# College of Education and Human Development
## Division of Special Education and disAbility Research

Spring 2019
EDAT 521 DL2: Augmentative Communication
CRN: 21493, 3 – Credits

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| **Instructor**: Dr. Yoosun Chung | **Meeting Dates**: 1/22/2019 – 5/15/2019 |
| **Phone**: (703) 988-3486 (text-relay-service) | **Meeting Day(s)**: Asynchronous |
| **E-Mail**: ychung3@gmu.edu | **Meeting Time(s)**: Asynchronous |
| **Office Hours**: by appointment | **Meeting Location**: Online |
| **Office Location**: Finley Building, 203B | **Other Phone**: N/A |

**\*\*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

**Prerequisite(s)**: None
**Co-requisite(s)**: None

## Course Description
Provides an overview of augmentative and alternative communication tools for use by individuals with speech and communication disabilities. Exploration experiences enable students to locate, use and train others on the range of AAC technologies available. Field experience may be required. Offered by [Graduate School of Education](). May not be repeated for credit.

## Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## Course Instructional Method
EDAT 521 is an asynchronous online course. Using Blackboard, students are expected to complete assignments weekly and be engaged in course activities throughout the semester.

**Course Delivery Method**

Learning activities include the following:

1. Learning module lectures, discussion, and participation
2. Software and hardware demonstrations
3. Group and independent laboratory exploration activities
4. Direct AT service interactions
5. Class presentations

This course will be delivered online (76% or more) using ==asynchronous== format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the posted start date of the course.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

*Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- ==High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers==

  To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
    - Adobe Acrobat Reader: https://get.adobe.com/reader/
    - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    - Apple Quick Time Player: www.apple.com/quicktime/download/

*Expectations*

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will **start on Tuesday, and finish on the coming Monday**.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least two times per week**.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes**
Upon completion of this course, students will be able to:
1. Identify characteristics of non-symbolic and symbolic communication,
2. Describe and discuss methods for assessment, identification of priorities, and monitoring progress.
3. Compare and contrast the range of AAC devices and systems available for individuals with communication disabilities.
4. Understand and describe the theoretical and research basis for AAC selection and implementation for individuals with disabilities.
5. Conduct a customized training of how to use AAC technology for an individual with a disability, their family, or a professional who works with individuals.

**Course Relationship to Program Goals and Professional Organizations**
This course is part of the George Mason University, Graduate School of Education (GSE), Assistive Technology Program. The Assistive Technology Program has developed program specific standards in accordance with NCATE requirements. The Assistive Technology Program Standards incorporate several elements within the professional standards from the Council for Exceptional Children (CEC), while also expanding upon them to meet the specific needs related to assistive technology.  The primary AT Program standards that will be addressed in this class include the following: Standard 2: Knowledge and Skills and Standard 4: Practical Experience. *NOTE: NCATE Assessments (in many but not all courses) may address additional AT Program standards.

**Required Textbooks**
Beukelman, D. R. & Mirenda, P. (2013). *Augmentative and alternative communication: Supporting children and adults with complex communication needs* (4th ed.). Baltimore: Paul H. Brookes.

**Recommended Textbooks**
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Required Resources**
Students are required to have consistent and reliable access to a computer with a high-speed internet connection. Students are also expected to have consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.

**Course Performance Evaluation**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

> **Tk20 Performance-Based Assessment Submission Requirement**
> It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE

course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDAT 521, the required PBA is AAC Device Instruction Project. Please check to verify your ability to upload items to Tk20 before the PBA due date.

**Assignments and/or Examinations**

> **Performance-based Assessment (Tk20 submission required)**
> The Performance-based Assessment assignment for this course is the *AAC Device Instruction Project*. Please see the *Other Assignments* section for assignment description.
>
> **College Wide Common Assessment (TK20 submission required)**
> N/A
>
> **Performance-based Common Assignments (No Tk20 submission required)**
> Courses with multiple sections often require "common" assignments across sections to ensure consistency in instruction and learning. This course does not require the use of a common assignment(s). All course assignments are outlined in the *Other Assignments* section.
>
> **Other Assignments**
>
> **1.  Weekly Online Modules (50 points)**
> Students must access online class on Blackboard weekly and complete posted activities for all classes. Posted activities will include PowerPoint presentations of content, Internet search/research assignments, video exploration and viewing, community exploration, response tasks and construction activities.
>
> **2.  AAC Device Comparison (20 points)**
> Students will select 5-7 AAC devices from a specific device category to develop a detailed device comparison. Students will develop a PowerPoint outlining the overall features of the device category, the characteristics and prerequisite skills of potential AAC uses, and on overview of each specific AAC device including salient features, pricing, and vendor information. In addition, students will provide recommendations for at least two of the specific AAC devices based on the needs of a real client or an invented scenario. Students will also create a comparison chart handout that will be made available to their classmates in Blackboard.

