

Instructor/TA Info

Instructor Information

Jason Shelley: Jason Shelley

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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)
 <u>Aac Strategies Indiv W/ Moderate-Severe Disabilities - Required</u> by Johnston, S	56.95	42.75

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

1. Explain differences in culture and language and their effects on communication and behavior.

Language and learning

2. Describe the impact of language development and listening comprehension on academic and non-academic learning of individuals with disabilities.

skills of individuals with exceptional learning needs and those whose primary language is not the dominant language.

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

Read Chapters 1 & 2

May
02

Due: Thursday, May 02 at 4:00 pm

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

May
02

Due: Thursday, May 02 at 4:00 pm

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> (<http://iris.peabody.vanderbilt.edu/resources.html>)

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 \(plugins/Upload/fileDownload.php?fileId=bc45fcd7-CKsB-ihAw-TvL8-Kmd846561d6b&pubhash=mZJ75Zzy2wDjf2PglM0yZkNAnsllZmzz0sS9HQTHKGd983bbKj-hnhNJgivapaxX3L1biX5GL-yFXEc--9qrRA==\)](#)

Study Chapters 3 & 4

May
07

Due: Tuesday, May 07 at 4:00 pm

1. Chapter 3 study guide.docx [Download \(plugins/Upload/fileDownload.php?fileId=ff17eae9-rnAw-IS3z-RoWn-1Z6aa60c0277&pubhash=bBMAzK7j82-nBWBdzR44hKWV-8zbl5BdpJ6VOjSZKkr1gwuLg6MTYKjeP611jIFvD11dm0CmCBdPPu33Ocllw==\)](#)

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

09

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> (<http://iris.peabody.vanderbilt.edu/resources.html>)

Complete "Initial Thoughts" and "Assessment" and submit via Learning Suite. You can use the attached document to record your responses.

Module - Bookshare.docx [Download \(plugins/Upload/fileDownload.php?fileId=fec7d479-lccZ-Unwt-SQDI-qC84e78df20c&](#)

[pubhash=Fshf_B8jglmNaxbJ1-9Pwaq1PGXDIDKlltma3fh3ywQBTxnAntbFc34yrV8aH9JNTjioxZAdq0ZCNbR3sju7yw==\)](#)

Study Chapter 5

**May
09**

Due: Thursday, May 09 at 4:00 pm

Study Guide - Chapter 5.docx [Download \(plugins/Upload/fileDownload.php?fileId=96ce3acc-9lWm-4Sil-3xhj-H0fa7a437d6d&](#)

[pubhash=3n88jKTJtoQ4fdxMfBqd4hXvTmRLZGEIEFcvDUh7fBz_8vxSVVhKOC0Z0XusrINQIJCSOUUS5N-unhvzr4m4eA==\)](#)

AIM - Functional Communication Training

**May
14**

Due: Tuesday, May 14 at 4:00 pm

Complete the module and submit the Pre-Assessment and Post-Assessment via Learning Suite. Copy and paste pre-assessment and post-assessment results into one document, and submit that document via Learning Suite.

http://www.autisminternetmodules.org/mod_intro.php?mod_id=34

Copy and paste the address above into your browser. Create a login, click on "Autism in the Classroom" and scroll to find the Functional Communication Training Module.

Study Chapter 6

**May
14**

Due: Tuesday, May 14 at 4:00 pm

Study Chapter 7

**May
14**

Due: Tuesday, May 14 at 4:00 pm

Study Guide Chapter 7.docx [Download \(plugins/Upload/fileDownload.php?fileId=7d3f9dc5-kFBR-iSSY-64vQ-Bp40f1c8f3b0&](#)

[pubhash=cWXBq8XnjZwvtSJ_fMCT6FA7s1crsouZhVzBjaDkv2R1ATrK9DICiexDP4MrEQSCSxNV6vnRkKv8PGMVrWj-IA==\)](#)

Boardmaker Assignment

**May
14**

Due: Tuesday, May 14 at 7:00 pm

following vocabulary:

I

See

Want

Drink

Ball

Paperclip

Car

Candy

Cracker

2. 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; the assignment will be completed in class the day it is due and then the screen will be shown to the instructor.

