

CPSE 463 - Asst Tech for Stdnts w/Disab

Fall 2014

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

Image	Item	Vendor	Price (new)	Price (used)
	AAC Strategies for Individuals with Moderate to Severe Disabilities Required by Ph.D., Susan Johnston Brookes Publishing; Edition 1 (2011-11-03) ISBN: 9781598572063	BYU Bookstore	56.95	42.75

Grading Scale

Grades	Percent
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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 - Cultural and Linguistic Differences: What Teachers Should Know

Due: Thursday, Sep 11 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](#)

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

Disabilities

Due: Thursday, Sep 11 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

Read Chapters 1 & 2

Due: Thursday, Sep 18 at 9:00 am

Study Chapters 3 & 4

Due: Thursday, Sep 25 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.
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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 02 at 9:00 am

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

AIM - Functional Communication Training

Due: Thursday, Oct 02 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

AT Videos

Due: Thursday, Oct 09 at 9:00 am

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](#)

Study Chapter 7

Due: Thursday, Oct 09 at 9:00 am

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

Study Chapter 6

Due: Thursday, Oct 09 at 9:00 am

Study Chapter 8

Due: Thursday, Oct 16 at 9:00 am

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

Boardmaker Assignment

Due: Thursday, Oct 16 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. 16th.

Assistive Technology Observations

Due: Thursday, Oct 16 at 9:00 pm

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

AIM - Picture Exchange Communication System

Due: Thursday, Oct 23 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

Study Chapter 9

Due: Thursday, Oct 23 at 11:59 pm

Study Guide - Chapter 9.docx Download

Study Chapter 10

Due: Thursday, Oct 30 at 10:00 am

Study Guide - Chapter 10.docx Download

Study Chapter 11

Due: Thursday, Nov 20 at 11:59 pm

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

Study Chapter 12

Due: Thursday, Dec 04 at 10:00 am

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

Study Chapter 13

Due: Thursday, Dec 11 at 10:00 am

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

AAC Training Assignment (Long Video)

Due: Thursday, Dec 11 at 11:59 pm

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

Professionalism

Due: Thursday, Dec 11 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.

Extra Credit - Course Evaluation

Due: Thursday, Dec 11 at 11:59 pm

Comprehensive Case Study

Due: Thursday, Dec 18 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 04 Thursday		
Th Sep 11 Thursday		
Th Sep 18 Thursday		
Th Sep 25 Thursday		
Th Oct 02 Thursday		
Th Oct 09 Thursday		
Sa Oct 11 Saturday		
Th Oct 16 Thursday	Boardmaker Assignment	
Th Oct 23 Thursday		
Th Oct 30 Thursday		
Th Nov 06 Thursday		
Th Nov 13 Thursday		

Th Nov 20 Thursday	
W Nov 26 Wednesday	No Classes
Th Nov 27 Thursday	Thanksgiving Holiday
Th Dec 04 Thursday	
Th Dec 11 Thursday	Final Exam: 125 HRCB 7:00am - 10:00am
Th Dec 18 Thursday	

University Policies

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 Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-

sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

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