EDUCATION 379-3

SPECIAL TOPICS:
AUGMENTATIVE AND ALTERNATIVE COMMUNICATIONS

Summer Session
August 15-19
Monday-Friday, 9:00 - 4:00
Location: UBC

Instructor: Pat Mirenda

Course available to certified teachers only.

COURSE OBJECTIVES:

1) to introduce students to the basic concepts and vocabulary of augmentative and alternative communication (AAC);

2) to provide an overview of general and specific assessment techniques for AAC evaluation, with emphasis on the multidisciplinary nature of assessment;

3) to introduce students to AAC options for individuals with severe language limitations;

4) to introduce students to AAC options and instructional techniques that apply to individuals in the academic mainstream;

5) to provide information on funding and effectiveness evaluation options;

6) to familiarize students with a variety of hardware and software used in the AAC field.

COURSE READINGS:

Required:
> Blackstone, S.W., & Bruskin, D.R. (Eds.) (1987). Augmentative communication: An introduction. Rockville, MD: American Speech-Language-Hearing Association.

Supplemental:
> Fishman, I. (1987). Electronic communication aids. Boston: College-Hill.

COURSE OUTLINE

DAY ONE (August 15): *INTRODUCTION AND BASIC CONCEPTS*

** <u>PRE-READINGS</u>: Blackstone and Bruskin (1986); Chapter 1; Chapter 3, pp. 49-124; Chapter 5, pp. 197-225

9:00 - 9:30	Introduction and overview of course and expectations
9:30 - 10:30	What is communication and who are nonspeaking persons?
10:30 - 10:45	Break
10:45 - 11:00	Planning for today and tomorrow
11:00 - 12:00	Display and Symbol Techniques
12:00 - 1:00	Lunch
1:00 - 2:00	Symbol Techniques (Con't)
2:00 - 2:15	Transmission Techniques
2:15 - 2:30	Break
2:30 - 4:00	Technique Control

<u>Evening Lab</u>
1. Symbol sets
2. Demonstration of feedback and output techniques
3. View tapes of selected systems
4. Quiz on terminology

DAY TWO (August 16): *MORE BASIC CONCEPTS; ASSESSMENT*

**<u>READINGS</u>: Blackstone and Bruskin, Chapter 4; Beukelman and Mirenda paper

9:00 - 10:30	Types of scanning, demonstration of options; discussion of motor control issues
10:30 - 10:45	Break
10:45 - 11:30	Models for determining candidacy - overview, pro's and con's
11:30 - 12:00	Assessment: Overview of issues, models
12:00 - 1:00	Lunch
1:00 - 2:30	Participation model: Determination of needs and current status
2:30 - 2:45	Break
2:45 - 4:00	Participation model: Assessment of requirements, capability, and constraints

<u>Evening Lab</u>
1. Demonstration of Adaptive Firmware Card (scanning, etc.)
2. Quiz
3. Make a 12-word communication board
4. Symbol assessment demonstration

DAY THREE (August 17): *INSTRUCTIONAL ISSUES FOR PERSONS WITH SEVERE LANGUAGE LIMITATIONS*

** READINGS: Carlson article; Mirenda article; Blackstone and Bruskin, pp. 267-282, 301-335, 345-367, 377-387

9:00 - 10:30   Participation model/Vocabulary assessment strategies
10:30 - 10:45   Break
10:45 - 12:00   Teaching persons with severe language limitations: Application of the participation model
12:00 - 1:00   Lunch
1:00 - 4:00   Instruction of persons with severe language limitations (Con't)

Evening Lab
    1. Talking Word Board
    2. Case Study

DAY FOUR (August 18): *INSTRUCTIONAL ISSUES FOR STUDENTS IN THE ACADEMIC MAINSTREAM; EVALUATION OF EFFECTIVENESS*

**READINGS: Blackstone and Bruskin, Chapter 3, pp. 124-145; Chapter 6, pp. 337-344, 369-375, 389-421; Chapter 7

9:00 - 10:00   Students in the academic mainstream: Needs and issues
10:00 - 11:30   Speed enhancement techniques (with break)
11:30 - 12:30   Lunch
12:30 - 2:00   System options for students in the academic mainstream
2:00 - 2:15   Break
2:15 - 4:00   Participation model: Intervention effectiveness evaluation

Evening Lab
    1. Demonstration of software to support literacy
    2. Continue case study

DAY FIVE (August 19): *LOGISTICAL ISSUES; COMPLETION OF PROJECTS*

**READINGS: Blackstone and Bruskin, Chapter 8

9:00 - 10:00   Securing funding and networking
10:00 - 4:00   Group projects, lab projects, etc.