

COMD 674 - Autism + Severe Disabilities

Spring 2016

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: Tue 8:30am-10:00am

Thu 12:00pm-12:30pm

Or By Appointment

Email: bonnie_brinton@byu.edu

TA Information

Name: Jessica Graham

Email: jessicaleerandle@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 or student 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

Class participation

Due: Thursday, Jun 09 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 each class.

We will have one field trip, the date of which is TBA. Plan to arrive in Orem at 1:00. We will conclude by 2:30 so that you can return in time for your next class.

Final exam

Due: Thursday, Jun 09 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 09 at 11:59 pm

Class presentations: Each student will prepare a presentation on a congenital syndrome associated with impairments in communication. The presentation should be about 30 minutes in length and include the following:

A description of the syndrome and etiology including

Physical characteristics and manifestation

Prevalence/incidence

Developmental characteristics

Social communication (social interaction, social cognition, language processing, pragmatics) and other developmental and learning issues as appropriate (stress what SLPs should know and do)

Treatment/best practice considerations

Organizations to support individuals and families

Photos, videos, as available

A handout (electronic or paper) for each class member summarizing what you have learned about individuals with this syndrome (a summary of the research and clinical literature). One purpose of this assignment is to compile a portfolio for each student with these summaries included. This summary should stress social-communication characteristics and needs and intervention considerations. A list of references should be included.

Please note that the information you present and your references should not be limited to general websites but should include pertinent recent peer-reviewed sources (e.g., articles, chapters, books).

Quiz # 1

Due: Thursday, Jun 09 at 11:59 pm

TBA

Quiz #2

Due: Thursday, Jun 09 at 11:59 pm

TBA

Point Breakdown

Categories	Percent of Grade
class presentation	10.53%
quiz	15.79%
Final exam	52.63%
participation	21.05%

Schedule

Date	Column 1	Column 2
T Apr 26	First Day of Spring Term (04/26/2016	Boyd K. Packer, The moving of the water. Ensign, May, 1991
Tues day	- 06/13/2016)	
	Introduction, thinking about disability PLEASE NOTE SCHEDULE IS TENTATIVE AND WILL	

	ALMOST CERTAINLY VARY	
Th Apr 28 Thurs day	Views of disability/categories of impairment	
T May 03 Tues day	Add/Drop Deadline (Full Semester & 1st Term)	Rhea Paul, Language Disorders from Infancy Through Adolescence, chapter 4, Special Considerations for Special Populations (on reserve in the HBLL)
	Views of Disability Categories of impairment	
Th May 05 Thurs day	Social circles, ASD	ASHA Leader, April, 2015 (vol 20, 4), "Everything is Unexpected" by B. M. Law. pp. 43-48 ASHA Leader, April, 2013, articles beginning on on pp. 40, 46, & 52 ASHA Practice Portal on Autism, "Incidence and Prevalence" through "Treatment" Prelock, P. A. (2006) Autism Spectrum Disorders: Issues

in Assessment and Intervention, Austin, TX, Pro-ed.
Chapters 4-7, 9, 10

T ASD
May
10
Tues
day

<https://www.youtube.com/watch?v=o65l1YAVaYc&noredirect=1>

watch this video!

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. *Infants and Young Children*. 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. *The Jenison Autism Journal* (Winter 2002, Carol Gray, Ed.). 3-32. (From the SCERTS website)

Th ASD
May
12
Thurs
day

Ogletree, B. T. et al. (2011) Recommended communication-based interventions for individuals with severe intellectual disabilities. *Communication Disorders Quarterly*, 32, 3, pp. 164-175.

Roles and Responsibilities of SLPs With Respect to

AAC: Technical Report (ASHA special interest division 12: AAC)

Binger & Kent-Walsh, What every SLP should know about AAC

Krista Wilkinson, Answers to your biggest questions about services for people with severe disabilities. ASHA Leader Nov. 22, 2010, pp. 16-19.

T ID, Down Rhea Paul, Language Disorders from Infancy Through
May Syndrome Adolescence, chapter 4, Special Considerations for
17 Special Populations (on reserve in the HBLL)
Tues
day

Th class will
May not Friday, May, 13, students are required to attend
19 meet: go to presentation by Dr. Julie Wambaugh from 8:00 am to
Thurs Julie 3:30 pm. Please register for this course at:
day Wambaugh' <http://www.ciaoseminars.com/courseDetail.cfm?eventID=11212&oid=4877&evd=1&ctid=2>
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presentation
on the 13th

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26	Behavior	
Thurs	regulation	
day		
M	Memorial	
May	Day	
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T	Class	
May	presentation	
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Tues		
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Th	Class	
Jun	presentation	
02	s	
Thurs		
day		
T Jun	Class	
07	presentation	
Tues	s and	
day	course	
	summary	
Th	Exam	Exam Today
Jun		
09		
Thurs		
day		

M	Last Day of
Jun	Spring Term
13	(04/26/2016
Mond	-
ay	06/13/2016)
	Withdraw
	Deadline
	(Full
	Semester)
T Jun	Spring
14	Exam
Tues	Preparation
day	(06/14/2016
	-
	06/14/2016)

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 every instructor's 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 Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Inappropriate Use Of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.