The Ohio State University

Speech and Hearing Sciences

SHS 6150 The Role of the SLP in Autism Spectrum Disorders and Alternative/Augmentative Communication

Credit Hours: 3

Course Level: Graduate

Schedule: T TH 5:30-7:18

 Pressey Hall

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 Office Room: 101C

 Office Hours:

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**Course Description:**

This course is designed to provide students with knowledge in the areas of autism spectrum disorders (ASD) and augmentative and alternative communication (AAC) by integrating research results with clinical practice. Implications for assessment, treatment, and intervention for ASD and AAC will be addressed.

**ASHA Standards Addressed**:

III-C: Students will be able to demonstrate knowledge of the nature of speech, language, hearing and communication disorders.

III-D: Students will be able to demonstrate knowledge of the principles and methods of prevention, assessment, and intervention for children with communication disorders.

**Learning Objectives/Knowledge Outcomes:**

Autism Spectrum Disorders

1. Define autism spectrum disorders.
2. Describe different types of intervention approaches used with individuals with ASD
3. Describe techniques that may be used to support the individual, environment and communication partner to maximize opportunities for individuals with ASD.

Augmentative and Alternative Communication

1. Define and describe augmentative and alternative communication
2. Describe assessment and intervention techniques relative to AAC
3. Identify differences between low and high tech AAC options and when which option would be necessary
4. Write communication goals related to AAC use
5. Define AAC team members and their roles

**Required Texts:**

Beukelman, D.R., & Mirenda, P. (2006). Augmentative and Alternative Communcation: Supporting Children & Adults with Complex Communication Needs, 3rd edition. Baltimore, MD: Brookes Publisher.

**Required Readings:** These will be available on Carmen

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington, DC.

American Speech-Language-Hearing Association. (2006a). Roles and Responsibilities of Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span [Position Statement]. Available from [www.asha.org/policy](http://www.asha.org/policy).

American Speech-Language-Hearing Association. (2006b). Principles for Speech-Language Pathologists in Diagnosis, Assessment, and Treatment of Autism Spectrum Disorders Across the Life Span [Technical Report]. Available from [www.asha.org/policy](http://www.asha.org/policy).

Bedrosian, J. (1997). Language acquisition in young AAC system users: issues and directions for future research. *Augmentative and Alternative Communication, 13*, 179-185

Boucher, J. (2003). Language development in autism. *International Congress Series, 1254,* 247-253.

Dingfelder, H.E., & Mandell, D.S. (2011). Bridging the Research-to-Practice Gap in autism intervention: An application of diffusion application theory. *Journal of Autism and Developmental Disorders, 41*(5), 597-609.

Gosnell, J., Costello, J., & Shane, H. (2011). Using a clinical approach to answer “What communication apps should we use?”. *Perspectives on Augmentative and Alternative Communication, 20,* 87-96

Green, V.A., Pituch, K.A., Tchon, J., Choi, A., O’Reilly, M., & Sigafoos, J. (2005). Internet survey of treatments used by parents of children with autism. *Research in Developmental Disabilities, 27*, 70-84.

Higgenbotham, D., J., Bisantz, A. M., Sunm, M., Adams, K., & Yik., F. (2009). The effect of context priming and task type on augmentative communication performance. *Augmentative and Alternative Communication, 25*, 19-31.

Landa, R.J. (2005). Assessment of social communication skills in preschoolers. *Mental Retardation and Developmental Disabilities, 11,* 247-252

Landa, R.J. (2008). Diagnosis of autism spectrum disorders in the first 3 years of life. *Nature Clinical Practice Neurology, 4*(3), 138-147.

National Research Council (2001) Educating Children with Autism. Committee on Educational Interventions for Children with Autism. Catherine Lord and James P. McGee, eds. Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Potvin, M., Prelock, P.A., & Snider, L. (2008). Collaborating to support meaningful participation in recreational activities of children with autism spectrum disorders. *Topics in Language Disorders, 28*(4), 365-374.

Rajendran, G. & Mitchell, P. (2007). Cognitive theories of autism. *Developmental Review, 27*, 224-260.

