

Minnesota State University Moorhead

SPED 559: Communication Programming for Persons with Severe Disabilities

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

This course covers issues related to communication program and decision-making models for communication programming for individuals with severe disabilities. The emphasis is on assessing an individual's communication skills, selecting appropriate components for the communication system and planning intervention strategies. Prerequisite substitutions require instructor consent.

B. COURSE EFFECTIVE DATES: 05/21/2004 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Individual plans that integrate evaluation and assessment results and family concerns and priorities to determine goals, including the use of assistive technologies
2. Multiple evidence-based instructional practices, including those supported by scientifically-based research when available, and materials that meet the needs of children and families in the areas of language and literacy, cognitive, adaptive, physical, social or emotional, and behavioral development
3. Curricula and intervention strategies across developmental domains
4. How to teach families and other early childhood providers, developmentally and functionally appropriate individual and group activities within natural routines and across settings for infants, toddlers, and young children
5. Assessment tools used to measure motor, auditory, visual, academic, behavioral, and communication skills, abilities, and needs
6. Multiple communication methods and social interaction strategies, in collaboration with other providers, that meet the ongoing communication needs of students with a range of physical and health disabilities
7. Assistive technology and universally designed materials and equipment for evaluation and instruction in collaboration with students, families, staff, and specialists
8. Social-emotional aspects of developmental disabilities, including supports necessary to foster adaptive behavior, social competence, social participation, and self determination
9. Use of assistive technologies, including communication systems, for students with disabilities to promote language development, communication, literacy, and access to and progress in the general education curriculum
10. Peer acceptance, social participation, and achievement by training, coaching, supporting, structuring, and modeling evidence-based strategies for developmental disabilities to peers, parents, paraprofessionals, and other school staff

D. LEARNING OUTCOMES (General)

1. Candidates will actively participate in describing the relationship of cognitive, and social behaviors to early language and communication development.
2. The candidate will research and apply currently available assessment tools and procedures used in evaluating communication for persons with severe disabilities.
3. Candidates will identify and explain the primary factors operating in the environment of an individual who is severely communicatively involved, relative to communication.
4. The candidate will integrate assessment results to assist in designing individual plans that incorporate appropriate use of adaptive, augmentative, and assistive technology.
5. The candidate will be exposed to recent literature regarding a parent's perspective in raising a child with a severe communication impairment.
6. Candidates will describe and give examples of possible components in an augmentative communication system.
7. The candidate will apply knowledge of vocal and augmentative communication strategies to the instructional setting and other environments.
8. Candidates will work effectively as a team member to facilitate the implementation of developmentally and functionally appropriate communication activities for persons with severe disabilities.
9. The candidate will research and apply currently available assessment tools and procedures used in evaluating communication for persons with severe disabilities.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted