



SCSD 629
Augmentative and Alternative
Communication Number of
Credits: 3.0 Credits
Course Time: Tuesdays
1:15- 3:15 pm
Location: SCSD, Room 869

Instructor:
Stacey
Knecht, S-LP
Office: N/A Of-
ice Phone: N/A
Office Hours:
By appointment
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COURSE DESCRIPTION/OVERVIEW:

This course will develop knowledge and skills for the assessment and intervention with clients who could benefit from Augmentative and Alternative Communication (AAC). Concepts related to the types of potential AAC users, elements of various AAC systems and strategies, components of assessment and methods of intervention will be explored.

Instructor Message Regarding Course Delivery:

This course will be delivered in class, unless the pandemic situation makes on-line delivery necessary.

LEARNING OBJECTIVES/OUTCOMES (COMPETENCIES):

UNIT ONE: Basic Requirements (Audiology and Speech- Language Pathology)

The speech-language pathologist demonstrate basic knowledge of:

1.1 Anatomy and Physiology

1.1.i Respiratory system (respiratory tract, chest wall, diaphragm, and abdominal wall).

1.1.ii Articulatory, phonatory, resonatory, and swallowing systems (larynx, pharynx, mouth, and nose).

1.1.iii Auditory and vestibular systems (external, middle and inner ear, auditory and vestibular pathways, and auditory cortex).

1.2 Neuroanatomy and Neurophysiology

1.2.i The structure and function of the nervous system.

1.3 Counselling and Applied Psychology

1.3.i Health psychology approaches to behavior change and enablement.

1.3.ii Cultural and linguistic factors that may affect clinical relationships, assessment, and treatment outcomes; including but not limited to race, ethnicity, and gender identity.

UNIT TWO: Knowledge Expert

The speech-language pathologist demonstrates knowledge of:

2.1 Augmentative and Alternative Communication

2.1.i Various low- and high-tech communication devices, symbols, visual and written aids, gestures, strategies, and techniques that are components of an augmentative and alternative communication (AAC) system.

2.1.ii How to identify clients who may benefit from an AAC system.

2.1.iii Typical communication development when implementing AAC.

2.1.iv Social, pragmatic, educational, vocational, and technical impact of AAC methods, and their application for face-to-face and written communication.

2.1.v Methods for evaluating skills and abilities that may impact effective and efficient oral and written communication while using an AAC system (e.g., cognitive, linguistic, sensory, motor, visual, and hearing abilities).

UNIT THREE: Clinical Expert - Cross-Cutting Assessment and Intervention Standards

The speech-language pathologist demonstrates the ability to:

3.1 Identify individuals requiring speech-language pathology services:

3.1.i Collect and review information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.

3.1.ii Engage in screening programs (e.g., infant, school-aged, feeding and swallowing) to identify individuals requiring speech-language pathology services.

3.2 Plan, conduct, and adjust an assessment:

3.2.i Collect and analyze pertinent information prior to the assessment, including intake information and previous reports.

3.2.ii Conduct a clinical interview with the client and other pertinent individuals that is relevant to the diagnosis, presenting complaints, and management of the communication or swallowing disorder.

3.2.iii Administer valid, accurate, and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate to the client and circumstances, and accurately listen to, observe, and document all responses and observations.

3.2.iv Assess the impact of the client's personal and environmental factors (e.g., coping style, housing) in the client's environment (home, community, school, work) on communication or swallowing needs and effectiveness.

3.3 Analyze and interpret assessment results:

3.3.i Analyze formal, informal, quantitative, and qualitative assessment results, including accurate scoring and interpretation of standardized tests.

3.3.ii Formulate a diagnostic statement about the client's communication or swallowing skills, including the impact on daily activities and educational, vocational, and psychosocial needs; include functional prognosis, as appropriate.

3.4 Develop and share recommendations based on assessment results:

3.4.i Develop evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings and available resources.

3.4.ii Discuss the assessment results, recommendations, and implications with the client and other relevant individuals, as permitted by the client.

3.5 Develop and implement a realistic, evidence-informed, and measurable intervention plan:

3.5.i Develop specific, measurable, realistic, time-limited targets to reach the aims.

3.5.ii Demonstrate knowledge of different approaches to intervention (including assistive devices/systems), the evidence and theoretical bases behind the approaches, their advantages, disadvantages, limitations.

