

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION/COMMUNICATION DISORDERS
EDMX 632**

Technology and Communication for Special Populations

Summer 2011

Monday/Wednesday 1:30-4:30

Instructor: Deanna Hughes, Ph.D., CCC-SLP

Office: UH 323, phone (760) 750-8505

Office hours: Monday after class or by appointment

E-mail: dhughes@csusm.edu

COLLEGE OF EDUCATION MISSION STATEMENT

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

COURSE DESCRIPTION

EDMX 632 Technology and Communication for Special Populations (3). Terms, trends, history, and current information bases on applications of technology and assistive and adaptive devices for working with children. Use of technologies for learners with mild, moderate, and severe disabilities for education programs in schools and agencies. Identification of interventions for effective learner communication and needed augmentative communication devices. Knowledge of system components and configuration of special and adaptive devices. Competency-based, requiring laboratory work. Prerequisite: EDUC 422 or equivalent

COURSE PREREQUISITES

Admission to the Preliminary Level I Mild/Moderate & Moderate/Severe Disabilities Education Specialist Program with or without Multiple Subjects/BCLAD. Successful completion of EDUC 422 or equivalent. Demonstration of a basic understanding and practical use of representative programs for instruction and teacher productivity including word processing, data bases, spread sheets, graphics,

telecommunications, networking, and multi-media presentations is absolutely required.

AUTHORIZATION TO TEACH ENGLISH LEARNERS

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

GENERAL CONSIDERATIONS

Writing

In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. The writing requirement for this course will be met by an Academic Curriculum Project and Paper, Presentation and Paper of a type of AAC or AT, Critical Summary of Journal Articles, and the Collaborative Assessment Project. Feedback from student work will be provided individually to students in writing on their assignments. If the instructor feels that the writing requirement will not be satisfied by an individual student, a conference will be scheduled between the instructor and student no later than midterm.

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process.

Ability

Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special needs. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work. Please bring infractions by others in the class to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of academic dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

It is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

College Of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **Individual instructors may adopt more stringent attendance requirements.** Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance*

Community, December, 1997).

ASSIGNMENT POLICY

- Each assignment is due at the beginning of class on the date indicated on the syllabus.
- Late work is not accepted and will not receive credit unless verification of extenuating circumstances (e.g. doctor's note) is provided.
- Students are required to keep a copy of all work in case any work becomes lost. All proof of work accomplished is the responsibility of the student.

LEARNER OBJECTIVES

1. Students will define terminology related to AAC and AT.
2. Students will understand and apply typical stages of language development and play.
3. Students will identify the functions of communication
4. Students will describe AAC strategies, symbols, and devices.
5. Students will describe the relationship of AAC to the broader field of communication development and disorders.
6. Students will identify populations of individuals who might need AAC services and describe their specific characteristics and needs.
7. Students will develop and implement a collaborative AAC assessment and written report.
8. Students will demonstrate use of AAC technology, including basic functions of a number of AAC devices and share this information with classmates.
9. Students will identify, access, and critically evaluate information from journals, professional organizations, and websites.

These learning outcomes comply with ASHA Standard III C for technology and III D

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Standard III-D: The applicant must possess 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 of the disorders.

Course Calendar

Syllabus and requirements are subject to change at the discretion of the instructor

Week 1: June 6th and 8th-Introduction-AAC/AT definitions and key terminology-Typical stages of language and play development-Symbolic representation and functions of communication-Language development across the lifespan-Assign lesson plan topic

Note: On June 8th, class will meet at 2:30 due to a previous commitment.

Lesson/Therapy Plan to meet curriculum standards due June 13th

Week 2: June 13th and 15th-Device types: dynamic vs. static display, high-tech vs. low-tech, symbol systems, Assign device/system case studies

Assign case studies and review presentation criteria

Week 3: June 20th and June 22nd: Individual presentations of specific device/system case studies. Papers due at the end of oral presentation

Week 4: Evaluating external resources, critical evaluation of journal articles, and Exam on June 27th. June 29th guest speaker-Audrey Weed-NCSSE AT Specialist

Journal Article Critical Evaluation due June 29th

Week 5: July 11th and July 13th : Issues in assessment, implementation across settings, and funding sources-Conduct group assessments for AT

Assessment reports due July 15th

ASSIGNMENTS AND GRADING

Lesson/Therapy Plan (50 points) Students will develop a lesson plan that meets State of California Benchmark standards using AAC and/or a therapy plan that follows a SOAP note formula for an assigned case study.

Device/System Case Studies (100 points; 50 for oral and 50 for written presentation) Students will be randomly assigned a specific device, communication system, or assistive technology. Each student will orally present a summary of their particular case study incorporating intended participants, characteristics of their disorders, pros and cons, cost effectiveness, and external issues such as portability, durability and access.

Critical Evaluation of Professional Journal Article (50 points) Students will provide a written critical essay following a PICO format (Gillam & Gillam) from an ASHA journal article addressing AAC/AT studies.

Examination (50 points) Students will take a written assessment of material presented to date during class time.

AAC Assessment/Report (100 points) Students will plan and conduct an AAC/AT assessment and generate an appropriate report in a group format.

Total Points: (350 points) Grading Scale

90-100 A

80-90 B

70-80 C

Below 70 does not meet academic requirements towards Major

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

<p align="center"><u>PART 1:</u> <u>LANGUAGE STRUCTURE</u> <u>AND</u> FIRST- AND SECOND- LANGUAGE DEVELOPMENT</p>	<p align="center"><u>PART 2:</u> <u>METHODOLOGY</u> <u>OF BILINGUAL, ENGLISH</u> <u>LANGUAGE</u> <u>DEVELOPMENT,</u> <u>AND CONTENT</u> <u>INSTRUCTION</u></p>	<p align="center"><u>PART 3:</u> <u>CULTURE AND</u> <u>CULTURAL DIVERSITY</u></p>
<p align="center">I. Language Structure and Use: Universals and Differences (including the structure of English)</p>	<p align="center">I. Theories and Methods of Bilingual Education</p>	<p align="center"><u>I. The Nature of Culture</u></p>
<p>A. The sound systems of language (phonology)</p>	<p>A. Foundations</p>	<p>A. Definitions of culture</p>
<p>B. Word formation (morphology)</p>	<p>B. Organizational models: What works for whom?</p>	<p>B. Perceptions of culture</p>
<p>C. Syntax</p>	<p>C. Instructional strategies</p>	<p>C. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)</p>
<p>D. Word meaning (semantics)</p>	<p align="center">II. Theories and Methods for Instruction In and Through English</p>	<p>D. Physical geography and its effects on culture</p>
<p>E. Language in context</p>	<p>A. Teacher delivery for <u>both</u> English language development <u>and</u> content instruction</p>	<p>E. Cultural congruence</p>
<p>F. Written discourse</p>	<p>B. Approaches with a focus on English language development</p>	<p align="center">II. Manifestations of Culture: Learning About Students</p>
<p>G. Oral discourse</p>	<p>C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)</p>	<p>A. What teachers should learn about their students</p>

H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about their students
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	<u>III. Cultural Contact</u>
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	D. Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	<u>IV. Cultural Diversity in U.S. and CA.</u>
		A. Historical perspectives
		B. Demography
		C. Migration and immigration