Term Information

Effective Term
Autumn 2016

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Special Education
Fiscal Unit/Academic Org
School/Educ Policy&Leadership - D1280
College/Academic Group
Education & Human Ecology
Level/Career
Graduate, Undergraduate
Course Number/Catalog
5722.02
Course Title
Communication Skills for Children with Moderate/Intensive Disabilities: Mild/Moderate
Transcript Abbreviation
Comm for M/I Child
Course Description
Examines current principles and practices in the development of alternative communication programs for individuals with moderate to intensive disabilities.
Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course
Never
Does any section of this course have a distance education component?
No
Grading Basis
Letter Grade
Repeatable
No
Course Components
Lecture
Grade Roster Component
Lecture
Credit Available by Exam
No
Admission Condition Course
No
Off Campus
Never
Campus of Offering
Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Prereq: Admission to the Special Education: Mild/Moderate program, or permission of the instructor
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0402
Subsidy Level
Doctoral Course
Intended Rank
Junior, Senior, Masters, Doctoral, Professional

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- This course examines current principles and practices in the development of interventions and instructional programming to improve communication outcomes for students with disabilities.

Content Topic List

- Communication issues and techniques for children with moderate to intensive disabilities
  Additional topics include assistive technology for communication and research on communication techniques
  Augmentative and alternative communication

Attachments

- ESSPED5722.02.pdf
  (Syllabus. Owner: Amos, Melissa Christine)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
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Course Syllabus: ESSPED 5722
Communication Skills For Students with Disabilities (3 Credits)
Autumn Semester 2015

Class sessions:
Thursdays, 4:10 pm–6:50pm
Townshend Hall 247

Instructor: John Schaefer
Office: A350 PAES Building
Email: schaefer.259@osu.edu
Mailbox: A353 PAES Building
Fax: 614-292-4255
Office hours: Wednesdays 3:00 pm–5:00 pm

Course Materials are Posted on Carmen (http://carmen.osu.edu)

Course Description/Rationale
This course examines current principles and practices in the development of interventions and instructional programming to improve communication outcomes for students with disabilities. The course is intended for individuals pursing careers that involve offering services to learners who have significant communication challenges. This course reviews the current research in communication interventions, intervention assessment and planning, and implementation of evidence-based practices that target communication outcomes.

Through this course, candidates will demonstrate a commitment to:
1. Acquiring the knowledge, skills, and dispositions to interact effectively with all students in diverse learning environments
2. Supporting practices with foundational and current research and theory
3. Developing and executing objectives, based on continuous assessment, that support student learning
4. Practicing integrity and ethical behavior

Knowledge, Skills, and Dispositions:
Experiences have been planned to help students attain the following objectives:
1. Operationally define speech, language, communication, alternative communication, augmentative communication, and multimodal communication.
2. Explain the rationale that supports the use of augmentative communication with learners who have significant support needs.
3. Differentiate between components of nonsymbolic, transition, and symbolic communication behaviors.
4. Compare and contrast the basic theoretical approaches to the study of language.
5. Apply a formalized assessment process to work through the decision making process in regard to an individual learner.
6. Describe a variety (4–6) of strategies for enhancing a learner’s symbolic communication behaviors.
7. Explain the rationale behind the emphasis on the assessment of interactive behavior (i.e., both learner and partner repertoires and patterns of communication), in authentic communication assessment.
8. Identify key elements of current thinking regarding implementing augmentative communication programs in general education settings.
9. Discuss several assessment instruments (3–4) appropriate for use when formally evaluating a learner’s current nonsymbolic and symbolic communication patterns or behaviors.
10. Name and describe the differentiating features of the two major types of augmentative communication modes.
11. Identify several (4–5) factors that might be used to determine the greater appropriateness of aided or unaided communication programs as a learner’s primary system.
12. Compare and contrast the characteristics of the two most commonly used categories of unaided communication systems.
13. Identify authentic assessment processes and procedures unique to the selection of content for gestural and unaided components of communication programs.
14. Discuss the features of a variety (6–8) of symbol types, which should be considered when selecting an aided communication system components for a particular learner.
15. State several (5–6) criteria that should be used in selecting the content (lexicon) to be included in the aided components of a learner’s communication system.
16. Discuss a minimum of three (3) possible alternatives regarding each of the following aspects of aided communication system components: a. indication means, b. switches, c. organizational displays, and d. system output.
17. Discuss key environmental issues related to high-tech and low-tech (2–3) interventions for aided communication.
18. Discuss three (3) natural environment interventions of milieu teaching to promote nonsymbolic and symbolic communication skills.
19. Describe a variety (6–8) of instructional strategies for maximizing functional symbolic communication skills.
20. Identify a minimum of three (3) resource contacts for information regarding the funding for—and design and/or implementation of—communication augmentation.
21. Interpret basic findings from contemporary research relating to augmentative communication and learners who have significant support needs.

**Relationship to Other Courses/Curricula**

This course does not duplicate information of other courses in the College or across campus; however information from this course will be valuable in the methods course, field placements, and through the student teaching experience.

**Off-Campus Field Experience**

There is no co-requisite field experience course associated with this class. However, you will be expected to work in the field to assess a student (between the ages of 3 and 22) who has a disability and/or limitations in his or her communication to complete your assignments for this course. Many of you will be able to do this in your field placement site associated with your method course (5736 or 5734). If you do not have access to an appropriate student, one will be identified for you.
Required Text and Course Materials


Required Reading Available on Carmen


Required Readings Freely Available on the Internet

- National Professional Development Center on Autism Spectrum Disorders Evidence-Based Practice Briefs available at: http://autismpdc.fpg.unc.edu/content/briefs
- PBS Frontline: Prisoners of Silence available at: http://go.osu.edu/PrisonersOfSilence

Recommended (Optional) Texts:
Course Assignments, Policies, and Procedures

Course Requirements/Evaluation

A final course grade will be calculated for each student using the point values for following assignments. Assignment descriptions provided below and a schedule of assignment deadlines is provided on the last page of this syllabus.

Grading criteria

<table>
<thead>
<tr>
<th>Grade Items</th>
<th>Points</th>
<th>Undergraduate Weight (%)</th>
<th>Graduate Weight (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes</td>
<td>100 (10 x 10)</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Performance assessments</td>
<td>50 (5 x 10)</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Group project</td>
<td>50</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td>Assessment project</td>
<td>100</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Intervention project</td>
<td>100</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>Research synthesis (graduate students only)</td>
<td>50</td>
<td>—</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>50</td>
<td>11%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>COURSE TOTAL</strong></td>
<td><strong>450 (UG)</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td><strong>300 (G)</strong></td>
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</table>

Grade Scale

Letter grades will be assigned by the following scale. The final grade is a straight calculation of points earned over points possible, there is no rounding up or down.

<table>
<thead>
<tr>
<th>Letter grade name</th>
<th>Percentage range</th>
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<tbody>
<tr>
<td>A</td>
<td>93%–100%</td>
</tr>
<tr>
<td>A-</td>
<td>90%–92%</td>
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<tr>
<td>B+</td>
<td>87%–89%</td>
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<tr>
<td>B</td>
<td>84%–86%</td>
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<tr>
<td>B-</td>
<td>80%–83%</td>
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<tr>
<td>C+</td>
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<tr>
<td>C</td>
<td>74%–76%</td>
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<td>C-</td>
<td>70%–73%</td>
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<tr>
<td>D+</td>
<td>67%–69%</td>
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<tr>
<td>D</td>
<td>64%–66%</td>
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<tr>
<td>E</td>
<td>63% and below</td>
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</table>

Technology

Students will be exposed to technology in a variety of ways, including accessing a web-based course management system (i.e., Carmen) for course communications and materials. Access to high-speed Internet is required (access is available on campus). In addition, candidates will learn about web-based resources to assist them in improving outcomes for individuals with disabilities and assistive technology available to support the needs of all students.

Work Outside of Class Sessions

For every one college unit students should expect to spend approximately 2–3 hours outside of class studying, reading, or working on assignments. Therefore, since this course is 3 credit
hours, students should expect to spend 6–9 hours outside of class per week working on class assignments and/or reading.

**Attendance and Missed Assignments**

Regular attendance and full participation are expected, but not mandatory. If a student is absent for whatever reason, they are expected to inform the instructor ahead of their absence by email to schaefer.259@osu.edu. Students who miss class sessions are responsible for getting the content cover from their classmates; additional questions should be directed to the instructor. Students will have the opportunity to make-up one missed performance assessment on the next to last class meeting. In the event of extreme and unusual circumstances that result in more than one absence (e.g., serious illness, serious family crisis), students should meet individually with the instructor in advance of the second absence to negotiate a plan for making up work.

