CALIFORNIA STATE UNIVERSITY SAN MARCOS
COLLEGE OF EDUCATION

EDEX 637: Technology and Communication for Special Populations:
Autism Spectrum Disorder Emphasis
(3 semester units)

Instructors:
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COURSE DESCRIPTION

EDEX 637 Technology and Communication for Special Populations: Autism Spectrum Disorder Emphasis (3 semester units).

Part I: Contemporary information and issues for regarding the use of technologies inclusive of augmentative and alternative communication methods for students with Autism Spectrum Disorder and other disabilities and communication challenges. Requires laboratory work.

Part II: Using structured teaching methods and visual supports with an emphasis on supporting individuals with Autism Spectrum Disorder in a special education and regular education environment. Requires laboratory work.

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).*

AUTISM SPECTRUM DISORDER AUTHORIZATION

This course is specially designed to develop candidates' competence in supporting individuals with various learning and communication challenges, in particular individuals with Autism Spectrum Disorder (ASD). With successful completion of this course and the EDEX 636 companion course, candidates who hold or are eligible for a Preliminary Education Specialist teaching credential may be recommendation for the ASD Added Authorization.

The ASD Added Authorization courses may be considered part of coursework for completing a Clear Education Specialist program.

REFLECTION ON ASD STANDARDS REQUIREMENT

The course objectives, assignments, and assessments have been aligned with the CCTC (California Commission on Teacher Credentialing) standards for the Autism Spectrum Disorder Added Authorization (ASD AA). ASD AA candidates are required to provide descriptions and artifacts that evidence that the three ASD AA standards listed below are met.

ASD Standard 1: Characteristics of Students with Autism Spectrum Disorder (ASD)
The program provides opportunities for the candidate to be able to identify the unique characteristics of students with ASD. The candidate demonstrates unique knowledge of cognition and neurology and the core challenges associated with language and communication, social skills, behavior, and processing and their implications for program planning and service delivery.

ASD Standard 2: Teaching, Learning and Behavior Strategies for Students with ASD
The program ensures that each candidate is able to demonstrate knowledge, skills and abilities to become proficient in implementing evidence-based and multi-faceted methodologies and strategies necessary in teaching and engaging students with ASD from acquisition to generalization.

ASD Standard 3: Collaborating with Other Service Providers
The program will ensure that each candidate teaching students with ASD is able to demonstrate the ability to collaborate as a member of a multidisciplinary team with all service providers and effectively interact with families.

STUDENT LEARNING OUTCOMES RELATED TO ASD AUTHORIZATION STANDARDS 1, 2, & 3

In this course, candidates demonstrate:

1.1 The ability to access and articulate current research and literature regarding the basis for and characteristics of ASD and the resulting implications for learning and functioning. (Reading reflections, characteristics of autism video/class discussion)
1.2 The ability to plan for instruction of a student with ASD based upon the characteristics of ASD and the student's cognitive functioning. (Projects)
1.3 Knowledge of unique verbal and nonverbal communication and language development characteristics/challenges of students with ASD and implications for program planning and service delivery. (AAC/VOCA, creating a communication system)
2.1 Knowledge of and ability to use a variety of assessment tools and approaches to individually program for students with ASD. (Boardmaker; News-2-You, WATI, TASP)
2.2 Skill in designing and implementing instruction and supports inclusive of high and low tech assistive technology and augmentative communication systems that matches and meets the unique communication, language, neurological and cognitive needs of students with ASD (Boardmaker, AAC lab, Structured Teaching Final Project)
2.4 Skill in designing and implementing positive behavior support plans and strategies and

behaviorally-based instruction and interventions for students with ASD. (Behavior Support Plan)

2.5 Skill in designing and maintaining a structured and organized learning environment that includes routines, visual strategies and physical arrangements that support the teaching and learning of students with ASD. (All software labs & lectures, classroom tour & written response)

3.1 Understanding of the roles and resources offered by the various professional, paraprofessional and outside agency personnel who may support a student with ASD and his/her family. (Lab &lecture, reading reflections)