Thurm, A., Bishop, S., Shumway, S. (2011). Developmental issues and milestones. In J.L. Matson & P. Sturmey (eds.) *International Handbook of Autism and Pervasive Developmental Disorders,* Autism and Child Psychopathology Series. New York, NY: Springer.

van Tatenhove, G. M. (2005). Normal Language Development, Generative Language and AAC. [online]. Available: http://www.vantatenhove.com/files/NLDAAC.pdf. (January 2, 2010)

Venkatagiri, H. S. (2002). Clinical implications of an augmentative and alternative communication taxonomy. *Augmentative and Alternative Communication, 18*, 45-57.

Wilkins, J. & Ratajczak, A. (2009). Developing students’ literacy skills using high-tech speech-generating augmentative and alternative communication devices. *Intervention in School and Clinic, 44*, 167-172.

Worley, J.A. & Matson, J.L. (2011). Diagnostic Instruments for the Core Features of ASD. In J.L. Matson & P. Sturmey (eds.) *International Handbook of Autism and Pervasive Developmental Disorders,* Autism and Child Psychopathology Series. New York, NY: Springer.

**Websites:**

Autism Internet Modules (AIM) <http://www.autisminternetmodules.org/>

You must create an account to log into this website.

The National Professional Development Center on Autism Spectrum Disorders

<http://autismpdc.fpg.unc.edu/>

The EBP Briefs can be found under the tab Evidence-Based Practices

**Methods of Instruction:**

Lecture, hands-on-learning activities, and web-based learning activities

**Grading:**

Your final grade will be based upon the following:

|  |  |  |  |
| --- | --- | --- | --- |
| Project | Description | Points | Due Date |
| ASD Video Analysis (see rubric below) | Students will watch 2 videos of young children and complete a paper.  For each child provide:1. A description of typical language development and language development in children with ASDs
2. A description of the child's social communicative skills (e.g., mode of communication, eye contact, joint attention, communication initiations, etc.)
3. Other relevant observations (e.g., RRB's)
4. An indication of whether the child's social communication skills are within age-expectations.
5. A decision about whether or not an ASD screening is recommended and a rationale for that decision

The paper should incorporate at least 3 research articles  | 25 | Week3 |
| ASD Intervention Presentations  | Students will be assigned to a group. Each group will be assigned a case study and 3 different types of intervention:(1) Treatment that directly targets the child’s skills(2) Intervention that creates a supportive communication partner(3) Intervention that provides a supportive environment.Based on the case study, each group must create a comprehensive written program using the assigned interventions to address the child’s needs. The program should include what skills the intervention is being used to target, what is the proposed mechanism of change (i.e., why should you expect to see changes when the behavior is implemented), how the interventions will maximize opportunities for increased social interactions within a given scenario.Each group will give a 15 minute presentation on the program that they have designed that should address a brief description of the case study, the communicative goals, what interventions are being used, and how the program should be implemented. | 20 | Week 7 |
| AAC device critique (see rubric below) | Students will be assigned a device to critique. These critiques should discuss the pros and cons of the device and include at least 3 research articles.  | 25 | Week 12 |
| AAC device In-service (group presentation) | Student groups will be assigned a device and a specific context (e.g., dynavox and a preschool classroom). The In-service is targeted at the people who will be ensuring that the child uses the device throughout the day. Topics should include programming, vocabulary, communication interactions, etc. | 20 | Day of final  |
| Readings Questions | By midnight the night before class, students must post either a discussion point or a question regarding the readings that will be discussed in class.  | 10 |  |
|  | Total points | 100 |  |

\*\* All assignments must be completed to earn a passing grade

Grading Scale:

