



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2014

EDAT 521 DL1: Augmentative Communication

CRN: 17327, 3 - Credits

<b>Instructor:</b> Dr. Yoosun Chung	<b>Meeting Dates:</b> 01/21/14 - 05/14/14
<b>Phone:</b> (703) 988-3486 (text-relay-service)	<b>Meeting Day(s):</b> Asynchronous
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<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> NET

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

**Course Instructional Method**

EDAT 521 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

**Course Description**

Provides an overview of augmentative and alternative communication tools for use by individuals with speech and communication disabilities. Exploration experiences enable students to locate, use and train others on the range of AAC technologies available.

**Prerequisite(s):** None

**Co-requisites:** None

**Advising Contact Information**

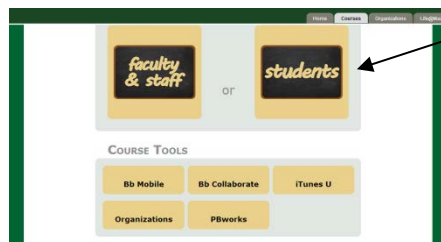
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

## Nature of Course Delivery

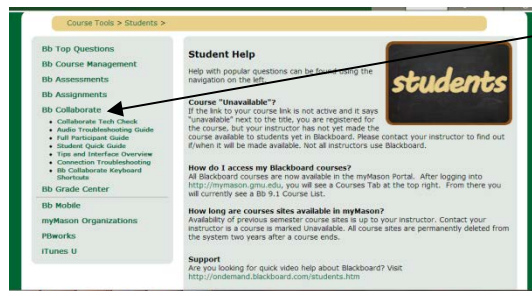
The delivery of this course combines methods of lecture, discussion, independent study, student group presentations, writing, and assignments through only the asynchronous online medium. Access to MyMason and GMU email are required to participate successfully in this course. MyMason can be found at <http://mymason.gmu.edu>.

Students must come to class prepared to participate in the online format. Please make sure to update your computer and prepare yourself to begin using the online format BEFORE the first day of class. The IT Support Center can be found online at: <http://itservices.gmu.edu/>

Navigate to the Student Support page on your MyMason homepage:



You may have to choose students link and choose the Students box as shown in picture or it may take you right to the next screen.



In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. To do this, click on Bb Collaborate and a dropdown menu will appear. Become familiar with the attributes of Collaborate and online learning.

Learning activities include the following:

1. Learning module lectures, discussion, and participation
2. Software and hardware demonstrations
3. Group and independent laboratory exploration activities
4. Direct AT service interactions
5. Class presentations

## Field Experience Requirement

A Field Experience MAY BE a part of this course. Field Experiences may include observations, interviews, and/or trainings within community environments. All students who are directly interacting with individuals as part of their field experience must complete the CEHD Field Experience Form.

**REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE:** Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

**OPTION 1:** Request a **SCHOOL-BASED** placement online through the Clinical Practice Office [NOT LIKELY for EDAT courses]

- Complete the online request form and indicate that you need a field placement. It is important that you do this within the first two weeks of classes so that the field placement office has sufficient time to find a placement for you.

**OPTION 2:** Arrange for **YOUR OWN** placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

c. I know a student/client outside of a school setting that I would like to work with for the assignment.

→If applicable, you need to obtain consent from the parent of a minor or the guardian of a protected adult and forward written consent to the CEHD field experience office at [fieldexp@gmu.edu](mailto:fieldexp@gmu.edu).

### **Learner Outcomes**

- Identify characteristics of non-symbolic and symbolic communication,
- Describe and discuss methods for assessment, identification of priorities, and monitoring progress.
- Compare and contrast the range of AAC devices and systems available for individuals with communication disabilities.
- Understand and describe the theoretical and research basis for AAC selection and implementation for individuals with disabilities.
- Conduct a customized training of how to use AAC technology for an individual with a disability, their family, or a professional who works with individuals.

## Required Textbooks

Beukelman, D. R. & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs*. Baltimore: Paul H. Brookes.

## Required Readings

Light, J. & McNaughton, D. (2012). Supporting the communication, language, and literacy development of children with complex communication needs: State of the science and future research priorities. *Assistive Technology*, 24, 34-44.

Shane, H. C., Blackstone, S., Vanderheiden, G., Williams, M., & DeRuyter, F. (2012). Using AAC technology to access the world. *Assistive Technology*, 24, 3-13.

Wallace, S., Hux, K., & Beukelman, D.R. (2010). Navigation of a dynamic screen AAC interface by survivors of severe traumatic brain injury. *Augmentative and Alternative Communication*. 26, 242-254.

## Additional Readings

Additional readings and references may be posted on Blackboard. The instructor will inform students when additional readings/references are posted.

## Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

## **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related to assistive technology. The primary AT Program standards that will be addressed in this class include the following: Standard 1: Characteristics and Needs and Standard 2: Knowledge and Skills.

\*NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

## **GMU POLICIES AND RESOURCES FOR STUDENTS:**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

## **Course Policies & Expectations**

Attendance.

EDAT 521 is an asynchronous online course. All course materials are available on the course Blackboard site, <http://mymason.gmu.edu>. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

Late Work.

In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction per day for late assignments. (For example, a 10 point assignment will lose 1 point per day while a 40 point assignment will lose 4 points per day). At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit and a response cost of 10 percent will be assessed. Please note that assignments worth 1 point that are submitted late will receive a score of 0.

Course Expectation.

- It is expected that students have continual access to a high-speed Internet connection and an active GMU email account for the duration of this course.
- Students are expected to be familiar with Blackboard features including downloading materials and submitting assignments. Students are expected to know their Blackboard username and password and to actively monitor the email account that is currently registered in Blackboard. Students who are experiencing problems using the Blackboard system must contact the instructor prior to the date an assignment is due for assistance.
- Please type ALL assignments unless otherwise noted. Please contact the instructor if you are using a word processing program other than Microsoft Word.
- All assignments must be posted to the Discussion Board or submitted through the "Assignment" session in Blackboard by 11:59 pm on the day the assignment is due (unless otherwise noted by the instructor) to be considered for full credit. Please note that Blackboard places a timestamp on all submitted material. If Blackboard is down for any reason at the time an assignment is due, you should email a copy of your assignment to

the instructor. However, you should only email the instructor your assignment if Blackboard is down. If you not available on the day an assignment is due, you are expected to submit that assignment early to be considered for full credit.

- All assignments should reflect graduate-level spelling, syntax, and grammar and will be graded accordingly. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.
- All references including Online references must be cited in proper APA format to avoid plagiarism (cut&paste is easy to do from the Internet).

Instructor – Student Communication.

The easiest and best way to contact me is through email. I will respond to your emails within 48 hours, if not sooner, on weekdays. IF I will be away from email for more than one day, I will post an announcement on Blackboard.

## TECHNOLOGY REQUIREMENTS

### Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to [http://itservices.gmu.edu/services/view-service.cfm?custome1\\_dataPageID\\_4609=6233](http://itservices.gmu.edu/services/view-service.cfm?custome1_dataPageID_4609=6233) to see recommendations.

### Software:

This course uses Blackboard as the learning management system. You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See [supported browsers and operating systems](#). Log in to [myMason](#) to access your registered courses. Some courses may use other learning management systems. Check the syllabus or contact the instructor for details. Online courses typically use [Acrobat](#)

[Reader](#), [Flash](#), [Java](#) (Windows), [Windows Media Player](#), and [QuickTime](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at <http://antivirus.gmu.edu>.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *AAC Device Instructional Plan Project* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

Evaluation will be based upon a point system. The point value for each assignment is as follows:

Weekly Online Modules.....	50
AAC Device Comparison.....	20
AAC Device Instruction Project.....	30
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<b>TOTAL POINTS.....</b>	<b>100</b>

The following grading scale will be used at the Graduate level:

- 95-100% = A
- 90-94% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 70-79% = C
- < 70% = F



## **Assignments**

### **Performance-based Assessment (TaskStream submission required).**

The NCATE/TaskStream assignment for this course is the *AAC Device Instruction Project*. Please see the *Other Assignments* section for assignment description.

### **Performance-based Common Assignments (No TaskStream submission required).**

Courses with multiple sections often require "common" assignments across sections to ensure consistency in instruction and learning. This course does not require the use of a common assignment(s). All course assignments are outlined in the *Other Assignments* section.

### **Other Assignments.**

#### **Weekly Online Modules (50 points)**

Students must access online class on Blackboard weekly and complete posted activities for all classes. Posted activities will include PowerPoint presentations of content, Internet search/research assignments, video exploration and viewing, community exploration, response tasks and construction activities. All activities are due by the following week date.

#### **AAC Device Comparison (20 points)**

Students will select 5-7 AAC devices from a specific device category to develop a detailed device comparison. Students will develop a PowerPoint outlining the overall features of the device category, the characteristics and prerequisite skills of potential AAC uses, and an overview of each specific AAC device including salient features, pricing, and vendor information. In addition, students will provide recommendations for at least two of the specific AAC devices based on the needs of a real client or an invented scenario. Students will also create a comparison chart handout that will be made available to their classmates in Blackboard.