3.2 Skill in integrating input from multidisciplinary team members to build effective, integrated programs for students with ASD and monitor and adjust supports and services using data from multiple sources. (Reading reflections, lectures)

ADDITIONAL AAC PERFORMANCE OUTCOMES FOR WORKING WITH STUDENTS WITH ASD

Upon completion of this course candidates will be able to:

1. Identify characteristics of effective augmentative and alternative communication (AAC) and research and actions required to make AAC methods meaningful and motivating
2. Identify assessment issues regarding AAC for individuals with ASD
3. Have knowledge of communication modalities (i.e., presymbolic communication, manual signs, graphic symbols, speech output and speech-generating devices) for persons with ASD
4. Have knowledge of AAC interventions used with children with autism (e.g., PECS)
5. Use evidenced-based AAC interventions to:
   - facilitate students' full participation in inclusive classrooms
   - build students' social interaction skills
   - give students socially acceptable ways of expressing needs and preferences
   - replace students' unconventional with more conventional communicative behaviors
   - modify students' challenging behavior
   - promote students' natural speech and language development
   - expand students' literacy skills
   - build students' social networks within the community
6. Assist individuals with ASD to benefit from
   - speech generating devices
   - visual schedules and other types of visual supports
   - peer-mediated interventions
   - manual signing and gesturing
   - graphic symbols
   - written supports
7. Understand structured teaching theory and demonstrate the ability to create highly structured environments (e.g. visual schedules, physical arrangement) and tasks for students with ASD
8. Determine a student's area(s) of communication breakdown and create a communication system (e.g. PECS, object exchange, other augmentative communication systems) to assist them in better communicating their wants and needs

REQUIRED TEXT, READINGS, WEBSITES

Required Course Text
Dunn Buron, K & Wolfberg, P. (2008). *Learners on the Autism Spectrum - Preparing Highly Qualified Educators.* Kansas: Autism Asperger Publishing Co. ISBN: 978-1-934575-07-9

Selected Chapters (Texts do not need to be purchased)
Selected Chapters from: Boutot, E. A., & Smith Myles, B. (2011). *Autism spectrum disorders: Foundations, characteristics, and effective strategies.* ISBN 10: 0205545750

Selected Chapters from: Miranda, P. & Iacono, T. (2009). *Autism spectrum disorders and AAC.* Baltimore: Brookes. ISBN 978-1-55788-953-7 (Ch. 5 Assistive Technology Devices to Enhance Speech Communication; Ch. 12 – Assistive Technology for Students with Autism)

Website
http://www.sfweekly.com/2010-08-11/news/ihelp-for-autism/ (iHelp for Autism)

REQUIRED SUPPLIES

University print card: You will be required to submit hard print copies of *some* lab assignments printed out in class. You may purchase this card in the Kellogg Library on the 2nd floor (street level) near the Student Technology Help Desk. Have this card by the second class meeting. You may add money to the card on the 4th floor of University Hall, but you must have a card first in order to do this. After purchasing this card bring it to every in-person class.

USB/flash drive for storage of documents. Bring to every class.

Access to a PC computer for the purposes of loading software required to complete online-based assignments. While some free, trial/demo software may be available in a Mac platform, they almost always are (only) available in PC format.

Please do not feel like you need to purchase a PC computer for this course. A PC can be borrowed or shared, provided you have permission to load the trial software.

ADMINISTRATIVE REQUIREMENTS

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).*

Student with Disabilities Requiring Reasonable Accommodations:

Students 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 5205, 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.

All University Writing Requirement:
Every course at the university is required to have a writing requirement of at least 2500 words. In EDEX 637 this requirement is met via written components of labs, reflections, projects, and the ASD AA Standards Checklist descriptions of evidences.

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 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. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. If in doubt as to whether your work is paraphrased or plagiarized, see the Plagiarism Prevention for Students website, http://library.csusm.edu/plagiarism/index.html.

The instructors reserve 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 assignment or the class.