**Late Assignments**

All deadlines in this course are set and inflexible; no extensions will be granted on assignments. Given that the guidelines for all assignments are provided to students well ahead of time, the best way to avoid missing a deadline is to complete assignments in early. Students who cannot make a deadline are encouraged to turn in work as soon after a deadline as possible. A five-percentage point reduction will be calculated from the final score for each day that an assignment is late, down to 50% of the original value of the assignment. Assignments can also be turned in for 50% of the original value, regardless of how late the student turn it in.

**Assignment Submission**

To get full credit for written assignments, a hard copy must be submitted in class on the day the assignment is due as well as electronically to Carmen by the start of class. Providing an electronic copy will serve as a backup for both the student and the instructor.

**Revisions to Grading**

If a student believes an error has been made in grading, a written request for reconsideration of the item(s) in question may be submitted within one week of receipt of the graded material. The written request should specify the item(s) in question, and identify the reason the student believes the given answer was correct. Relevant sources must be cited in the request (e.g., page number from reading on which answer was based). If the student believes that a simple summation error was made, this should be brought to the attention of the instructor, but no written request need be submitted.

**Course Assignments**

Descriptions for each assignment are provided below, however, throughout the semester assignment parameters and due dates are subject to change. Any changes to assignments will be posted on Carmen, discussed in class, and sent via email at least one week prior to a due date. The planned schedule of topics and assignments is included in the last two pages of this syllabus. Class session topics are subject to change with one week's notice.
**Weekly readings.** Each week you will be assigned a chapter or multiple chapters from the exceptional children textbook (Johnston et al., 2012), or one or more of the supplemental readings. Students are expected to complete the reading assignment before class on the day that the corresponding content is discussed in class.

**Weekly quizzes.** Beginning after the first class session, there will be a short online quiz each week covering the information from that week’s assigned readings. The quizzes will open on Carmen at 5:00 pm on the Friday before the class in which the readings are due, and will close at 11:59pm on the Wednesday before the class in which the readings are due. Completing the quizzes before the class session will give the instructors an opportunity to review the quiz scores and adjust Thursday’s lecture accordingly. Each quiz will consist of 10 multiple choice, true or false, or multiple select questions and have a 15 minutes time limit. Quizzes will automatically submit at the end of the 15-minute time period. You have two attempts to take each quiz and the scores will be averaged. No extensions will be granted for quizzes, nor can you make up a missed quiz; however, your single lowest quiz grade will be dropped.

**Performance assessments.** Periodically, students will be asked to demonstrate for the instructor or teaching assistant how to implement a given evidence-based practice that targets a communication outcome. Students will be evaluated on an implementation checklist, and then a grade will be assigned on a 10-point grading scale.

**Group project.** Individuals or groups of up to three students will select either (a) an instructional strategy that promotes communication or (b) a form of augmentative and alternative communication. Groups will investigate their topic and present information to the class. Assignment guidelines and grading rubric are posted on Carmen.

**Assessment project.** Each candidate is required to conduct a communication assessment for a student with a communication impairment. This project will ask candidates to interview the staff that work with the target student, observe the target student, and collect data on the target student’s communicative behavior. From these data, the candidate will write an evaluation of the student’s strengths and needs and propose ideas for possible interventions. Assignment guidelines and grading rubrics are posted on Carmen.

**Intervention project.** Each candidate is required to design a communication intervention and create accompanying materials. This project will ask candidates to draw the data collected in the assessment project to create several communication goals. Candidates will then describe in detail methods they would use to help the target student reach those goals. Candidates are not required to actually implement this plan in the classroom setting with the target student. Assignment guidelines and grading rubrics are posted on Carmen.

**Final exam.** There will also be a final exam during the examination period. The final exam will be cumulative and cover information from the entire course. The format of the exam will be a combination of multiple choice, true or false, and short answer questions. There will not be a long (i.e., over a half a page) written essay question on this exam.
**Graduate student assignment.** Graduate students will identify a minimum of eight research articles published within the last 10 years pertaining to a topic covered in this course and write a brief (7–10 page) synthesis. Guidelines for this assignment and a grading rubric are posted on Carmen.

**University, College, and Department Policy Statements**

**Diversity**

The Department of Educational Studies and The Ohio State University are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of academic excellence, Educational Studies and OSU seek to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability, and/or health or veteran status is prohibited. This course includes the study of diversity as it relates to exceptionality; students will learn about the diverse needs of individuals with disabilities, strategies for addressing these needs, and ways to engage students and families from all cultural and linguistic backgrounds.

