



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
(set up by email)
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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 Respiratorysystem

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

3.5.iv Develop and implement appropriate clinical activities and environmental supports for meeting treatment targets and facilitating general-

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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 identity, race, ethnicity, language, and ability).

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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<p>Week 1 01-09-24</p>	<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 	<p>B&L, Ch.1</p>	
<p>Week 2 01-16-24</p>	<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 	<p>B&L, Ch.6-8</p>	

Week 4)

	<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)			

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

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 circumstance7ruct