PROFESSIONAL REQUIREMENTS

1. Use "person-first" language (e.g., Student with a Traumatic Brain Injury as opposed to "The Traumatic Brain-Injured student") throughout all written and oral assignments and discussions. Always write professional and formally, respectfully.
2. Keep a copy of all of your work. Keep these records at least until you have received your grade for the semester. Also, you will want these copies for your records and for potential future use as professional portfolio entries.
3. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor. Any time you have questions or concerns, please contact the designated instructor(s).
4. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, professionalism, and on time arrival to class and from breaks.
5. Candidates are responsibility for obtaining handouts. If a class is missed, contact class colleagues to obtain missed information. Be sure to exchange contact information with at least two other candidates in your course section.

WEB COMMUNICATION GUIDELINES

Communications by e-mail will be via the e-mail you provide to the instructors on the first evening of class. ***Check this email at least twice a week and it is always suggested you check 2 hours prior to live class in the event that an emergency arises and class must be cancelled.***

- Never give your password to anyone else or allow anyone else to access this course using your password.
- All work must be written professionally and respectfully from an academic (not casual, conversational) standpoint. If an interactive lesson takes place and you disagree with another person's perspective, do so respectfully and provide clear reasons for your position.
- Always use person first language.

TECHNOLOGY LAB POLICIES

- Store all equipment and clean up lab before leaving class.
- Please honor the policy of no food/drink in the lab. Water bottles may be kept at the front tables (not back by the computers).
- Assure that everyone in your group participates in the lab work. A collaborative professional considers their colleagues at all times. Much of the adaptive and assistive devices must be shared. Be sure to have each member of the group have hands-on time with the devices and software in order to receive full credit for the lab work.

GRADING

Grading Scale

93% = A 90% = A- 87% = B+ 83% = B 80% = B- 77% = C+

A grade of C+ or better is required for the course to count toward the added authorization. Points below 77 = F.

DATE	ASSIGNMENTS	POINT VALUE
Week 1	Lab 1: With all materials turned in	5
Week 2	Online Lab 2: With all materials turned in; Reading #1	5; 4
Week 3	Lab 3: With all materials turned in	5
Week 4	Lab 4: With all materials turned in; Reading #2	5; 4
Week 5	Online Lab 5: With all materials turned in	5;
Week 6	Lab 6: Project Due	5; 12
Week 7	Video viewing and in-class assignment	5
Week 8	Reading Reflection	5
Week 9	Designing a structured learning environment (classroom tour); Written Reflection	5
Week 10	Reading Reflection	5
Week 11	Communication System, Behavior Support Plan	8; 8
Week 12	Final Project Presentations, ASD Standards/Matrix Completed (A university authorization requirement)	14

TOTAL POINTS: 100

COURSE SCHEDULE

Please note that there are 10 face-to-face classes. Some classes meet on the CSUSM campus or are online class dates. Five (Classes #7 – #11) meet at California Avenue School in the Vista Unified School District.

CLASS # & LOCATION	CLASS TOPICS & ASSIGNMENT(S)	ASSIGNMENTS DUE
1. CSUSM Tech Lab	Course overview and syllabus review; Introduction to assistive technology for students w/ASD laboratory	Begin readings, online work - work ahead!
2. ONLINE	ONLINE (no live class this week) Kurzweil	
3. CSUSM Tech Lab	***AAC: Guest Speaker:*** Bruce Fleming-DynaVox; Introduction to Project	1st Reading Reflections due – Characteristics of Autism
4. CSUSM Tech Lab	SOLO; Inspiration Class time to work on project	Kurzweil Lab Due
5. ONLINE	ONLINE (no live class this week) Boardmaker	2nd set of Reading Reflections due – Assistive technology devices to enhance speech communication
6. CSUSM Tech Lab	Classroom Suite; Low tech tools and intervention; using what is in schools	Boardmaker Lab Due; Project Due
7. **CAL AVE**	Characteristics of autism and structured teaching overview	Video viewing and in-class assignment
8. **CAL AVE**	Physical structure & visual schedules	Dunn Buron & Wolfberg, Ch. 5 Reading Reflection – *Structured Teaching and Environmental Supports*
9. **CAL AVE**	Structuring tasks and independent work systems	Designing a structured learning environment/Written Reflection
10. **CAL AVE**	Using structure to expand communication, Behavior Support Plans	Dunn Buron & Wolfberg, Ch. 7 Reading Reflection – *Teaching a Different Way of Behaving: Positive Behavior Supports*
11. **CAL AVE**	Using structured teaching in group/classroom settings	Communication system due, Behavior Support Plan due
12. CSUSM Tech Lab	"Pulling it all together"	Final Project Presentations, ASD AA Standards Checklist completed and signed off by instructors

