants and needs, underlying etiologies, symptomology, evaluation and therapeutic interventions, including overview and experience with both low-technology and high-technology devices and how to determine when/how these should best be used.

### **Credit Hour Justification:**

SPH 505 "Language Disorders and Augmentative Alternative Communication" (3 credits) typically meets one time each week in 150 minute segments for 15 weeks and includes a 2.5-hour final exam during which students will be assessed on their knowledge of language disorders in children as well as clinical management with augmentative alternative communication. Students have weekly reading assignments and weekly clinical case assignments. In addition to course assignments, students take one additional examination at mid-term. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

### **II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):**

This course reflects the following core values of the College of Education:

The mission of the Perkins College of Education is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society. In the Perkins College of Education, we value and are committed to:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community.

This course also supports the mission of the Department of Human Services:

The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students' personal and professional development.

This course also supports the mission of the Speech-Language Pathology Program.

The mission of the Speech-Language Pathology Program is to prepare knowledgeable caring professionals committed to educating the public, properly diagnosing and effectively treating persons with communication and swallowing disorders across the lifespan, thereby improving their quality of life. To meet this mission, the program embraces cultural and linguistic

diversity, emphasizes the importance of evidence based practice, critical thinking skills, interdisciplinary collaboration, ethical principles and continued professional development throughout one's career.

This course also supports the Core Objectives/Outcomes of the THECB.

- Critical Thinking Skills
  - To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills
  - To include effective development, interpretation and expression of ideas through written, oral and visual communication.
- Empirical and Quantitative Skills
  - To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
- Teamwork
  - To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- Personal Responsibility
  - To include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility
  - To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

This course addresses the following standard(s) of the Council for Clinical Certification of the American Speech-Language-Hearing Association:

- Standard I: Degree
- Standard II: Education Program
- Standard III: Program of Study
- Standard IV: Knowledge of Outcomes
- Standard V: Skills Outcomes
- Standard VI: Assessment
- Standard VII: Speech-Language Pathology Clinical Fellow
- Standard VIII: Maintenance of Certification

#### Standard IV: Knowledge of Outcomes

Standard IV-B: The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- Articulation
- Fluency
- Voice and resonance
- Receptive and expressive language
- Cognitive aspects of communication
- Social aspects of communication
- Augmentative and alternative communication modalities

Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct

Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.

PROGRAM LEARNING OUTCOMES (PLO): This course supports the Speech-Language Pathology Program Learning Outcomes (PLO) I and III. These competencies are measured by successful completion of all course requirements, including examinations, group discussion and activities, written assignments, and quizzes:

- I. Students will recognize and articulate the foundational skills related to communication and its disorders.
- II. Students will analyze, interpret, and synthesize clinical findings in the management of speech disorders.
- III. Students will analyze, interpret, and synthesize clinical findings in the management of language disorders.
- IV. Students will analyze, interpret, and synthesize clinical findings in the management of swallowing disorders (Dysphagia).
- V. Students will analyze, interpret, and synthesize clinical findings in the management of hearing disorders.
- VI. Students will integrate research principles and processes in planning Capstone projects and in clinical practice.

STUDENT LEARNING OUTCOMES (SLO): At the end of this course, students will demonstrate, by performance on examinations, group discussions and activities, written assignments, and quizzes, an understanding of the following:

| Learning Outcome   | Program Learning Objective | Assignment           | Assessment   |
|--|----------------------------|----------------------|--|
| The student will understand the basic principles of normal language development  | PLO IV                     | Exam 1               | Must obtain a minimum of 70% on questions related to normal language development   |
| The student will demonstrate an understanding of the assessment process in all stages of language development  | PLO IV                     | Exam 1; Trigger 1    | Must obtain a minimum of 70% on questions related to assessment of language skills.  |
| The student will understand a variety of intervention strategies to use in the treatment of children and adolescents with language disorders   | PLO IV                     | Trigger 2            |  |
| The student will demonstrate an understanding of the principle roles, responsibilities, knowledge, and skills of speech-language pathologists, other professionals, and families as they relate to the practice of AAC | PLO IV                     | Exams                | Must obtain a minimum of 70% accuracy on exam questions related to roles, responsibilities, and knowledge and skills of SLPs in the area of AAC. |
| The student will explain the role of core language, fringe vocabulary, and pre-stored messages in effective AAC systems  | PLO IV                     | AAC Case Study; exam | Must obtain a minimum of 70% accuracy on exam questions related to messages used in AAC systems.   |