**3.** **AAC Device Instruction Project (30 points)**
Students are required to create an instruction project for training the use of an AAC device. The purpose of the plan is to introduce the use of the AAC device to a potential user (i.e., individual with disability, their parent or other family member, or a professional working with an individual with a disability). The designated AAC device may be either approved through a selection process or specifically assigned by the instructor. This plan itself should be submitted as a text document and include the following:

a.      Device Overview
Candidate provides a description of the AAC device. The description should include the purpose of the AAC device, its features, and its vendor/contact information.

b.   User Characteristics & Needs
Candidate provides a rationale for selecting the user/individual(s) for which they are designing the training. A listing of the user's prerequisite skills as well as the needs they have for potentially using the AT will be outlined. Consideration of diverse needs of both the user in training as well as those that may be affected by the training should be addressed.

c.   Customized Training
Candidate designs a training plan customized specifically for the user that is to be trained. The plan should include: goal(s) of the 1 hour training, objectives for each section or topic being trained and allocated timeframe for each, a listing of training materials, procedural steps for the training that integrate evidence-based strategies and data collection, and additional resources for the user to take with them following the training.

d.   Demonstration
Candidate records a 2-3 minute video documenting a portion of the training that shows the candidate demonstrating the use of the AAC device. The video will accompany the Instructional Plan write-up as evidence the candidate has proficiency in AT use.

e.   Reflection
Candidate provides a reflection on the implementation of the AAC device training from both the candidate/instructor and the user/student perspective. The reflection will also include of a listing of what would be done differently if the training were repeated, what steps should be taken if additional training was needed and what potential professional development the candidate/trainer needs might require to provide additional training.

f.   Community Impact
Candidate discusses the potential impact their AAC device training could have on individuals with disabilities, their families, and communities across environments, settings and life span.

<u>Online Discussions</u>

The **Online Discussion** is the heartbeat of this course. We will be sharing experiences, opinions, questions, etc. on the Discussions Board. To get the maximum point, **not only** you submit your original posting, **but also** you need to interact with <u>at least one classmate</u> during that week's assigned assignment. Posted messages should be significant - helping the discussion move forward. There are a variety of ways to do this, including:

•     Providing concrete examples, perhaps from your own experience
•     Describing possible consequences or implications
•     Posing a clarifying question
•     Suggesting a different perspective or interpretation
•     Pulling in related information from other sources – books, articles, websites, other courses, etc.

The original posting should be posted by Monday, 11:59pm. The responses to other classmates should be posted by Tuesday, 11:59pm of that week. Your participation score for a given week will be based on the timelessness, the quality of your postings to that discussion, and interactivity. You will find a detailed rubric on Blackboard.

## Course Policies and Expectations
### Attendance/Participation
Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

### Late Work
In fairness to students who make the effort to submit assignments on time, there will be a 10% cost reduction per day for late assignments. (For example, a 10 point assignment will lose 1 point per day while a 40 point assignment will lose 4 points per day). At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit and a response cost of 10 percent will be assessed. Please note that assignments worth 1 point that are submitted late will receive a score of 0.

### Course Expectation
• It is expected that students have continual access to a high-speed Internet connection and an active GMU email account for the duration of this course.
• Students are expected to be familiar with Blackboard features including downloading materials and submitting assignments. Students are expected to know their Blackboard username and password and to actively monitor the

email account that is currently registered in Blackboard. Students who are experiencing problems using the Blackboard system must contact the instructor prior to the date an assignment is due for assistance.

- Please type ALL assignments unless otherwise noted. Please contact the instructor if you are using a word processing program other than Microsoft Word.
- All assignments must be posted to the Discussion Board or submitted through the "Assignment" session in Blackboard by 11:59 pm on the day the assignment is due (unless otherwise noted by the instructor) to be considered for full credit. Please note that Blackboard places a timestamp on all submitted material. If Blackboard is down for any reason at the time an assignment is due, you should email a copy of your assignment to the instructor. However, you should only email the instructor your assignment if Blackboard is down. If you not available on the day an assignment is due, you are expected to submit that assignment early to be considered for full credit.
- All assignments should reflect graduate-level spelling, syntax, and grammar and will be graded accordingly. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.
- All references including Online references must be cited in proper APA format to avoid plagiarism (cut&paste is easy to do from the Internet).