**Office of Disability Services Statement –**

Any student who feels he or she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

**Academic Integrity and Misconduct**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.” The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so it is recommended that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If the instructor suspects that a student has committed academic misconduct in this course, the instructor obligated by University Rules to report my suspicions to the Committee on
Academic Misconduct. If COAM determines that the student has violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The committee on academic misconduct web pages (COAM Home)
- Ten suggestions for preserving academic integrity (Ten Suggestions)
- Eight cardinal rules of academic integrity (www.northwestern.edu/uacc/8cards.html)

Grievances and Solving Problems

According to University Policies, available from the Division of Student Affairs, if a student has a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the program chairperson, department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.” Special Education Program chairperson is Dr. Ralph Gardner (gardner.4@osu.edu).
# ESSPED 2251—Autumn 2015 Course Schedule

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<tr>
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<th>Topic</th>
<th>Reading due</th>
<th>Assignments due</th>
<th>Performance assessment</th>
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</thead>
<tbody>
<tr>
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<td>8/27</td>
<td>Introduction to Communication, Language Development, and AAC</td>
<td>—</td>
<td>—</td>
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</table>
• Rynn (2014) | • Quiz 1 (on Sigafos reading)  
• Submit Group Project Topic | — |
| 3    | 9/10  | Purposes of Communication; Modes of Communication | • Beukelman & Mirenda (2005)  
• Johnston et al., (2012), Ch. 2  
• NPDC PECS Brief* | • Quiz 2 (on Ch. 2)  
• Grad Students Submit Research Synthesis Topic | PECS Phase 1 |
| 4    | 9/17  | Selecting an AAC System | • Johnston et al., (2012), Ch. 3 & 4  
• NPDC PECS Brief* | • Quiz 3 (on Ch. 3 & 4) | PECS Phase 2 |
| 5    | 9/24  | Teaching an AAC System 1 | • Johnston Chapters 5 and 8 | • Quiz 4 (on Ch. 5 & 8) | — |
| 6    | 10/1  | Teaching an AAC System 2 | • Johnston Chapter 9 and 10  
• NPDC Reinforcement Brief*  
• NPDC Differential Reinforcement Brief* | • Quiz 5 (on Ch. 9 & 10)  
• Grad Students Submit Research Synthesis Bibliography  
• Communication Assessment (Draft 1) | Differential Reinforcement |
| 7    | 10/8  | Progress Monitoring and Troubleshooting | • Johnston Chapter 7 | • Quiz 6 (Ch. 7)  
• Submit your group project bibliography and brochure draft | — |
| 8    | 10/15 | — NO CLASS for Autumn Break — | — | — |
| 9    | 10/22 | Literacy Development and AAC | • Beukelman, Mirenda, & Strum (2005)  
• Erikson et al. (2006) | • Quiz 7 (on Beukelman reading)  
• Communication Assessment (Final Draft) | — |
| 10   | 10/29 | Increasing Opportunities for Teaching and Practice | • Johnston Chapter 11  
• Carter et al. (2015)  
• King & Fahsl (2012)  
• NPDC Time Delay Brief* | • Quiz 8 (on Ch. 11)  
• Grad Students Submit Research Synthesis (Draft 1) | Constant Time Delay |
| 11   | 11/5  | Replacing Challenging Behavior | • Tiger et al. (2008) | • Quiz 9 (on Tiger reading) | — |
| 12   | 11/12 | Promoting and Augmenting Verbal Language | • Johnston Chapter 13  
• Camarata & Nelson (2006)* | • Quiz 10 (on Ch. 13)  
• Communication Intervention (Draft 1) | Shaping & Recasting |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading due</th>
<th>Assignments due</th>
<th>Performance assessment</th>
</tr>
</thead>
</table>
| 13   | 11/19 | Promoting Appropriate Social Skills | • Oglivie (2011)  
• NPDC Social Narratives Brief | • Quiz 11 (on Oglivie reading)  
• Submit Group Project  
• Grad Students Submit Research Synthesis (Final Draft) | — |
| 14   | 11/26 | —NO CLASS for Thanksgiving Day Break— |  |  |
| 15   | 12/3  | Promoting Maintenance & Generalization; Why You Should be Wary of Facilitated Communication | • Stokes & Baer (1977)  
• Watch Frontline: Prisoners of Silence on YouTube | • Communication Intervention (Final Draft) | Makeup Performance Assessments |

*Reading is assigned because it contains steps associated with performance assessment*