A 93-100% C+ 77-79%

A- 90-92% C 73-76%

B+ 87-89% C- 70-72%

B 83-86% D+ 67-69%

B- 80-82% E <60%

**Topic/Assignment Outline:** this outline is tentative and may be modified throughout the course

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic | Reading | Assignment |
| 1  | Syllabus review, Introduction to autism spectrum disorders | ASHA (2006a) APA (2000) |  |
| 2 | Lang and Social Communication development in ASD | Boucher (2003)ASHA (2006b).  |  |
| 2 | Lang and Social Communication development in ASD | Thurm, Bishop, Shumway (2011)Rajendran & Mitchell (2007) |  |
| 3 | Screening & DiagnosisPart 1 | Landa (2008)Landa (2005)Worley & Matson (2011) |  |
| 3 | Screening & DiagnosisPart 2 | Landa (2008). Landa (2005)Worley & Matson (2011) |  |
| 4 | Introduction to Treatment | NRC(2001) Chapters 5 & 6 |  |
| 4 | Individual – language treatmentPart 1 | Green et al. (2006)EBP Briefs: * Discrete-trial-training
* Functional Communication Training

\* additional examples can be found at the AIM website | ASD Video Analysis due |
| 5 | Individual – language treatmentPart 2 | Dingfelder & Mandel (2011)EBP Briefs: * Pivotal Response Training
* Video Modeling

\* additional examples can be found at the AIM website |  |
| 5 | Supporting Individual | EBP Briefs: * Social Narratives
* Social Skills Groups
* Peer Mediated Instruction and Intervention

\* additional information can be found at the AIM website |  |
| 6 | Supporting Environment & Comm. partner | NRC (2001) Chapter 3EBP Briefs: * Visual Supports
* TEACHH

\* additional information can be found at the AIM website |  |
| 6 | Problem Behaviors | EBP Briefs: * Differential Reinforcement
* Extinction
* Response Interruption/Redirection
* Self-Management

\* additional information can be found at the AIM website |  |
|  | Problem Behaviors | EBP Briefs: * Functional Behavior Assessment

\* additional information can be found at the AIM website |  |
| 7 | Working with other Professionals | Potvin, Prelock, & Snider (2008) |  |
| 7 | ASD Intervention:In-Service Presentations |  |  |
| 8 | Introduction to AAC | Beukelman & Mirenda - Chapter 1 |  |
| 8 | Vocabulary selection | Beukelman & Mirenda - Chapter 2 Van Tatenhove (2005) |  |
| 9 | Symbols and Iconicity | Beukelman & Mirenda - Chapter 3Venkatagiri, 2002 |  |
| 9 | Selection methods, Switch use | Beukelman & Mirenda - Chapter 4Higgenbotham, 2009 |  |
| 10 | Assessment | Beukelman & Mirenda - Chapter 6  |  |
| 10 | Assessment | Beukelman & Mirenda - Chapter 7 |  |
| 11 | Non-symbolic approaches to Communication | Beukelman & Mirenda - Chapter 10  |  |
| 11 | Symbolic approaches to communication | Beukelman & Mirenda - Chapter 11 |  |
| 12 | Low tech device presentation | Schlosser & Raghavendra (2004)AIM module:Picture Exchange Communication System |  |
| 12 | High tech device presentation | Gosnell, Costello, & Shane (2011) | AAC device critique due  |
| 13 | Language learning and AAC | Beukelman & Mirenda – Chapter 12Bedrosian (1997) |  |
| 13 | Literacy and AAC | Beukelman & Mirenda – Chapter 13Wilkins & Ratajczak (2009) |  |
| 14 | Finals Week: In-Service Presentations |  |  |

**Laptop use:** The use of laptops is permitted during class for note taking purposes only provided the following rules are adhered to:

* Charge your laptop batteries fully before coming to class.
* Set your laptop volume control to mute or off before coming to class.
* Keep your laptop closed during presentations and other specific in-class activities.
* Do not engage in unauthorized communication or entertainment (web surfing, instant messaging, chat room chatting, DVD viewing, music playing, game playing, checking e-mail, etc.) during class unless it is part of the lesson.

Because improper use of laptops is distracting to all members of the class, if any student is found using their laptop in an inappropriate way, use of laptops will not be allowed in subsequent class meetings.

**Accommodations for Students with Disabilities**

If you are a student with documented disabilities, you are eligible to receive services provided by the Office for Disability Services <http://ods.osu.edu/services/>.