AIM - Picture Exchange Communication System

May
16

Due: Thursday, May 16 at 4:00 pm

Complete the module and submit the Pre-Assessment and Post-Assessment via Learning Suite. Copy and paste the pre-assessment and post-assessment results into one document, and submit through Learning Suite.

http://www.autisminternetmodules.org/mod_intro.php?mod_id=33

Copy and paste the address above into your browser. Create a login, click on "Autism in the Classroom" and scroll to find the Picture Exchange Communication System (PECS) Module.

Study Chapter 8

May
16

Due: Thursday, May 16 at 4:00 pm

Study Guide Chapter 8.docx [Download \(plugins/Upload/fileDownload.php?fileId=49caf6bb-HDIM-Es7E-7buX-Dw3fe5e6f615&](#)

[pubhash=juB6KMzPBzsRGBcrv0oFE44xbDHJxQFZ86Ub8HCO_8BGicTVKc_eMoSPdWD73O_BBkEW3vOI673e2hVc8GKR8](#)

AT Videos

May
23

Due: Thursday, May 23 at 4:00 pm

See attached document.

Assistive Technology Proficiency Checklist-2015 (7).docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=d75d2138-fWPd-qFko-JOOj-rw5293c19454&](#)

[pubhash=_5YNHkKxGxUMLQAx8X21khWsvRuJr7Cfs-](#)

[AGOsiQEdbJXlw257M9i7E83tUPI06PEKUr_b6lhJ9IUkBiaq9UMw==\)](#)

Also, see videos created by former students. 2014 Video Links.docx [Download \(plugins/Upload](#)

[/fileDownload.php?fileId=25879d70-THGL-WFpX-l7wd-ZF1f0cc16d07&](#)

[pubhash=YcfhFch8gOJiJY32JBV2Olu_f6YUQ62O4Yun2bEmlZwe9y5PSUzDusYwQ0QYyzSj5WvwnGOVGCWlycfPQbLYA==](#)

Study Chapter 9

May

Study Guide - Chapter 9.docx [Download \(plugins/Upload/fileDownload.php?fileId=650ef782-BRTG-sdqQ-gTBX-Wf8c75c32591&pubhash=vyKZq2ezWUpQMIJb6kSEExGYlgH65GbVfzWfpyMmuQ-mj-yKChJl1yt5Dv7babKPwAab8CnUUKWQOLGluOLcQ==\)](#)

Assistive Technology Observations

May
28

Due: Tuesday, May 28 at 4:00 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 (9).docx [Download \(plugins/Upload/fileDownload.php?fileId=d5a518e5-SIOI-dJ8b-wLj-Hh3fd109861b&pubhash=GSpF1m-SKQH-NHs6lf57S7Pywp2_De1wef_s-zu48boz-jKlwAPODzDNSpsqWiOfM5iMTNUicRO0Zxo0Svtag==\)](#)

Observe the functions of communicative behaviors of one student using this form: Checklist of Communicative Functions of Behaviors.doc [Download \(plugins/Upload/fileDownload.php?fileId=e7517e9a-lthD-Cf9F-0euk-l98a5b38aad6&pubhash=dZcvKMchtzSXmEL9f5MxNuA4teSFITyh3Fv9TUa_xZhEbjlGYlzzcslUEFevdLk7BMjXlwVkON8YvY8nUoOQ0g==\)](#)

Study Chapter 10

May
28

Due: Tuesday, May 28 at 4:00 pm

Study Guide - Chapter 10.docx [Download \(plugins/Upload/fileDownload.php?fileId=f8ad59ba-q6on-MxUQ-TlxE-b10a294d364e&pubhash=WALC4vStyAGaHyFJDUOZbzD8QobXZH8nea7eo897DXzwlWatP_qG1DK6Ph5V3PrC0jErVTxkqRuE2tRZrjumw==\)](#)

Study Chapter 11

May
30

Due: Thursday, May 30 at 4:00 pm

Study Guide - Chapter 11.docx [Download \(plugins/Upload/fileDownload.php?fileId=e2dbeffc-KTa5-dLLR-vEfw-g412ea043118&pubhash=HjFGcXUQzbirl73MmboFLkyzM4O_OoTVwKTxDrahoLJ36cfhCu01qGZD9Dfzxq6OPQDXn5FVRy7X7ITwx5z24w==\)](#)

AAC Reflections

Jun
04

Due: Tuesday, Jun 04 at 4:00 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?

