

T&L 2900 – Using Augmentative/Alternative Communication to Build Academic Skills

Course at a Glance

Instructor/Presenter: Michelle Kalina

Length: 30 Hours

Dates: Enroll Anytime – Complete in 4 months

Number of Professional Development Credits: 2, from the University of North Dakota

Introduction

Many students using augmentative and alternative communication devices in general and special education classrooms are not working up to their academic potential, despite having access to superior technology. In this course, teachers will learn how to assess the needs of their students using AAC and how best to translate use of this technology into academic success, regardless of cognitive ability. Teachers will learn how to adapt the general curriculum and bring students beyond emergent literacy skills to their functional use in the classroom. Specific technology applications, such as word prediction software, communication boards, and speech generating devices and how they can best be used to improve academic success will also be discussed.

This self-paced course can be started and completed at the student's own leisure **within four months from the UND course registration date.**

Course Objectives

The purpose of the online course is to help participants learn how to assess the needs of their students using AAC and how best to translate use of this technology into academic success, regardless of cognitive ability.

Learning Objectives

Individuals in this course will:

- Adapt the general curriculum for students using AAC.
- Promote the development of positive social relationships between peers and students who use AAC.
- Develop IEP based on the student's literacy, language and communication goals.
- Support student's successful use of a variety of AAC technologies.
- Promote movement beyond emergent literacy to functional literacy skills.
- Determine students' continuing needs of through ongoing reading, writing and language assessments.
- Collaborate with professionals to improve academic and social outcomes for their students who use AAC.

Session Highlights

The course content is provided in three parts:

Part One – Chapter Readings and Packet Assignments

Part Two – Lesson Plans

Part Three – Summary Essay

Course Materials

The required reading is found in the text listed. The required text is:

Soto, G. & Zangari, C. (2009). *Practically Speaking: Language, Literacy and Academic Development for Students with AAC Needs*. (344 Pages)

Technical Requirements – Any online browser should work but IE 7 or Google Chrome are recommended.

Assignments

- Reading/Packet Assignments (60% of final grade)
- Lesson Plans/Interventions (30% of final grade)
- Summary Essay (10% of final grade)

Grading & Grading Criteria

This online course uses Letter Grading (A – F) or Satisfactory/Unsatisfactory (S/U). The grading option must be selected at the time of course registration.

The course instructor will review students' answers and provide feedback generally within 24 to 48 hours.

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>