|  |        |                  |  |
|--|--------|------------------|--|
| The student will formulate scholarly discussions on effective AAC intervention strategies for individuals with AAC needs         | PLO IV | Discussion Board |  |
| The student will critically analyze current literature in evidence-based AAC services  | PLO IV | AAC Case Study   |  |
| The student will demonstrate an understanding of technological advances, issues, and trends currently affecting the field of AAC | PLO IV | AAC Case Study   |  |
| The student will identify sources for continued learning about AAC practices   | PLO VI |                  |  |

### III. Course Assignments, Activities, Instructional Strategies, use of Technology:

Discussion Board Posts: Topics of discussion will be placed on the discussion board throughout the semester in D2L. You are required to post your response to the topic as well as respond to two classmate's responses in a cohesive manner. "Good thought" or "I like your idea" type of responses will not be accepted. Topics of discussion will come from Problem-Based Learning "triggers" related to assigned case studies.

#### Assignments:

1. Triggers: Students will be given "triggers," questions related to assigned case studies. Students will work through these triggers, acquiring specific knowledge related to the topics in the course calendar. At the conclusion of each trigger, students will complete an assigned wrap-up activity. The total point value for each wrap-up activity is 50 points. For each day the project is late, 10% will be deducted from the overall grade.
2. AAC Case Study Report: Students will be assigned a mock case study of a client using an AAC device. Using Boardmaker (provided to each student), students will develop a no-tech communication board individualized for their client. The communication tool will be presented in class and turned into the instructor. The presentation should include a brief introduction of your assigned client as well as rationale behind the tool you created. In addition, students will identify and describe an intervention strategy that would be appropriate to use with the assigned client. Completion of the case study report is worth a total of 100 points. Due dates are listed on the course schedule below. For each day the project is late, 10% will be deducted from the overall grade.
3. NSSLHA FALL CONFERENCE: You will be required to attend the fall conference on Friday, November 2, 2018 at Stephen F. Austin State University. Failure to attend the conference or not attend the conference in its entirety will result in your overall grade being lowered by a letter grade. Make plans now so that there are no conflicts. Offsite supervisors will be notified of your mandatory attendance.

#### Participation Points

Reflective writing and professionalism in class (see rubric) will serve as part of your participation grade. Throughout the semester, students will be given time at the end of class to write a reflective writing piece about the information covered in class that day.

#### Research

Research Participation: Every student will be expected to earn 2 research points (R-Points) by participating in

departmental research projects. For every 30 minutes of research participation, students earn 1 R-Point. Students must sign up for R-Points through the Department of Human Services Sona Systems Software <https://sfasuhumanservices.sona-systems.com/Default.aspx?ReturnUrl=%2f>

Any student with an objection to participating in research is encouraged to see the instructor as soon as possible to obtain instructions for alternate projects. R-Points must be completed by the first day of dead week (the week before finals). Research participation can be done by completing online surveys and/or participating in face-to-face studies

Evaluations and Assessments: Grading

Examinations: Two (2) examinations will be given during the course of the semester. The final examination will not be comprehensive. Each test will be worth a total of one hundred (100) points. Exams will consist of various multiple choice, fill-in-the-blank, short answer and essay type questions. All exams must be taken on the date assigned unless there is a valid medical excuse. (The student must contact the instructor prior to the scheduled exam and written documentation must be submitted as soon as the student is able to return to class.) Make-up exams will be scheduled at the convenience of the instructor.

