

# CPSE 463 - Asst Tech for Stdnts w/Disab

Fall 2015

Section 001: 355 MCKB on Th from 9:00 am - 11:50 am

## Instructor/TA Info

### Instructor Information

RiKelle Montgomery: RiKelle Montgomery

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## Course Information

### Description

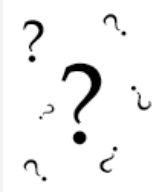
Using assistive technology to improve communication skills and education of students with disabilities.

### Prerequisites

Admission to special education program or instructor's consent.

### Materials

Item	Price (new)	Price (used)
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	AAC STRATEGIES INDIV W/ MODERATE- SEVERE DISABILITIES <i>Required</i> by JOHNSTON, S	56.95	42.75
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### Grading Scale

Grades	Percent
A	95%

A- 90%

B+ 87%

B 83%

B- 80%

C+ 77%

C 73%

C- 70%

D+ 67%

D 63%

D- 60%

E 0%

## **Learning Outcomes**

### **Cultural and linguistic differences**

Effects of cultural and linguistic differences on growth and development.

#### **Characteristics of culture**

Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.

#### **Communicating among cultures**

Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.

#### **Augmentative and assistive communication strategies**

Augmentative and assistive communication strategies.

#### **Language development and listening comprehension**

Impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

#### **Communication and social interaction alternatives**

Communication and social interaction alternatives for individuals who are nonspeaking.

#### **Strategies to support and enhance communication skills**

Use strategies to support and enhance communication skills of individuals with exceptional learning needs.

**Communication strategies and resources**

Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

**Instructional and assistive technology**

Incorporate and implement instructional and assistive technology into the educational program.

**Appropriate adaptations and assistive technology**

Use appropriate adaptations and assistive technology for all individuals with disabilities.

**Assistive technologies**

Use and maintain assistive technologies.

**Monitoring for errors in oral and written languages**

Teach individuals with disabilities to monitor for errors in oral and written language.

**Alternative and augmentative communication systems**

Plan instruction on the use of alternative and augmentative communication systems.

**Technology plan**

Develop and use a technology plan based on adaptive technology assessment.

**Participation Policy**

Teacher Candidates are expected to attend each class period and to actively participate in classroom presentations, collaborative learning groups, and classroom discussions. Please reserve your phone calls, text messaging, or non-class related internet access for class breaks. Additionally, engaging in other activities that are not related to the class (e.g., playing on the computer,

completing assignments for other classes) should be reserved for times *other* than our class time.

### **Attendance Policy**

Attendance, participation, and contribution to class discussions will be reflected in the final grade.

### **Study Habits**

Teacher Candidates are expected to spend approximately 6-9 hours per week studying and preparing for this 3 semester hour course (2-3 hours out-of-class work per semester hour). Most of the information Teacher Candidates obtain will be through reading the text, learning from internet sources, and working with students with disabilities. Class time will be focused on sharing what Teacher Candidates have learned and engaging in relevant discussions.

### **Assignments**

#### **Assignment Description**

#### **IRIS Module - Bookshare: Providing Accessible Materials for Students with Print Disabilities**

Due: Thursday, Sep 10 at 9:00 am

This module presents an overview of Bookshare, a project supported by the U.S. Department of Education and OSEP, which provide books in digitized formats to individuals who have print disabilities. On hand is information about how such students can access textbooks, other instructional materials, and text-reader software at no cost, as well as how teachers can use this information in their daily instructional planning.

<http://iris.peabody.vanderbilt.edu/bs/chalcycle.htm>

Complete "Initial Thoughts" and "Assessment" and submit via Learning Suite.

You can use the attached document to record your responses.

Module - Bookshare.docx Download

#### **IRIS Module - Cultural and Linguistic Differences: What Teachers Should Know**

Due: Thursday, Sep 10 at 9:00 am

This module examines the ways in which culture influences the daily interactions that occur across all classrooms and provides practice for enhancing culturally responsive teaching.

<http://iris.peabody.vanderbilt.edu/clde/chalcycle.htm>

Complete "Initial Thoughts" and "Assessment" sections and submit responses via Learning Suite.

You can use the attached document to record your answers.

Module Cultural and Linguistic Differences.doc Download

**Read Chapters 1 & 2**

Due: Thursday, Sep 17 at 9:00 am

**Study Chapters 3 & 4**

Due: Thursday, Sep 24 at 9:00 am

1. Chapter 3 study guide
  2. Vocabulary – As you prepare your AT videos, think about the devices you are using and what types of system features they include. Consider some of the devices you saw at the Computer Center for Assistive Technology and with our guest speaker regarding literacy and AAC.
- 
1. What are the differences between no-, light-, and high-tech communication devices?
- 
- 
1. What are two main types of output on an AAC system?
- 
- 
1. What are some of the differences between digitized and synthesized speech output?
- 
- 
1. What is the difference between a static and dynamic display?