#### **AAC Device Instruction Project (30 points)**

#### **(Performance Based Assessment)**

Students are required to create an instruction project for training the use of an AAC device. The purpose of the plan is to introduce the use of the AAC device to a potential user (i.e., individual with disability, their parent or other family member, or a professional working with an individual with a disability). The designated AAC device may be either approved through a selection process or specifically assigned by the instructor. This plan itself should be submitted as a text document and include the following:

a. Device Overview

Candidate provides a description of the AAC device. The description should include the purpose of the AAC device, its features, and its vendor/contact information.

b. User Characteristics & Needs

Candidate provides a rationale for selecting the user/individual(s) for which they are designing the training. A listing of the user’s prerequisite skills as well as the needs they have for potentially using the AT will be outlined. Consideration of diverse needs of both the user in training as well as those that may be affected by the training should be addressed.

c. Customized Training

Candidate designs a training plan customized specifically for the user that is to be trained. The plan should include: goal(s) of the 1 hour training, objectives for each section or topic being trained and allocated timeframe for each, a listing of training materials, procedural steps for the training that integrate evidence-based strategies and data collection, and additional resources for the user to take with them following the training.

d. Demonstration

Candidate records a 2-3 minute video documenting a portion of the training that shows the candidate demonstrating the use of the AAC device. The video will accompany the Instructional Plan write-up as evidence the candidate has proficiency in AT use.

e. Reflection

Candidate provides a reflection on the implementation of the AAC device training from both the candidate/instructor and the user/student perspective. The reflection will also include of a listing of what would be done differently if the training were repeated, what steps should be taken if additional training was needed and what potential professional development the candidate/trainer needs might require to provide additional training.

f. Community Impact

Candidate discusses the potential impact their AAC device training could have on individuals with disabilities, their families, and communities across environments, settings and life span.

**AAC Device Instruction Project Rubric**

**(Performance Based Assessment)**

<b>Does Not Meet Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
<b>1</b>	<b>2</b>	<b>3</b>

<p><b>Device Overview</b></p> <p>AT Program Standard 2</p>	<p>Candidate fails to identify an AAC device developed to specifically provide personalized supports for individuals with exceptional needs.</p>	<p>Candidate identifies an AAC device to provide personalized supports for individuals with exceptional needs.</p>	<p>Candidate identifies an AAC device to provide personalized supports for individuals with exceptional needs across environments, settings, and the life span.</p>
<p><b>User Characteristics and Needs</b></p> <p>AT Program Standard 1</p>	<p>Candidate fails to identify specific and related characteristics of users who could benefit from the AAC device and/or fails to consider how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of an AAC device.</p>	<p>Candidate identifies specific characteristics of users who could benefit from the AAC device. Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of an AAC device.</p>	<p>Candidate identifies specific characteristics of users who could benefit from the AAC device based on their understanding of exceptional conditions or other human factors. Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of an AAC device.</p>
<p><b>Customized Training Plan</b></p> <p>AT Program Standards 2 &amp; 3</p>	<p>Candidate fails to identify and match appropriate AAC device based on individual and environmental needs. Candidate's plans to implement and monitor outcomes of interventions are limited and do not necessarily plan to reevaluate and adjust the AAC device as needed. Candidate fails to utilize evidence-based strategies to develop personalized supports for individuals with exceptional needs.</p>	<p>Candidate identifies and matches an appropriate AAC device based on individual and environmental needs. Candidate develops and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the AAC device as needed. Candidate utilizes evidence-based strategies to develop personalized supports for individuals with exceptional needs. If</p>	<p>Candidate identifies and matches an appropriate AAC device based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences. Candidate develops and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the AAC device as needed. Candidate utilizes evidence-based</p>

	Candidate does not identify placement of devices and positioning of the individual to optimize the use of AAC device.	applicable, candidate identifies placement of devices and positioning of the individual to optimize the use of the AAC device.	strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span. If applicable, candidate identifies placement of devices and positioning of the individual to optimize the use of the AAC device.
<b>Customized Training Implementation</b> AT Program Standard 4	Candidate fails to apply knowledge and skills to identify specific user needs, develop, and customize an AAC device and strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to identify user needs, develop, and customize an AAC device and strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support.	Candidate applies knowledge and skills to identify user needs, develop, and customize a range of AAC devices and strategies that are meaningful and useful to individuals with exceptional needs as well as their families, and community of support.
<b>Demonstration</b> AT Program Standard 2	Candidate does not demonstrate knowledgeable of and proficiency in use of AAC devices.	Candidate is knowledgeable of and demonstrates proficiency in use of AAC devices.	Candidate is knowledgeable of and demonstrates proficiency in use of AAC devices and evidence-based strategies to develop personalized supports
<b>Reflection</b> AT Program Standard 5	Candidate fails to promote and advocate for the benefits of continued implementation of AAC devices and strategies for individuals with exceptional needs. Candidate fails to identify specific and	Candidate promotes and advocate for the benefits of continued implementation of AAC devices and strategies for individuals with exceptional needs. Candidate identifies ongoing professional development	Candidate promotes and advocate for the benefits of continued implementation of AAC devices and strategies for individuals with exceptional needs across a wide range of settings and based on various needs. Candidate