ASSIGNMENTS

ASD STANDARDS CHECKLIST - REQUIRED FOR ASD AUTHORIZATION

Each ASD AA candidate is required to formally address the three (3) CCTC standards for the Autism Spectrum Disorder Added Authorization. In partial fulfillment of this requirement, each candidate provides descriptions of the evidence(s) submitted to illustrate achievement of the 13 elements of the standards described on the *Cal State San Marcos Autism Spectrum Disorder Added Authorization Standards Checklist*. **Completion of the competency checklist is required to receive a grade in the class and for the ASD AA to be recommended by the College of Education's Student Services Center.**

ASSISTIVE TECHNOLOGY EMPHASIS: CLASSES #1 - #6

Collaboration, Participation, and Lab Work with Required Lab Worksheets (6 classes at 5 points each, for 30 points maximum)
For each of the class sessions, points are assigned based upon the completion of in-class labs, written reflections, and collaborative cooperation in class and group activities; respectful interactions with speakers classmates and the instructors; and patience and flexibility, and required in-class lab activities and lab sheet completion.

In the first six weeks, in-class lab activities are required. To obtain full lab points, obtain the lab sheet either electronically or directly from the instructor (depending on the format provided to you) or from a colleague. Turn in all work on time, either in person or electronically, as instructed and please, only in the format instructed. Due to the nature of the course, it is a missed lab/class can be "made up" as most classes and assignments meet a standard that must be completed to meet the standards for ASD authorization.

Students arriving late, leaving class early, or coming back late from breaks will lose collaboration lab points. Please note the COE attendance policy in this syllabus.

Technology Promoting Access to Curriculum and Environments for Students with ASD Project (12 points)
This project illustrates the candidate's ability to use a guide to consider the needs of a student with ASD and provide improved access to curriculum and environments via specialized access software, technological supports, and/or other AAC tools. The format and requirements for this assignment (included at the end of this syllabus) are clarified in class.

Kurzweil and Boardmaker Web-Based Instruction and Application (8 points)
In the first six weeks, live classes are augmented with online labs. Detailed lab instructions are provided at the end of the syllabus (Kurzweil Lab @ 4 points; Boardmaker Lab @ 4 points). Labs are to be completed as instructed, either independently or with a partner/small group, outside of class. *Please note that if you do partner on an assignment, all individuals must submit a copy of their own work.* The instructor will review the lab requirements briefly in a live session before the due date. However it is the responsibility of the candidate to follow directions and

complete the assignment. All work is due on the date indicated in the course schedule. Late work is not accepted.

Assistive Technology Reading Reflections (8 points)
Two reading reflections (of 4 points each) are based upon course readings related to students with ASD and assistive technology.
Reflection #1: Chapters 1 and 2 of Dunn Buron & Wolfberg
Reflection #2: Chapter 5 - Assistive Technology Devices to Enhance Speech Communication and Ch. 12 – Assistive Technology for Students with Autism of Miranda & Iacono, T.
For each of the two reflections, describe what you learned, with what you agreed, with what you disagreed, and how you can use what your learned in your own teaching. For full credit, submit reflection on or before the due date.

STRUCTURED TEACHING EMPHASIS: CLASSES #7 - #12

Characteristics of Autism (In-Class Assignment) (5 points)
Following class lecture and discussion on the definition and characteristics of autism, candidates will view a series of videos following preschool and elementary-age students with autism through parts of their school day. In small groups, candidates will focus on one video, discuss the characteristics of autism observed and report out on their findings.

