San Diego State University  
SPED 510: Adapting Communication Systems for Students with Moderate/Severe Disabilities  
(1 Unit)  
Course Syllabus  
Spring, 2014

Class Meetings: Wednesdays, 7:00-9:40
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Catalog Description: Adaptations of communication and communication systems for students with disabilities are the focus of this course. Educational strategies that special education teachers can use to augment classroom communication will be identified. Alternative approaches to communication for students with moderate/severe disabilities will be emphasized throughout the course.

COURSE OBJECTIVES:
♦ Describe how to conduct a situational assessment of student’s communication needs.

♦ Identify methods, materials and equipment typically used to assist and augment communication for students with moderate/severe disabilities.

♦ Identify methods, materials, and equipment used to adapt curriculum for students with moderate/severe disabilities including second language learners.

♦ Describe the factors associated with the choices regarding the selection of a communication system for someone with a moderate/severe disability such as behavioral problems, hand preference, receptive communication skills, abilities in visual tracking and scanning and motor skills.

♦ Describe several teaching strategies for increasing the communication skills of students with moderate/severe disabilities including the advantages and disadvantages of the approach, the materials needed, the educational situation that would promote the use of the strategy and how issues of maintenance and generalization will be addressed.

The required texts are available for purchase through Aztec Shops (pick 1):

ASSIGNMENTS/GRADES

1. **Assessment of Communication and Social Interaction:**

Each student is to complete the assessment form found in the Quill text (Ch.3), or provided by the instructor for use in the Winner text, for one student who is working on increasing communication and social skills. The completed assessment is

**DUE: February 27th in Class.** This assessment is worth 35% of your grade.

2. **Educational Strategy and Progress Report:** Following the assessment, an educational strategy should be selected from those described in the text along with a progress monitoring system for this strategy. The strategy should be implemented as frequently as possible within the confines of the classroom schedule, and the outcome of the strategy monitored over a minimum of 3 weeks. The final report will describe the rationale for the selecting this strategy for the individual and the process and progress with the identified communication or social skill. This report is

**DUE: May 7th in mailbox in NE70.** This report will comprise 65% of the total grade for this course. A separate sheet with the expectations and grading criteria will be handed out in class.

Points will be deducted for late assignments.

The grades for this course will be as follows:
A 93-100; A- 90-92.99;
B+ 87-89.99; B -83-86.99; B- 80-82.99
C+ 77-79.99; C 73-76.99; C- 70-72.99

Please note that only grades C or above can be counted towards the credential or Masters degree.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics &amp; Activities</th>
<th>Readings</th>
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<tr>
<td>January 22</td>
<td>Course Overview&lt;br&gt;Typical Development of Communication &amp; Social Skills&lt;br&gt;Assessing Communication &amp; Social Interaction&lt;br&gt;Acting as an Effective Communication Partner</td>
<td>Ch. 3 Assessment of Social &amp; Communication Skills&lt;br&gt;Quill, Bracken &amp; Fair&lt;br&gt;Winner: pp. 22-34</td>
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<td>January 29</td>
<td>Augmentative &amp; Alternative Communication&lt;br&gt;Adapting Curriculum by Using Technology PECS &amp; Sign Language&lt;br&gt;Using Photographic Activity Schedules Strategies for Increasing Oral Language including English Language Learners</td>
<td>Quill: Ch. 1 &amp; Ch. 2&lt;br&gt;Winner: pp. 181-192</td>
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<td>February 5</td>
<td>Verbal Communication:&lt;br&gt;Using Verbal Behavior Strategies based on Skinner</td>
<td>Quill: Ch. 4 p. 96-104; 148-156; 162-169</td>
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<td>February 12</td>
<td>Paralinguistic Features of Communication &amp; Social Interaction&lt;br&gt;Recognizing &amp; Expressing Feelings&lt;br&gt;Early Conversational Skills&lt;br&gt;Functional Communication Training (FCT)</td>
<td>Winner: pp. 100-108; 121; Ch 4 p. 75-95 Quill&lt;br&gt;Ch 5 p. 111-147;157-162 Quill</td>
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<td>February 19</td>
<td>Developing Social Interaction Skills&lt;br&gt;Using Scripts, Social Stories and Video Modeling&lt;br&gt;The Peers Program</td>
<td>Winner: pp 246-281</td>
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<td>February 26</td>
<td>Selecting Individualized Intervention Strategies&lt;br&gt;Monitoring Progress with Communication</td>
<td>Winner: pp. 122-127; 232-245&lt;br&gt;Ch. 4 p. 105-108; 173-180 Quill&lt;br&gt;Ch 6 Core Skills Curriculum – Fiore&lt;br&gt;Completed Assessment DUE</td>
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State the objective that will be the focus of your intervention strategy. Use a complete behavioral objective including mastery criteria. (10 Points)

Describe the activities that you will use for your intervention. If you are using an activity from Quill - indicate how you will adapt this activity so that it is individualized for your student. Some evidence of individualization should be an aspect of each activity. (10 points)

Indicate how you will arrange the environment so that you can implement the selected activity in your classroom and/or in the child's home. Describe what you will say or do during the activity. How frequently do you plan to engage in the activity? How long do you estimate it will last? (15 points)

Briefly describe the progress monitoring system that you plan to use to determine whether or not the child is making progress toward the objective stated above. (Include the completed records and all raw data or graphs as an attachment to your report). (10 points)

What is the outcome of the activity? Were you able to implement it as planned? What are the outcomes for the child? (10 points)

What changes do you plan to make as a result of your assessment of the intervention activity? Are you pleased with the objective that you targeted for this report? (10 points)