-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 \(plugins/Upload/fileDownload.php?fileId=f3f45df0-u0UU-h4JN-cQcX-LLf1815fba60&pubhash=cymDbWOjIYqVOrFJImCixKUaBY09U-RquaKsuZ-D88k5hBhTm5sRDqdYRqbNVn0eTz3S7DdBY-htNzspqPAFHA==\)](#)

Study Chapter 12

Jun
06

Due: Thursday, Jun 06 at 4:00 pm

Study Guide - Chapter 12.docx [Download \(plugins/Upload/fileDownload.php?fileId=f587ebc1-wtvh-izRu-c6rw-Ux05a8a31dc9&pubhash=RTn1VxJfcK4HvbKn1xcHZ8zfTCSVX0GA0mB13mr5nRmaWmC6POOEWEalNqNv3t_V8o3vAOilBJ_FqnV53Z_QzQ](#)

AAC Training Assignment (Group Presentations)

Jun
06

Due: Thursday, Jun 06 at 8:00 pm

Augmentative and Alternative Communication Training Assignment - Group Presentation (4).docx [Download \(plugins/Upload/fileDownload.php?fileId=e3b3cb6a-Gg9I-ivwQ-d6V0-IJ0a1449d832&pubhash=NSISILj3tCzYrT29H8mlmetzpJ8Sgt9yLZMqw2TDjyt4D1_49uLLtCLQQ6g8Aoi5vAllcaqE1bCcouUgYpxviiw==\)](#)

Study Chapter 13

Jun
11

Due: Tuesday, Jun 11 at 4:00 pm

Study Guide Attached.Quiz 13 - PECS.docx [Download \(plugins/Upload/fileDownload.php?fileId=59991403-M5kU-GYWB-ZrkE-Uee889c1c176&pubhash=LJTU5y85ZRuyx3F9JOFuntzle1eHHpUSH9tWRECYMsvyQOk6prGPx-NmkVc4r8-vubwRRm3k34XJKW7RyuhRw==\)](#)

Extra Credit - Course Evaluation

Jun
13

Due: Thursday, Jun 13 at 4:00 pm

Professionalism

Jun
13

Due: Thursday, Jun 13 at 4:00 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.

Final discussion

17

You will write a narrative description at least 2 pages long, double spaced, in response to the scenarios outlined below. Of course you may use the textbook, but remember that your responses should be a reflection of how well you understand the steps and procedures used when considering assistive technology for your students. Describe what to do in your own words. Be thoughtful. This is a summary of what we have talked about. Please submit your responses on Learning Suite.

<https://docs.google.com/document/d/1cOwPgaMZpNUbaEIOWpropI97QjjkbqWDYGUwdMmvdGo/edit?usp=sharing>

Schedule

Date	Column 1	Column 2
Week 1		
T Apr 30 Tuesday		
Th May 02 Thursday	Read Chapters 1 & 2 IRIS Module - Cultural and Linguistic Differences: What Teachers Should Know	
Week 2		
T May 07 Tuesday	Study Chapters 3 & 4	
Th May 09 Thursday	Study Chapter 5 IRIS Module - Bookshare: Providing Accessible Materials for Students with Print Disabilities	
Week 3		
T May 14 Tuesday	Study Chapter 6 Study Chapter 7 Boardmaker Assignment AIM - Functional Communication Training	
Th May 16 Thursday	Study Chapter 8 AIM - Picture Exchange Communication System	
Week 4		
T May 21 Tuesday	No Class - Summer Practicum experience	
Th May 23 Thursday	AT Videos Study Chapter 9	
Week 5		
M May 27 Monday	Memorial Day	

Th May 30 Thursday	Study Chapter 11	
Week 6		
T Jun 04 Tuesday	AAC Reflections	
Th Jun 06 Thursday	Study Chapter 12 AAC Training Assignment (Group Presentations)	
Week 7		
T Jun 11 Tuesday	Study Chapter 13	
Th Jun 13 Thursday	Professionalism	
Week 8		
M Jun 17 Monday	Final Exam: 168 MCKB 5:00pm - 6:50pm	
T Jun 18 Tuesday	Spring Exam Preparation (06/18/2019 - 06/18/2019)	
W Jun 19 Wednesday	First Day of Spring Final Exams (06/19/2019 - 06/20/2019)	
Th Jun 20 Thursday	Final Exam: 355 MCKB 5:00pm - 6:50pm	

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 Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report>

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

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,

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