Designing a Structured Learning Environment (Writing Reflection) (5 points)
Candidates tour a highly structured classroom that includes visual schedules, visual strategies and physical arrangement. A classroom teacher with autism background will be available to answer questions regarding the set-up of that classroom. Candidates will produce a 2-3 page document answering a series of questions: What was observed in this classroom to assist the student with autism to be successful in the school setting? What purpose does this level of structure provide to students? What did I like/dislike about the set-up of this classroom? What ideas or strategies might I consider in my own classroom?

Creating a Communication System for Students with Autism (8 points)
Based upon readings and information provided in class lecture, candidates will obtain a language sample/communication observation from a child in their own class or school. Students will analyze that sample for evidence of communication breakdown and create a communication system to assist that child in making his/her wants and needs better known to others. Candidates for ASD authorization will bring their created communication system to class and share in small groups.

Developing a Positive Behavior Support Plan and Strategies (8 points)
Following class lecture and discussion on functional analysis of behavior and Behavior Support Plans in a school setting, each candidate will develop a Positive Behavior Support Plan (PBSP) for a selected learner who demonstrates behavior that disrupts his/her ability to learn and succeed in an educational setting. Candidates generate formal Behavior Support Plan addressing one behavior based upon the background information and the functional analysis of behavior for the learner.

Structured Teaching Reading Reflections (10 points)
Two reading reflections (of 5 points each) are based upon readings from the Dunn Buron, & Wolfberg course text related to structured teaching (Reflection #1: Ch. 5 – Structured Teaching and Environmental Supports; Reflection #2" Ch. 7 – Teaching a Different Way of Behaving: Positive Behavior Supports). For each of the two reflections, describe what you learned and how you can us what your learned in your own teaching. For full credit submit and respond to prompt(s) by the due date.

Structured Teaching Application – Final Project (14 points)
Each candidate will create two tasks in separate areas of instruction (e.g. reading, writing, math, leisure, self-help, vocational). Tasks will be presented the last night of class. Candidates will be graded on the quality of their two tasks and the ability of those tasks to answer the questions: What work is expected of the child? How much work is to be completed? When is the task finished?

ASSISTIVE TECHNOLOGY EXPANDED ASSIGMENT DIRECTIONS

Technology Promoting Access to Curriculum and Environments for Students with ASD Assignment Description (12 points)

The goal of this collaborative project is to use the Wisconsin Assistive Technology Initiative (WATI) Assistive Technology Supports for Students with Autism Spectrum Disorder guide to identify technology that will help support the needs of a case study student with ASD. (You may use the characteristics of a student you presently or previously have served. Please protect confidentiality with the use of a pseudonym. Class time is provided to work on this project with a partner or small group (You will likely need to work on this project outside of class, too. Keep this in mind when selecting your collaboration team.) To complete the project:

- Go to http://www.wati.org/?pageLoad=content/supports/free/index.php and use the link to find the Assistive Technology Supports for Students with Autism Spectrum Disorder (ASD) PDF link (all the way towards the bottom—be sure you select the correct one—there are a couple different items with respect to autism on this page.) You will use section 1: (Student Information Guide) of this document (pages 5-21 when looking online at the PDF; pages 1-16 when printed out) to identify the needs of your learner. Work with your team to fill out these pages of your case study student and create a learning/technology plan for them.

- Write a 1-2 page, double-spaced narrative which describes the student with ASD that you are creating the plan for. (When submitting the final project, you will actually place this narrative *in front of* the section 1 pages).

  Information to include: name, age, when was the student diagnosed with ASD, what type of classroom/environment has the student previously and presently been in, what is presently working well with/for the student, what is challenging/problematic with/for the student, what are the expectations for the student, etc—i.e., think Present Levels.
- Complete section 2 of the WATI guide (Environmental Observation Guide; pages 22-23 when viewing the guide as online as a PDF; pages 1-2 under Section 2.)

- Complete section 3 of the WATI guide (Assistive Technology Decision Making Guide). Please note—you only need to complete the information on page 26 (PDF) or page 2 section 3, when printed. Fill out the form—circle, highlight, make notes, etc.. Use the questions on pages 27-29 (PDF) or 3-5, printed to help guide you in identifying appropriate technologies to support the student—although you do not need to print/include them.

