

# **COMD 674 - Autism + Severe Disabilities**

**Spring 2014**

**Section 001: 125 TLRB on T Th from 12:30 pm - 2:50 pm**

## **Instructor/TA Info**

### **Instructor Information**

**Name:** Bonnie Brinton

**Office Location:** 127 TLRB

**Office Phone:** 801-422-4319

**Office Hours:** Thu 8:00am-10:00am

Or By Appointment

**Email:** [bonnie\\_brinton@byu.edu](mailto:bonnie_brinton@byu.edu)

### **TA Information**

**Name:** Keri Nelson

**Email:** [nelson.keri@gmail.com](mailto:nelson.keri@gmail.com)

## **Course Information**

### **Description**

This course is designed to prepare graduate students to assess and treat individuals with severe/complex communication needs associated with ASD (autism), intellectual Impairment, congenial syndromes, and/or multiple disorders. Methods of facilitating communication, including augmentative and alternative communication (AAC), will be included.

### **Learning Outcomes**

#### **Communication Needs**

Students will demonstrate knowledge of the characteristics and social communication needs of individuals with severe disabilities including ASD and intellectual impairment.

### **Intervention Principles**

Students will demonstrate understanding of intervention principles that underlie and support clinical intervention with individuals with severe communication impairments.

### **AAC Best Practice**

Students will understand the issues and considerations that determine best practice in treating individuals using Augmentative and Alternative Communication systems.

### **Communication Characteristics**

Students will demonstrate familiarity with the social communication characteristics and needs of individuals with a variety of congenital syndromes that are associated with speech and language impairment.

### **Working with Families**

Students will understand issues and concerns in working with families of individuals with ASD and severe disabilities.

### **Grading Policy**

In order to complete this class for the MS program of study successfully, students must earn a grade of B- or better. Students who do not perform at this minimum level will be required to complete clinical remediation through retaking the class.

### **Participation Policy**

Class participation: Students are expected to attend all classes and to be prepared to participate in class discussions. 10 participation points will be subtracted for missing any (and each) class case presentation. Any excused absence must be cleared with the instructor prior to the class period except in cases of medical emergencies. Please plan to be “in class” when you’re in class. Please avoid using your cell phones or computers for activities not directly related to class discussions. If you find yourselves drifting into somnolence, please feel free to stand up and/or walk to the back of the class. Please avoid sleeping in class as it injures the instructor’s fragile ego and might possibly decrease your comprehension of material presented in class.

### **Attendance Policy**

Students are expected to attend class, be prepared, and participate in discussions. Ten points will be deducted for each class missed except in cases of documented illness or emergency.

There will be one field trip to be announced.

### **HBLL Course Reserve Readings**

[HBLL Course Reserve Readings](#)

password is bri674

### **Assignments**

#### **Assignment Description**

##### **Quiz # 1**

Due: Thursday, Jun 12 at 11:59 pm

##### **Quiz #3**

Due: Thursday, Jun 12 at 11:59 pm

### **Class participation**

Due: Thursday, Jun 12 at 11:59 pm

Students are expected to be prepared for class and to participate in discussions. Points will be subtracted if students do not attend class except in cases of illness (documentation from a health care professional is required). Ten points will be subtracted for missing student presentations.

### **Final exam**

Due: Thursday, Jun 12 at 11:59 pm

Final exam will consist of essay and short answer questions. The exam will cover material from the entire term, including the student presentations.

### **Class presentation**

Due: Thursday, Jun 12 at 11:59 pm

Each student will prepare a presentation on a congenital syndrome associated with impairments in social communication. The presentation should be about 20 minutes in length and include the following:

A description of the syndrome and etiology including;

Physical characteristics and manifestations

Prevalence/incidence

Developmental characteristics

Students should emphasize social communication (language processing, social interaction, social cognition, and pragmatics) and summarize;

Treatment/best practice considerations

Organizations to support individuals and families

Photos, videos as available

## Quiz #2

Due: Thursday, Jun 12 at 11:59 pm

## Point Breakdown

Categories	Percent of Grade
class presentation	10%
quiz	15%
Final exam	50%
participation	25%

## Schedule

Date	Column 1	Column 2
T - Apr 29	Introduction, thinking about disability PLEASE NOTE SCHEDULE IS TENTATIVE AND MAY VARY	Boyd K. Packer, The moving of the water. Ensign, May, 1991
Th - May 01	Views of disability Categories of impairment	Krista Wilkinson, Answers to your biggest questions about services for people with severe disabilities. ASHA Leader Nov. 22, 2010, pp. 16-19.
T - May 06	Categories of impairment	Ogletree, B. T. et al. (2011) Recommended communication-based intereventions for individuals with severe intellectual disabilities. Communication Disorders Quarterly , 32, 3, pp. 164-175.
Th - May 08	Social circles, ASD	

Wing & Potter (2009) "The epidemiology of autism spectrum disorders: Is the prevalence rising?" in S. Goldstein, J. A. Naglieri, & S. Ozonoff (Eds.) Assessment of Autism Spectrum Disorders, New York, Guilford. 18-54.

ASHA Leader, April, 2013, articles beginning on pp. 40, 46, & 52 ASHA Portal on Autism pp. 1-31 (2014)

Prelock, P. A. (2006) Autism Spectrum Disorders: Issues in Assessment and Intervention, Austin, TX, Pro-ed. Chapters 4-7, 9, 10

T - May 13	ASD	
Th - May 15	ASD	Attend Westby and Robinson presentation tomorrow
T - May 20	Complex Communication Needs	Binger & Kent-Walsh, What every SLP should know about AAC
Th - May 22	Guest speaker AAC	Prizant, B. M., Wetherby, A. M., Rubin, E., & Laurent, OTR-L (2003) A transactional, family-centered approach to enhancing communication and socioemotional abilities of children

		with autism spectrum disorder. <i>Infants and Young Children</i> . 16, 4, 296-316. (download from the SCERTS website) Prizant, B. M., Wetherby, A. M., Rubin, E., Laurent, OTR-L, & Rydell, P. (2002) The SCERTS model: Enhancing communication and socioemotional abilities of children with autism spectrum disorder. <i>The Jenison Autism Journal</i> (Winter 2002, Carol Gray, Ed.). 3-32. (From the SCERTS website)
<b>M - May 26</b>	<b>Memorial Day Holiday</b>	
<b>T - May 27</b>	Down Syndrome	Rhea Paul, Language Disorders, chapter 4, Special Considerations for Special Populations
<b>Th - May 29</b>	Class presentations	
<b>T - Jun 03</b>	Class presentations	
<b>Th - Jun 05</b>	Class will not meet today	Attend Westby & Robinson presentation on May 16
<b>T - Jun 10</b>	Class presentations	
<b>Th - Jun 12</b>	<b>Class participation</b> <b>Class presentation</b> <b>Final exam</b> <b>Quiz # 1</b> <b>Quiz #2</b> <b>Quiz #3</b>	Exam Today
<b>M - Jun 16</b>	end of classes	
<b>Th - Jun 19</b>	Final Exam:125 TLRB3:00pm - 4:50pm	

### University Policies

## **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## **Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at <http://www.ethicspoint.com>, or 1-888-238-1062 (24-hours).

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess

students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.