Office for Disability Services (ODS) is located at 150 Pomerene Hall, 1760 Neil Avenue, Columbus, OH 43210. ODS can be reached via Phone: 614-292-3307, Fax: 614-292-4190, and VRS: 614-492-1334.

**Writing Help**

If you would benefit from help with writing, reading, or study skills, consider accessing assistance from the Younkin Success Center.

[Center for the Study and Teaching of Writing](http://cstw.osu.edu/)
Tutoring face-to-face or online.
485 Mendenhall Laboratory
125 South Oval Mall
(614) 688-4291

[Office of Minority Affairs](http://oma.osu.edu/current-students/academic-advancement-services/tutoring/index.php)
1030 Lincoln Tower
1800 Cannon Dr.
(614) 292-8732

**Academic Integrity**

Students are expected to demonstrate academic integrity. Please visit <http://oaa.osu.edu/coam.html> to see the Committee on Academic Misconduct (COAM) Code of Student Conduct statement. You can also read the statement directly from here, <http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf>.

**ASD Video Analysis Grading Rubric**

|  |  |  |
| --- | --- | --- |
| Area | Points |  |
| Description of typical language development | 5 points | Provide a brief paragraph indicating the social-communication expected for each child’s age. Include references. |
| Description of child’s social communication skills | 5 points (Video 1)5 points (Video 2) | Provide a paragraph for each child that includes a description of the child’s social-communicative skills. This should include both pragmatics (e.g., turn-taking, eye contact), prelinguistic skills (e.g., gestures), and expressive language abilities. |
| Indication of whether the child’s social communication skills are within age expectations | 5 points | Synthesize the information from paragraph one and two to indicate whether or not each child’s social skills are within age-expectations |
| Decision about whether or not ASD screening is recommended and rationale for the decision | 5 points | Indicate whether or not you would recommend an ASD screening and the rationale for that decision. Include references |

This paper should be no more than 2 pages in length. Social communication skills should include a discussion of both pragmatics and language including areas such as turn-taking, eye contact, whether or not the child initiates social interactions and if so how often, for what purpose the child interacts (e.g. showing, giving), joint attention, following commands, expressive vocabulary, etc. Citations should be completed using APA style.

**ASD Intervention Presentation Grading Rubric**

|  |  |  |
| --- | --- | --- |
| Area | Points |  |
| Intervention that directly targets the child’s skills | 5 points | An explanation of the intervention including identifying the mechanism of change and intervention typeA description of what goals will be targeted and why |
| Intervention that creates a supportive communication partner | 5points | An explanation of the intervention including identifying the mechanism of change and intervention typeA description of what goals will be targeted and why |
| Intervention that provides a supportive environment | 5 points | An explanation of the intervention including identifying the mechanism of change and intervention typeA description of what goals will be targeted and why |
| Cohesiveness of the presentation | 5 points | The presentation should conclude with a statement of how these interventions come together to create a systematic program to address the clients communication impairments |

The presentations should be 20-30 minutes in length.

**AAC Device Critique Grading Rubric**

|  |  |  |
| --- | --- | --- |
| Area | Points |  |
| Description of device | 5 points | Provide a brief paragraph describing the device that you have been assigned (e.g., high-tech, low-tech, cost, availability) |
| Discussion of positive attributes of devices | 10 |  |
| Discussion of drawbacks of device | 10 points |  |

This paper should be no more than 2 pages in length. Citations should be completed using APA style. When discussing the positive attributes and the drawbacks of the device consider complexity, how much training is required to use the device, mobility of the device, for what populations the device may be used for, price, etc.

**AAC In-Service Grading Rubric**

|  |  |  |
| --- | --- | --- |
| Area | Points |  |
| Description of the device  | 5 points | Provide a brief explanation of what the device is and how it works and how to program the device. |
| Vocabulary Selection | 5points | An explanation of what vocabulary was selected and why. |
| Implementing the device in the classroom | 5 points | A discussion of how the device can be used in the classroom . |
| Cohesiveness of the presentation | 5 points | The presentation should conclude with a statement of how these interventions come together to create a systematic program to address the clients communication impairments |

The presentations should be 20-30 minutes in length.