- For section 4 (page 30) chose one area on the Resource Guide Table of Contents (sensory input; academics; behavior, etc.) to select an area of challenge for the student with ASD where technology can support them. (Note that these pages are numbered differently than the whole PDF, as this is a secondary part of the guide…i.e., even though the PDF will indicate page 32, this is actually the 1st page of this secondary part of the WATI guide…)

  Research the suggested interventions and choose one to support your learner. Explain, in approximately one double spaced, typed page why/how this piece of technology was chosen and how it will support your learner, how you will use this in the classroom, how your student will benefit in the classroom, across settings, etc.

Your final document will include:

- Narrative of "who your student is" (1-2 pages)
- Section 1, filled out
- Section 2, filled out
- Section 3 (page 26-PDF / 2 when printed) filled out
- Section 4 (select "area") indicate which area you've chosen & why as well as what piece of technology you've selected to support the learner in 1 page

Upon turning assignment in, you will present (very briefly) to the class your learner, their needs and your interventions and supports.

Kurzweil 3000 Lab Description (4 points)

For this lab, you will require a PC computer, and the provided Kurzweil software. Install the software according to the CD directions and system requirements (Windows 7 is not yet supported, you must have sound cards, etc.) You will work with a partner or independently on learning this powerful—yet user-friendly software program.

- First, begin by installing the Kurzweil 3000 Overview CD, which will demonstrate basic features for you. Watch the brief Overview Video (click Overview button) for an intro as to what the program looks like and how to begin using it. Pause the tutorial, as needed, as you go to learn the program. Next, choose the Reading Tools button and watch this video. You will then choose any of the following videos to watch: Study Skills, Writing Research & Efficacy. Test Taking, or Curriculum Connections depending on which you'd like to gain more familiarity with.

Next, install the Kurzweil 3000 30-Day Trial CD. For the portion of your assignment you will be turning in via a Word document, complete the following: evidencing each with a screen shot http://www.take-a-screenshot.org for instructions in how to take/paste a screenshot.

- Open a Sample Document (A Place Called Heartbreak, etc.—a .kes file) under the "Open" tab. Read…pause as needed. Mouse over buttons to see what they do. (Begin to think about how this type of technology—used with support or independently, could help a student with ASD access curriculum.) (Screen shot)
- Open a Writing Template (also .kes file) choose one that would be appropriate for the population you are currently teaching or have previously taught. Begin to fill out a little of the template. How could you use this as guided instruction with a student with ASD? As a group lesson? (Screen shot)
- Change the reader voice at least twice—which do you like, why? Why may different voices be good?
- Change the reading speed—first faster, then slow it down—why is this feature important within the program?
- On the main toolbar, choose a (challenging) word from within your text and obtain either the definition, synonym, syllables or spell the word. Why is this profoundly important for a struggling reader/writer? (Screen shot)
- Write a 2+ page, double spaced reflection with the screenshots (i.e. two full pages of writing, plus all the screenshots) discussing your questions, concerns, preferences and any objections within the context of the program, challenges, etc. for a student who may require this

software. (Also, the best feature of this program is that you can scan in any written document with a compatible scanner— a worksheet, pages from a novel or text, etc.—you are not required to do this as part of this intro to Kurzweil lesson, but please *consider* how the ability to scan virtually anything—can be a game changer for one student or a whole class….)