Total Possible Points

|                |     |               |
|----------------|-----|---------------|
| Exam #1        | 100 | A = 533-595   |
| Exam #2        | 100 | B = 474-532   |
| Trigger 1      | 50  | C = 414-473   |
| Trigger 2      | 50  | D = 355-413   |
| AAC Case Study | 100 | F = below 355 |
| Participation  | 25  |               |
| Research       | 25  |               |
|                | 450 |               |

V. Tentative Course Outline/Calendar:

| WEEK | TOPICS   | DUE DATES  |
|------|--|--|
| 1    | Introduction to Course/Review Syllabus/<br>Language Development Review   | Knowledge of Language<br>Survey<br>Chapters 1 – 3 (Hoodin)           |
| 2    | Principles of Assessment   | Chapters 4 & 8 (p.125-140)<br>(Hoodin)                               |
| 3    | Assessment: Standardized/Criterion-Referenced                            |  |
| 4    | Assessment: Informal (Language Sample Analysis)                          | Discussion Board   |
| 5    | Assessment: Wrap-up Activity Trigger 1                                   |  |
| 6    | Learning Theories; Principles of Intervention                            | Chapter 6, 8 (p.140 -145,) & 9<br>(Hoodin)                           |
| 7    | Intervention: Pre-linguistic, developing language, language for learning | Chapter 5  |
| 8    | Intervention: Wrap-up Activity Trigger 2                                 |  |
| 9    |  | EXAM #1  |
| 10   | The AAC Process and Message Management                                   | Chapters 1 & 2<br>Discussion Board<br><b>NSSLHA Conference – AAC</b> |
| 11   | Assessment Considerations  | Chapters 5 & 6; Discussion<br>Board                                  |
| 12   | Trends in AAC Technology, Key Intervention Strategies                    | Chapters 8 - 13  |

|    |  |            |
|----|--|------------|
| 13 | Key Intervention Strategies; Role of Visual Supports |            |
| 14 | **THANKSGIVING HOLIDAY** NO CLASS                    |            |
| 15 | Case Study Presentations; Review for FINAL           |            |
| 16 |  | FINAL EXAM |

## VI. Readings

### Required:

Beukelman, D. & Mirenda, P. (2013). Augmentative & Alternative Communication: Supporting Children and Adults with Complex Communication Needs (4<sup>th</sup> ed). Baltimore, MD: Brookes.

Hoodin, R. (2011). Intervention in Child Language Disorders: A Comprehensive Handbook. MA: Jones & Bartlett Learning.

NSSLHA Fall Conference Registration: \$20 for non-NSSLHA members; \$10 for NSSLHA members

### Recommended:

Miller, J., Andriacchi, K., Nockerts, A. (2016). Assessing Language Production Using SALT Software: A Clinician's Guide to Language Sample Analysis, 2<sup>nd</sup> ed. WI: SALT Software, LLC. (software purchase [www.saltsoftware.com](http://www.saltsoftware.com))

### FEM Statement:

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from [www.livetext.com](http://www.livetext.com) for a fee of \$18.00 for a multiple year subscription.

### LiveText Statement:

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu). Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail [livetext@sfasu.edu](mailto:livetext@sfasu.edu). Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

## VI. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: (1) Course and program improvement, planning, and accreditation; (2) Instruction evaluation purposes; and (3) Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

### **VIII. Student Ethics and Other Policy Information:**

#### Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Documentation must be provided for any absences. In such instances, it is the responsibility of the clinician to provide documentation as soon as possible. Do not wait for the supervisor/instructor to request such documents.

#### Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

#### Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

#### Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

#### Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

#### Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

#### Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

#### Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

#### Respect for Diversity

The Speech-Language Pathology program embraces a notion that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

#### Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/) <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or [snyderke1@sfasu.edu](mailto:snyderke1@sfasu.edu).

#### IX. Other Relevant Course Information:

Communication for this course will be done in class, through D2L, and email. Please check D2L and your SFASU email often to get announcements, print out handouts, check your grades, etc. Please do not email me through D2L; use [lprichardson@sfasu.edu](mailto:prichardson@sfasu.edu)