



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

Spring 2015

EDAT 521 DL1: Augmentative Communication

CRN: 14625, 3 - Credits

<b>Instructor:</b> Dr. Yoosun Chung	<b>Meeting Dates:</b> 1/20/2015 - 5/13/2015
<b>Phone:</b> (703) 988-3486 (text-relay-service)	<b>Meeting Day(s):</b> Asynchronous
<b>E-Mail:</b> ychung3@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Internet. All course materials are available through Blackboard Courses at mymason.gmu.edu.

***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.*

**Instructional Method**

EDAT 521 is an asynchronous 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. Field experience may be required. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** 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.

### **DELIVERY METHOD:**

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on the posted start date of the course.

### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

### **EXPECTATIONS:**

- **Course Week:** Refer to the **asynchronous** bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Tuesday**, and **finish** on the following **Monday**.
  - **Synchronous:** Our course week will begin on the day that our synchronous meeting take place as indicated on the Schedule of Classes.
- **Log-in Frequency:** Refer to the asynchronous bullet below if your course is asynchronous or the synchronous bullet if your course is synchronous.
  - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.
  - **Synchronous:** Students must log-in for all scheduled online synchronous meetings. In addition, students must actively check the course Blackboard site

and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or [support@gmu.edu](mailto:support@gmu.edu).
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least two times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

### **Nature of Course Delivery**

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 is a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

**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 placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). It is important that you do this within the first two 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 due to one of the following situations:

- a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)
- c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to [cuanseru@gmu.edu](mailto:cuanseru@gmu.edu). The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

### **Learner Outcomes**

Upon completion of this course, students will be able to:

- 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.

## 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>

## Required Resources

Students are required to have consistent and reliable access to a computer with a high-speed internet connection. Students are also expected to have consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

## 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 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/the-mason-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.

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

### 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 two days, I will post an announcement on Blackboard.

**TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment to TaskStream, AAC Device Instruction Project, (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-
- 86-89 = B+
- 83-85 = 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.

#### **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>1</b>	<b>Meets Expectations</b>  <b>2</b>	<b>Exceeds Expectations</b>  <b>3</b>
<b>Device Overview</b>  AT Program Standard 2	Candidate fails to identify an AAC device developed to specifically provide personalized supports for individuals with exceptional needs.	Candidate identifies an AAC device to provide personalized supports for individuals with exceptional needs.	Candidate identifies an AAC device to provide personalized supports for individuals with exceptional needs across environments, settings, and the life span.
<b>User Characteristics and Needs</b>  AT Program Standard 1	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.	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.	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.
<b>Customized Training Plan</b>  AT Program Standards 2 & 3	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	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	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

	evidence-based strategies to develop personalized supports for individuals with exceptional needs. Candidate does not identify placement of devices and positioning of the individual to optimize the use of AAC device.	to develop personalized supports for individuals with exceptional needs. If applicable, candidate identifies placement of devices and positioning of the individual to optimize the use of the AAC device.	the AAC device as needed. Candidate utilizes evidence-based 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 relevant professional development opportunities to acquire knowledge and skills about new developments in AAC technology.	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 opportunities to acquire knowledge and skills about new developments in AAC technology.	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 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 the following 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

### Proposed Schedule

Modules	topic	reading and assignments due
Module 1 (Jan 20 - Jan 26)	Introduction	<u>Reading:</u> Chapter 1 & Additional readings provided on Bb <u>Assignment:</u> Module 1 Assignment
Module 2 (Jan 27 - Feb 2)	Message and Vocabulary Selection	<u>Reading:</u> Chapter 2 & Additional readings provided on Bb <u>Assignment:</u> Module 2 Assignment
Module 3 (Feb 3 - Feb 9)	Symbol Systems	<u>Reading:</u> Chapter 3 & Additional readings provided on Bb <u>Assignment:</u> Module 3 Assignment
Module 4 (Feb 10 - Feb 16)	Alternative Access	<u>Reading:</u> Chapter 4 & Additional readings provided on Bb <u>Assignment:</u> Module 4 Assignment
Module 5 (Feb 17 - Feb 23)	Low & Mid Tech Tools	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 5 Assignment
Module 6 (Feb 24 - Mar 2)	High Tech Tools (symbol-based & Text based system)	<u>Reading:</u> Provided on Bb  <u>No Assignment due:</u>
Module 7 (Mar 3 - Mar 9)	High Tech Tools (mobile system)	<u>Reading:</u> Provided on Bb  <u>Assignment:</u> Combined Module 6 & 7 Assignment
Spring Break (Mar 10 - Mar 16)	Spring Break	<u>DUE: AAC Device Comparison (20 points)</u> <b>- Due March 16</b>

Module 8 (Mar 17 - Mar 23)	Software Systems Boardmaker Plus/Speaking Dynamically Pro	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 8 Assignment
Module 9 (Mar 24 - Mar 30)	Software Systems Boardmaker Studio	<u>Reading:</u> Provided on Bb <u>Assignment:</u> Module 9 Assignment
Module 10 (Mar 31 - Apr 6)	AAC Assessment	<u>Reading:</u> Chapter 5, 6 & Additional readings provided on Bb <u>Assignment:</u> Module 10 Assignment
Module 11 (Apr 7 - Apr 13)	AAC Decision Making, Intervention & Evaluation	<u>Reading:</u> Chapter 7 & Additional readings provided on Bb <u>Assignment:</u> Module 11 Assignment
Module 12 (Apr 14 - Apr 20)	AAC Strategies for Beginning Communicators	<u>Reading:</u> Chapter 9, 10 & Additional readings provided on Bb <u>No Assignment Due.</u>  Start brainstorming for your final project.
Module 13 (Apr 21 - Apr 27)	AAC Strategies for Advanced Communicators	<u>Reading:</u> Chapter 11, 12 & Additional readings provided on Bb. <u>No Assignment Due.</u>  Complete brainstorming and start implementing your final project.
Module 14 (Apr 28 - May 4)	AAC Funding	<u>Reading:</u> Provided on Bb <u>No Assignment Due.</u>  Keep implementing your final project.
Module 15 (May 5 - May 11)	Final Project Implementation	<u>DUE: AAC Device Instructional Plan Project</u> – <b>Due May 11</b>