Boardmaker Lab Assignment Description (4 points)

Go to www.mayer-johnson.com. Go to the **Download Center** in the middle column toolbar. Select **Trials & Demos**. Download a free 30 day trial of Boardmaker Software Family v6 Trial. Make sure you download the correct one in English. (Mac users should contact Mayer-Johnson ASAP @ 800-588-4548 or mayer-johnson.usa@dynavoxtech.com for a Mac version trial—inquire as to if they will send you a link/how long it may take for a disk to arrive to complete your lab…) Install the software, you will need to create a DynaVox account, you may opt to not receive future emails/unsubscribe at anytime…)

On the home page, select "**Education & Resources**" on the top mid-left column. You will then select "**Accelerated Learning**" & "**Recorded Web Classes**". Choose "**Boardmaker Basics**" - near the bottom of the page by Lisa Kehoe. (As of 9/5 the tutorial incorrectly says 5 minutes—it is actually 45 minutes—M.J. may have fixed/be fixing this but be advised the tutorial is 45 minutes long.) Watch the entire 45 minute demo, pausing/rewinding as needed to take notes so you know how to make your own boards. You will submit two *completely original*, separate boards for either the same (theoretical) student or for two different kiddos. (I.e. one board could be foods; one could be emotions; one could be school subjects/a schedule, the other chores—just vary them so they could become part of a book, etc.)

When finished creating your two boards, write a brief 1-2 paged double-spaced reflection describing for "whom" you created the board (age, challenges within disability with respect to language, etc, gender, etc.) and why you created each board. Attach both boards along with your reflection as a Microsoft Word document. Plan three hours for this lab (although it may take you more or less time to complete). You may partner on this lab, in which case each of you choose one student, still complete the reflection, and each turn in your own hard copy on the due date. You will briefly demonstrate your communication boards in class and explain why you created the board, its features, etc.

RECOMMENDED SUPPLEMENTAL TEXTS, MATERIALS, AND WEBSITES

Broderick, A., & Kasa-Hendrickson, C. (2001). " Say just one word at first": The emergence of reliable speech in a student labeled with autism. *The Journal of the Association for People with Severe Handicaps, 26,* 13-24.

CNN Productions and State of the Art, Inc. (2004). *"Autism is a world"* DVD documentary about Sue Rubin's life with autism. Order from www.autismisaworld.com

Gray, C. (2010). *The new social story book.* Arlington, TX: New Horizons, Inc. ISBN: 978-1-935247-05-6

Kasa-Hendrickson, C., Broderick, A. A., & Hanson, D. (2009). Sorting out speech: Understanding multiple methods of communication for persons with autism and other developmental disabilities. *Journal of Developmental Processes, 4*(2), 116-133.

Kluth, P. (2010). *"You're going to love this kid!" Teaching students with autism in the inclusive classroom* (2nd ed.). Baltimore: Paul H. Brookes. ISBN-10: 1-59857-079-X

Kluth, P. & Schwarz, P. (2008). *"Just give him the whale!" 20 ways to use fascinations, areas of expertise, and strengths to support students with autism.* Baltimore: Paul H. Brookes. ISBN: 978-1-55766-960-5

Mesibov, G., Stern, Shopler, E. (2004). *The TEACCH Approach to Autism Spectrum Disorders; Issues in Clinical Child Psychology,*

Mirenda, P. (2008). A back door approach to autism and AAC. *Augmentative and Alternative Communication* 24(3), 220-234.

Mukhopadhyay, T.R. (2000). *Beyond the silence: My life, the world and autism.* London: National Autistic Society.

http://www.autism-hub.co.uk/ (Autism Hub – The Place to Blog on autism, advocacy, science, and parenting)

http://www.teacch.com (TEACCH homepage)

http://www.preschoolfun.com (California Ave. School home page)

http://www.paulakluth.com (free tips and resources by the author of your text)

http://www.patrickschwarz.com (links and inspirations by a recommended author)

http://www.ocali.org (Ohio Center for Autism and Low Incidence)

http://www.autisminternetmodules.org (free online training modules)

http://www.dotolearn.com/sitemap/index.htm (teacher resource for classroom activities)

http://setbc.org/pictureset/resource.aspx (free pictures to use for communication, schedules, etc.)

http://autismpdc.fpg.unc.edu (National Professional Development Center on Autism Spectrum Disorders)

http://www.mayerjohnson.com (software for creating interactive symbol based communication and educational materials)

http://polyxo.com/visualsupport (ideas for creating visual supports)

http://www.scatc.org (Southern California Autism Training Collaborative)

http://www.usevisualstrategies.com (recommends books and tools and offers a free E-newsletter)