1. What are some of the differences between grid and integrated visual scene displays?

1. What are some types of direct selection techniques?

1. What are some types of indirect selection techniques?

1. What are some options to adjust the switch interface?

1. What are some rate enhancement strategies?

#### **Study Chapter 5**

Due: Thursday, Oct 01 at 9:00 am

Study Guide - Chapter 5.docx [Download](#)

#### **AIM - Functional Communication Training**

Due: Thursday, Oct 01 at 9:00 am

Complete the module and submit the Pre-Assessment and Post-Assessment via Learning Suite.

[http://www.autisminternetmodules.org/mod\\_intro.php?mod\\_id=34](http://www.autisminternetmodules.org/mod_intro.php?mod_id=34)

#### **Study Chapter 6**

Due: Thursday, Oct 08 at 9:00 am

#### **Study Chapter 7**

Due: Thursday, Oct 08 at 9:00 am

Study Guide Chapter 7.docx [Download](#)

#### **Boardmaker Assignment**

Due: Thursday, Oct 08 at 11:45 am

Using the Boardmaker Software, you will create a set of communication icons and one communication board.

Communication Icons are to be 2"x2" squares, featuring an icon and an orthographic label including the following vocabulary:

I

See

Want

Drink

Ball

Paperclip

Cotton ball

Candy

Cracker

The communication board can be comprised of vocabulary of your choice, in a size and format of your choice.

Select a theme or use for the board (core vocabulary, snack vocabulary, ordering at a restaurant, controlling the TV, a thematic book unit for a class, etc.)

These will not be submitted electronically; they must be printed out and presented at the end of class on Oct. 8<sup>th</sup>.

#### **AT Videos**

Due: Thursday, Oct 08 at 11:59 pm

See attached document. [Assistive Technology Proficiency Video](#)

[Demonstrations 2013.docx](#) Download

Also, see videos created by former students. [Assistive Technology Proficiency](#)

[Video Demonstrations.docx](#) Download

#### **AIM - Picture Exchange Communication System**

Due: Thursday, Oct 15 at 9:00 am

Complete the module and submit the Pre-Assessment and Post-Assessment via Learning Suite.

[http://www.autisminternetmodules.org/mod\\_intro.php?mod\\_id=33](http://www.autisminternetmodules.org/mod_intro.php?mod_id=33)

### **Study Chapter 8**

Due: Thursday, Oct 15 at 9:00 am

Study Guide Chapter 8.docx [Download](#)

#### **Assistive Technology Observations**

Due: Thursday, Oct 22 at 9:00 am

You will complete two classroom observations where teachers and/or Speech/Language Pathologists are using assistive technology and submit a report regarding your observations. Assistive Technology

Observation.docx [Download](#)

Observe the functions of communicative behaviors of one student using this form: Checklist of Communicative Functions of Behaviors.doc [Download](#)

### **Study Chapter 9**

Due: Thursday, Oct 22 at 11:59 pm

Study Guide - Chapter 9.docx [Download](#)

### **Study Chapter 10**

Due: Thursday, Oct 29 at 10:00 am

Study Guide - Chapter 10.docx [Download](#)

#### **AAC Reflections**

Due: Thursday, Nov 12 at 11:59 pm

#### **AAC Reflections Assignment**

This assignment is designed to provide an opportunity to use a form of AAC in the community. This will allow you to better understand the perspectives of AAC users. You are to choose a form of AAC (communication book,



communication app, or any high or low tech device of your choice) and use this as your primary form of communication in the community for **three hours**.

Sitting alone in your room doing homework does not qualify as participating in the community. You may be at home with your family or roommates, but you must be communicating with someone during those three hours. You may break this up throughout the day if you wish. Once you have completed your three hours, summarize your thoughts on your experience.

Include answers to the following questions:

-What type of AAC did you use?

-Where did you interact and with whom?

-What challenges did you face as you tried to communicate?

-Were you able to express your wants and needs adequately? Explain.

-How did you feel as a communication partner, and what were your impressions of your communication partner(s)' attitude? Did they treat you differently? Did you notice any changes within your own attitude?

-What stood out to you as the biggest barriers of communication for AAC users? Did this alter your perspective of how you will interact with and serve AAC users in the future? How so?

AAC Reflections Assignment.docx [Download](#)

**Study Chapter 11**

Due: Thursday, Nov 19 at 11:59 pm

Study Guide - Chapter 11.docx [Download](#)

**Study Chapter 12**

Due: Thursday, Dec 03 at 10:00 am

Study Guide - Chapter 12.docx [Download](#)

**Study Chapter 13**

Due: Thursday, Dec 10 at 10:00 am

Study Guide Attached.Quiz 13 - PECS.docx [Download](#)

## **AAC Training Assignment (Group Presentations)**

Due: Thursday, Dec 10 at 11:59 pm

See attached document. Augmentative and Alternative Communication Training Assignment - Long Video.docx [Download](#)

### **Extra Credit - Course Evaluation**

Due: Thursday, Dec 10 at 11:59 pm

### **Professionalism**

Due: Thursday, Dec 10 at 11:59 pm

You will earn points for your professionalism in this class. These points will be based upon professional behaviors such as your attendance, promptness, class participation, and being prepared for class by completing your readings and other assignments.

