



SPLH 764M: AAC AND LITERACY
JANE R. WEGNER, PH.D.
JANUARY 17-MARCH 11, 2008
3049 DOLE
9:30-11:10 TUESDAYS AND THURSDAYS

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Course Objectives:

This course is designed to provide resources and information to prepare you to collaborate with others in increasing the literacy opportunities and skills of individuals with significant disabilities, particularly those who use augmentative and alternative communication. The specific objectives of the course are:

1. To introduce students to models and processes of literacy as they relate to individuals who use AAC.
2. To address five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) as they relate to students who have significant disabilities.
3. To describe assessment and intervention strategies that address the five components of reading and writing relating to individuals who use AAC.
4. To familiarize students with technologies, materials, and modifications that support literacy learning and use by AAC users.

This course is also designed to provide secondary experience for the ASHA Knowledge and Standards III-C Communication Disorders and III-D Clinical Application in the areas of Receptive/Expressive Language and Modalities. At the end of this course, it is anticipated that students will be able to demonstrate knowledge in the following areas:

1. Understand basic concepts, terminology, & theory relative to AAC and literacy.
2. Develop an assessment plan for literacy for an individual with significant disabilities.
3. Analyze and integrate assessment findings with other pertinent information.
4. Develop an intervention plan for literacy for an individual with significant disabilities.

Course Texts:

Cunningham, P. & Allington, R. (2007). *Classrooms that work: They can all Read and write* (4th ed.). Boston: Allyn & Bacon.

Erickson, K., Koppenhaver, D., & Yoder, D. (2002). *Waves of words: Augmented communicators read and write*. Toronto: International Society for Augmentative and Alternative Communication.

Smith, M. (2005). *Literacy and augmentative and alternative communication*. Boston: Elsevier Academic Press.

Course Readings: The course readings are available for checkout in the Resource Room at the Schiefelbusch Clinic, 2101.

Clendon, S.A., Gillon, G.T., & Yoder, D.E. (2005). Initial insights into phoneme awareness intervention for children with complex communication needs. *International Journal of Disability, Development, and Education*, 52(1), 7-31

Cunningham, J.W. (1993). Whole-to-part reading diagnosis. *Reading and Writing Quarterly*, 9, 31-49.

Dahlgren Sandberg, A. (2001). Reading and spelling, phonological awareness, And working memory in children with severe speech impairments: a longitudinal study. *Augmentative and Alternative Communication*, 17, 11-26

Downing, J. (2005). *Teaching literacy to students with significant Disabilities: Strategies for the K-12 inclusive classroom*. Thousand Oak, CA: Corwin Press.

Erickson, K. (2003). Reading comprehension in AAC. *The ASHA Leader*, 8(12), 6-9.

Erickson, K.A, & Koppenhaver, D.A. (1998). Using the "write talk-nology" with Patrik. *Teaching Exceptional Children*, 31, 58-64.

Koppenhaver, D. (2000). Literacy in AAC: What should be written on the envelope we push? *Augmentative and Alternative Communication*, 16(4), 270-279.

Koppenhaver, D., Coleman, P., Kalman, S., & Yoder, D. (1991). The Implications of Emergent Literacy Research for Children With Developmental Disabilities *American Journal of Speech, Language Pathology*, 38-44.

Course Evaluation:

A total of 240 points is possible. There will be two projects and a chapter reflection that will be completed to determine your grade. The points will be as follows:

Project 1: 100 points for the written product and 10 points for the presentation.

Project 2: 100 points for the written product and 10 points for the presentation.

Reading reflections: 10 points each for a total of 100 points.

Grades will be assigned based on points accumulated:

288-320= A

256-287= B

224-255=C

192-223= D

192 and below F

Projects:

Project 1: Using the principles and strategies discussed in class and your readings, you will design and complete an assessment of an individual with

significant disabilities. Ideally, the person will use AAC as his/her primary mode of communication. I will be happy to assist you in finding an individual to assess. See Grading Rubric.

Project 2: Using the principles and strategies discussed in class and readings as well as the results from the assessment you completed, generate literacy goals and teaching strategies for improving the individual's literacy skills. Along with the description of the goals and teaching strategies, you will apply at least one strategy in a literacy activity with the individual you are working with. This will mean that you create at least one modification/adaptation for that individual. You should videotape your interaction as you teach and use your adaptation. This will be shared during your presentation at the end of the semester. See Grading Rubric.

Reading Reflection:

You will be assigned one chapter in *Waves of Words* to read in addition to your content readings for the class. You will complete a reading reflections for each class assigned. It should reflect both sets of readings. Your reflection should include what you read as well as what you know about literacy and AAC. This is an opportunity to integrate your experiences, readings and classroom discussions. You will be expected to lead the discussion of the readings with the class.

Academic Misconduct: Please refer to your Graduate School Catalog and the Intercampus Program MA Handbook for the definition and policies regarding academic misconduct. If you do not have a handbook or catalog, please see the instructor.

**AAC AND LITERACY: COMPREHENSIVE LITERACY INSTRUCTION FOR STUDENTS
WHO USE AAC**

DATE	TOPIC	READINGS	WAVES OF WORDS
1/17/08	Introduction	Syllabus	
1/22/08	<i>ALL</i> Children can learn to read	Koppenhaver, 2000 Sturm, Spadorcia, Cunningham, Cali, Staples, Erickson, Yoder, & Kopennhaver, 2006	Chapter 1
1/24/08	NO CLASS	READ AHEAD	
1/29/08	Literacy and communication Comprehensive Instruction PARTICIPANT PROJECT ONE SELECTED	Downing, 2005, Chapter 2 Cunningham, 1993 Cunningham & Allington, Chapt. 8	Chapter2
1/31/08	Assessment	Cunningham and Allington, Chapt. 3	Chapter 3
2/5/08	Assessment	Erickson, 2003	Chapter 4
2/7/08	Instruction: Vocabulary and Reading Comprehension	Cunningham and Allington, Chpt. 5	
2/12/08	Word Instruction: Phonemic Awareness	Dahlgren Sandberg, 2001	Chapter 5
2/14/08	PROJECT 1 DUE	PRESENTATION	
2/19/08	Word Instruction: Phonics	Clendon, Gillon,& Yoder, 2005	Chapter 6
2/21/08	Self-Directed Reading	Cunningham & Allington, Chpt. 1	Chapter 7
2/26/08	Instruction: Writing	Cunningham & Allington, Chpt. 4	Chapter 8
2/28/08	Writing	Erickson & Koppenhaver 1998	Chapter 9
3/4/08	Students with limited responses	Downing, 2005, Chptrs. 3 & 4	Chapter 10
3/6/08	TBA-CATCHUP??		
3/11/08	PROJECT 2 DUE	PRESENTATION	