	relevant professional development opportunities to acquire knowledge and skills about new developments in AAC technology.	opportunities to acquire knowledge and skills about new developments in AAC technology.	identifies ongoing professional development to acquire knowledge and skills about new developments in AAC Technology, which may include participation in activities of professional organizations relevant to the field of assistive technology.
<b>Community Impact</b> AT Program Standard 1	Candidate provides a limited discussion that does not specifically address the impact an AAC device can have on individuals with exceptional needs within various cultures and communities.	Candidate discusses the impact an AAC device can have on individuals with exceptional needs within various cultures and communities.	Candidate discusses the impact an AAC device can have on individuals with exceptional needs and their families within various diverse cultures and communities.

Online Discussions

The **Online Discussion** is the heartbeat of this course. We will be sharing experiences, opinions, questions, etc. on the Discussions Board. To get the maximum point (5 points), **not only** you submit your original posting, **but also** you need to interact with at least two classmates during that week's assigned assignment. Posted messages should be significant - helping the discussion move forward. There are a variety of ways to do this, including:

- Providing concrete examples, perhaps from your own experience
- Describing possible consequences or implications
- Posing a clarifying question
- Suggesting a different perspective or interpretation
- Pulling in related information from other sources – books, articles, websites, other courses, etc.

The original posting should be posted by Saturday, 11:59pm of that week. The responses to other classmates should be posted by Monday, 11:59pm of that week. Your participation score for a given week will be based on the timelessness, the quality of your postings to that discussion, and interactivity. You will find a detailed rubric on Blackboard.

## Schedule

modules	topic	reading and assignments due
module 1 (Jan 21 - Jan 27)	Introduction	<u>Reading:</u> Chapter 1 & Additional readings provided on Bb <u>Assignment:</u> Module 1 Assignment
module 2 (Jan 28 - Feb 3)	Message and Vocabulary Selection	<u>Reading:</u> Chapter 2 & Additional readings provided on Bb <u>Assignment:</u> Module 2 Assignment
module 3 (Feb 4 - Feb 10)	Symbol Systems	<u>Reading:</u> Chapter 3 & Additional readings provided on Bb <u>Assignment:</u> Module 3 Assignment
module 4 (Feb 11 - Feb 17)	Alternative Access	<u>Reading:</u> Chapter 4 & Additional readings provided on Bb <u>Assignment:</u> Module 4 Assignment
module 5 (Feb 18 - Feb 24)	Low & Mid Tech Tools	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 5 Assignment
module 6 (Feb 25 - Mar 3)	High Tech Tools (symbol-based & Text based system)	<u>Reading:</u> Provided on Bb <u>No Assignment due:</u> Combined Module 6 & 7 Assignment
module 7 (Mar 4 - Mar 10)	High Tech Tools (mobile system)	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Combined Module 6 & 7 Assignment
Spring Break (Mar 11 - Mar 17)	Spring Break	<u>DUE: AAC Device Comparison (20 points) --- by March 17</u>

module 8 (Mar 18 - Mar 24)	AAC Assessment	<u>Reading:</u> Chapter 5, 6 & Additional readings provided on Bb <u>Assignment:</u> Module 8 Assignment
module 9 (Mar 25 - Mar 31)	AAC Decision Making, Intervention & Evaluation	<u>Reading:</u> Chapter 7 & Additional readings provided on Bb <u>Assignment:</u> Module 9 Assignment
module 10 (Apr 1 - Apr 7)	Software Systems Boardmaker Plus/Speaking Dynamically Pro	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 10 Assignment
module 11 (Apr 8 - Apr 14)	Software Systems Boardmaker Studio	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 11 Assignment
module 12 (Apr 15 - Apr 21)	AAC Strategies for Beginning Communicators	<u>Reading:</u> Chapter 9, 10 & Additional readings provided on Bb <u>Assignment:</u> Module 12 Assignment
module 13 (Apr 22 - Apr 28)	AAC Strategies for Beginning Communicators	<u>Reading:</u> Chapter 11, 12 & Additional readings provided on Bb <u>Assignment:</u> Module 13 Assignment
module 14 (Apr 29 - May 5)	AAC Funding	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 14 Assignment
module 15 (May 6 - May 12)	Final Project Implementation	<u>DUE: AAC Device Instructional Plan Project</u>