3.5.iii Select and apply an appropriate intervention approach and service delivery model (e.g., periodic review, consultation, facilitator training, direct 1:1 therapy, direct group therapy, home/school program, interdisciplinary therapy) that is applicable to the client context.

3.5.iv Develop and implement appropriate clinical activities and environmental supports for meeting treatment targets and facilitating generalization and maintenance of skills and strategies, including use of appropriate modalities, materials, and technologies, use of feedback and modeling, and provision of education, support, training, and counselling to the client, family and/or significant others.

3.5.v Develop and implement outcome measures to evaluate progress on an ongoing basis.

3.5.vi Modify or discontinue the intervention (goals, approach, service delivery model) in keeping with outcomes and client feedback.

3.5.vii Refer to other healthcare or educational professionals as required; identify and recommend alternative services when client needs are beyond the professional limitations of the speech-language pathologist.

3.5.viii Provide training, tasks, and feedback to support personnel to meet the clinical objectives, as appropriate to the jurisdiction, clinical activity, and individual competencies.

UNIT FOUR: Clinical Expert - Disorder-Specific Assessment and Intervention Standards

The speech-language pathologist demonstrates the ability to:

4.1 Augmentative and Alternative Communication

4.1.i Use principles of assessment to develop assessment plans that take seating and mobility into consideration.

4.1.ii Assess current and previous communication methods and needs, including multimodal communication approaches such as gestural, visual, and written aids, and various communication devices.

4.1.iii Assess language, speech, symbol, and literacy needs.

4.1.iv Collaborate with other team members, ensuring there is an appropriate access method for an AAC system including consideration of eye gaze, direct selection, and scanning.

UNIT FIVE: Communication

The speech-language pathologist will demonstrate the ability to:

5.1 Communicate respectfully and effectively using appropriate modalities (spoken, written, gestural):

5.1.i Use language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).

5.1.ii Employ environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., spoken, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.

5.1.iii Adapt communication in response to verbal and nonverbal cues from communication partners.

5.1.iv Communicate in a socially appropriate and respectful manner that is comfortable for the client and demonstrates empathy and openness.

5.1.v Participate respectfully in challenging conversations.

5.2 Complete documentation thoroughly and accurately, in a timely manner:

5.2.i Ensure reports clearly integrate results, client input, analysis, recommendations, goals, and outcomes, in a manner understandable to the target audience(s).

INSTRUCTIONAL METHODS: This course consists of class lectures, case discussions, practical activities, readings, presentations and written assignments.

EXPECTATIONS FOR STUDENT PARTICIPATION: Students are required to be prepared for in-class discussions, complete required readings and submit assignments within the given time frame. Students who are unable to do so need to inform the instructor promptly.

REQUIRED COURSE MATERIALS

- Beukelman, D. & Light, J.(B&L)(2020). Augmentative and Alternative Communication; Supporting Children and Adults with Complex Communication Needs (fifth edition). Paul H. Brookes Publishing Co., Inc. (B&L) Available online through McGill Library.
- Additional articles will be made available on *My Courses* throughout the semester.
- Please note that required readings are available in the course outline but some required readings may be added throughout the semester.

SPECIAL NOTE: I am hoping that we will have a **field trip** in the Montreal area this semester in order to gain practical experience in the field of AAC. Students will be required to arrange their own transportation to and from the destination. The date, time and addresses will be distributed as soon as they are available. This trip will replace class hours only but might potentially occur at a different time (which will not conflict with other classes). To make up for the transportation time to/from the field trip, our class on April 2nd will be cancelled.

The schedule and due dates below may need to be slightly changed once the date of the field trip has been confirmed.

COURSE CONTENT

Date	Description	Course material	Assignments Due
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Week 1 01-09- 24	<ul style="list-style-type: none"> • AAC Course Introduction • AAC Brief History and Definition • S-LP roles • AAC Client Profiles (peds/ adult) <ul style="list-style-type: none"> ○ Developmental ○ Acquired 	B&L, Ch.1	
Week 2 01-16- 24	<ul style="list-style-type: none"> • AAC Systems <ul style="list-style-type: none"> ○ High-tech & Low-tech (The AAC package) ○ Symbol sets plus symbol Ax ○ Message organization / management and output ○ Display organization and size ○ Rate enhancement 	B&L, Ch.6-8	