### **Comprehensive Case Study**

Due: Thursday, Dec 17 at 10:00 am

See attached documents. Comprehensive Case Study - AAC Kit 2012.doc [Download](#) Literacy Assessment.pptx [Download](#)

You may also choose to use a Reinforcement Checklist

PRESCHOOL REINFORCER CHECKLIST.doc [Download](#)

Elementary School Reinforcer Checklist revised.doc [Download](#)

SECONDARY REINFORCER CHECKLIST.doc [Download](#)

and a Lesson Plan template.

Blank short lesson plan.doc [Download](#)

Here is an example of a short lesson plan (although it doesn't have all of the elements which will be required of you during summer practicum - it is one example). example lesson plan reading.doc [Download](#)

You can collect data on one of these data sheets or you can design one of your own. Concise data sheets for multiple purposes.doc [Download](#)

### **Schedule**

Date	Column 1	Column 2
Th Sep 03 Thursday		
Th Sep 10 Thursday		
Th Sep 17 Thursday		
Th Sep 24 Thursday		
Th Oct 01 Thursday		
Th Oct 08 Thursday		
Th Oct 15 Thursday		
Th Oct 22 Thursday		
Th Oct 29 Thursday		
Th Nov 05 Thursday		
Th Nov 12 Thursday	<b>AAC Reflections</b>	
Th Nov 19 Thursday		
W Nov 25 Wednesday	<b>No Classes</b>	
Th Nov 26 Thursday	<b>Thanksgiving Holiday</b>	

Th Dec 03	
Thursday	
Th Dec 10	Final Exam:
Thursday	125 HRCB
	7:00am - 10:00am
F Dec 11	<b>Exam Preparation Day</b>
Friday	
T Dec 15	
Tuesday	
Th Dec 17	
Thursday	

## University Policies

### Expectations

#### Expectations for the Students

1. *Preparation:* Teacher Candidates are expected to be prepared for each class by completing assignments prior to class, spending approximately 6-9 hours per week studying and preparing for this 3 semester hour course (2-3 hours out-of-class work per semester hour). Because most of the information Teacher Candidates obtain will be through reading the text, learning from internet sources, and working with students with disabilities. Class time will be focused on sharing what Teacher Candidates have learned and engaging in relevant discussions.
2. *Personal Responsibility:* Teacher Candidates are expected to check the online course information and course syllabus for clarification needed regarding assignments prior to contacting the professor.
3. *Assignments and Quizzes:* All assignments are due by the day and time assigned. Late assignments will be accepted, but will lose 10% of the total points per day late. No make-up quizzes will be given. It is expected that all written work reflect the efforts of the individual student (except for cooperative learning group projects).

4. *Attendance and Participation:* Teacher Candidates are expected to attend each class period and to actively participate in classroom presentations, collaborative learning groups, and classroom discussions. Please reserve your phone calls, text messaging, or non-class related internet access for class breaks. Additionally, engaging in other activities that are not related to the class (e.g., playing on the computer, completing assignments for other classes) should be reserved for times *other* than our class time.

5. *Written Work:* Written reports are expected to be professional: proof-read your report at least once prior to submitting it. Reports should be free of spelling, grammatical, and typographical errors. Type-written reports should be written in American Psychological Association 6<sup>th</sup> Edition style. Handwritten reports should be legible (D'Nealian or Zaner-Bloser style).

6. *Exams:* No final exam will be given for this class; however, a comprehensive case study will be assigned to determine how well you met the overall expectations.

7. *Competency:* It is expected that all Teacher Candidates will achieve a minimum level of competency for all objectives (80% of total allotted points for each assignment). Therefore, students must take the initiative to increase their level of competency by revising their assignments until at least a minimum level of competency is reached. Only half of the additional points earned through revision will be included in the final grade for the assignment. Assigned revisions are due five working days after the assignment has been returned to the student. No revisions may be made to increase grades earned on exams or quizzes. At least a C- must be earned in this course in order to continue in the special education program. No grades lower than C- can be applied toward licensure through the McKay School of Education. Any final grade below a B- warrants the student being placed on probation.

8. *Professionalism:* You are expected to work with your classmates, professor, teaching assistant, school teachers, and families of children with disabilities in a professional manner. Strict confidentiality is required while working with students, their teachers, and their families. If conflicts arise, you are expected to handle them with a mature and professional attitude, and to

report these conflicts to me. You will be expected to be responsive to feedback by implementing my suggestions.

### **Expectations for the Professor**

You can expect me to do the following:

- Come to class prepared.
- Teach using effective instruction techniques based on research literature.
- Select, adapt, and use instructional strategies and materials according to teacher candidates' needs.
- Model collaboration with others.
- Conduct myself in accordance with the standards of the profession.
- Use strategies to facilitate teacher candidates' maintenance and generalization of skills across learning environments.
- Use procedures to increase the teacher candidates' self-awareness, self-management, self-control, self-reliance, and self-esteem.

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic

violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should

seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### **Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

### **Devotional Attendance**

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have



special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

### **Inappropriate Use Of Course Materials**

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

### **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent

plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

### **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female

faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010