Week 3) 01-23- 24	<ul style="list-style-type: none"> • AAC Vocabulary Needs <ul style="list-style-type: none"> ○ Core versus Fringe Vocabulary ○ Consistency / Motor Planning • AAC Alternative Access and Symbol Selection • Barriers in AAC/Collaborating with the family and patient 	B&L Ch.4 and 5	
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<p>Week 4) 01-30-24</p>	<ul style="list-style-type: none"> • Language Acquisition in children with CCN (Developmental) AAC Intervention (Developmental) <ul style="list-style-type: none"> ○ Beginning Communicators (early stages) <ul style="list-style-type: none"> ▪ Supporting Language Comprehension through AAC ▪ Supporting Language Expression through AAC 	<p>B&L Ch.9-11</p>	
<p>Week 5) 02-06-24</p>	<ul style="list-style-type: none"> • AAC Intervention (<p>B&L Ch.9-11</p>	

	<p style="text-align: center;">D e v e l o p m e n t a) o B e g i n n i n g</p> <p style="text-align: center;">Com- mu- nica- tors (later stage s)</p> <ul style="list-style-type: none"> • Writing long and short term AAC intervention goals 		
Week 6) 02-13-24	Small Group Presentations	No new readings	<i>Small Group Presentations</i>
Week 7) 02-20-24	Small Group Presentations	No new readings	<i>Small Group Presentations</i>

Week 8) 02-27-24 (No class March 5- Reading week)	<ul style="list-style-type: none"> • AAC Assessment <ul style="list-style-type: none"> o The SETT Framework o Social Networks o The Communication Matrix o <u>The Participation Model Part I</u> 	B&L Ch.2	
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Week 9) 03-12-23	<ul style="list-style-type: none"> • AAC Assessment <ul style="list-style-type: none"> ○ <u>The Participation Model Part II</u> ○ Writing AAC Assessment Reports ○ AAC specific sections ○ Clinical Conclusion and Prognostic Statement 	B&L Ch.2	
Week 10) 03-19-24	Field trip???		
Week 11) 03-26-24 (No class April 2)	<ul style="list-style-type: none"> • AAC and Bilingualism/ Cultural considerations • AAC and Literacy 	B&L Ch.12	
Week 12) 04-09-24	<ul style="list-style-type: none"> • AAC and Aphasia • AAC and Acquired Physical Conditions • AAC and Degenerative Cognitive DisordersAAC and TBI • AAC in the intensive care unit • Enhancing personhood of non- communicative individuals 	B&L Ch.15-17	<i>Individual Assignment 3 Due</i>

EVALUATION ACTIVITIES AND ASSIGNMENTS

Name of Assignment	Targeted Competencies	Due Date	% of Final Grade
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<p>Small Group Presentation: In groups of 4, students will be provided (by the instructor) with a topic related to AAC interventions for individuals with developmental disabilities. They will present key considerations to the class when assessing and treating this clientele. The complete activity description will be located on <i>My Courses</i>.</p>	2.1, 3.1, 4.1	February 10 or 17, 2023 (chosen randomly)	25%
<p>Individual Assignment 2: AAC Pediatric Assessment and Planning The complete activity description will be located on <i>My Courses</i>.</p>	2.1, 3.1, 3.2, 3.3, 3.4	March 17, 2023	35%
<p>Individual Assignment 3: AAC Pediatric Treatment The complete activity description will be located on <i>My Courses</i>.</p>	1.3, 2.1, 3.5, 5.1, 5.2	April 13, 2023	40%

MCGILL POLICY STATEMENTS

Language of Submission

“In accord with McGill University’s [Charter of Students’ Rights](#), students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

Academic Integrity

“McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the [Code of Student Conduct and Disciplinary Procedures](#)” (Approved by Senate on 29 January 2003) (See [McGill’s guide to academic honesty](#) for more information).

“© Instructor-generated course materials (e.g. slides, handouts, notes, summaries, exam questions etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringe-

ments of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.”

Remote Teaching

“Instructional methods are subject to change based on public health protocols. In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change”

Additional Statements

Disclaimer: The instructor will notify students if any components of the class will be recorded. By staying in class (or on-line if the class is virtual) and participating in activities, the student consents to being recorded. Students who are uncomfortable being recorded can choose not to engage with the instructor during the recording or can choose not to attend the class and instead view the recording later.

Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights ([Handbook on Student Rights and Responsibilities](#)).