*Instructor – Student Communication.*

The easiest and best way to contact me is through email. I will respond to your emails within 48 hours, if not sooner, on weekdays. IF I will be away from email for more than two days, I will post an announcement on Blackboard.

## Grading Scale
Evaluation will be based upon a point system. The point value for each assignment is as follows:

Weekly Online Modules………………………….....50
AAC Device Comparison……………………………..20
AAC Device Instruction Project…………………………30
_____
TOTAL POINTS……………………………………100

The following grading scale will be used at the Graduate level:
95-100 = A
90-94  = A-
86-89  = B+
83-85 = B
80-82 = B-
70-79 = C
< 70  = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own or with proper citations (see https://catalog.gmu.edu/policies/honor-code-system/).

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/.

**Class Schedule**
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

| Modules | topic | reading and assignments due |
|---|---|---|
| Module 1 (Jan 22 – Jan 28) | Introduction | Reading: Chapter 1 & Additional readings provided on Bb <br> Assignment: Module 1 Assignment |
| Module 2 (Jan 29 - Feb 4) | Message and Vocabulary Selection | Reading: Chapter 2 & Additional readings provided on Bb <br> Assignment: Module 2 Assignment |
| Module 3 (Feb 5 - Feb 11) | Symbol Systems | Reading: Chapter 3 & Additional readings provided on Bb <br> Assignment: Module 3 Assignment |
| Module 4 (Feb 12 - Feb 18) | Alternative Access | Reading: Chapter 4 & Additional readings provided on Bb <br> Assignment: Module 4 Assignment |
| Module 5 (Feb 19 - Feb 25) | Low & Mid Tech Tools | Reading: Provided on Bb <br> Assignment: Module 5 Assignment |

| Module 6<br>(Feb 26 - Mar 4) | High Tech Tools (symbol-based & Text based system) | <u>Reading</u>: Provided on Bb<br><br><u>No Assignment due</u>: |
|---|---|---|
| Module 7<br>(Mar 5 - Mar 11) | High Tech Tools (mobile system) | <u>Reading</u>: Provided on Bb<br><br><u>Assignment</u>: Combined Module 6 & 7 Assignment |
| Spring Break<br>(Mar 11 - Mar 17) | Spring Break | <u>DUE: AAC Device Comparison (20 points)</u><br>**- Due March 18** |
| Module 8<br>(Mar 19 - Mar 25) | Software Systems Boardmaker Plus/Speaking Dynamically Pro | <u>Reading</u>: Provided on Bb<br><u>Assignment</u>:<br>Module 8 Assignment |
| Module 9<br>(Mar 26 - Apr 1) | Software Systems Boardmaker Online | <u>Reading</u>: Provided on Bb<br><u>Assignment</u>:<br>Module 9 Assignment |
| Module 10<br>(Apr 2 - Apr 8) | AAC Assessment | <u>Reading</u>: Chapter 5, 6 & Additional readings provided on Bb<br><u>Assignment</u>:<br>Module 10 Assignment |
| Module 11<br>(Apr 9 - Apr 15) | AAC Decision Making, Intervention & Evaluation | <u>Reading</u>: Chapter 7 & Additional readings provided on Bb<br><u>Assignment</u>:<br>Module 11 Assignment<br><br>Start brainstorming for your final project |
| Module 12<br>(Apr 16 - Apr 22) | AAC Strategies for Beginning & Advanced Communicators | <u>Reading</u>: Provided on Bb<br><u>No Assignment Due.</u><br>Complete brainstorming and start implementing your final project. |
| Module 13<br>(Apr 23 - April 29) | AAC Funding | <u>Reading</u>: Provided on Bb<br><u>No Assignment Due.</u><br><br>Continue to implement your final project |

| Module 14 (April 30 – May 6) | Final Project Implementation | DUE: AAC Device Instructional Plan Project – Due May 6 |
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**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

**GMU Policies and Resources for Students**

**Policies**

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/ ).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

**Campus Resources**

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.**

**Assessment Rubric(s)**

EDAT 521 AAC Device Instructional Plan Project

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| Device Overview<br><br>AT Program Standard 2.4 | **Indicator 2.4:** In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span. | Candidate fails to identify AAC device(s) developed to provide personalized supports for individuals with communication needs. | Candidate identifies and introduces AAC device(s) designed to provide personalized supports for individuals with communication needs. | Candidate identifies and reviews AAC device(s) designed to provide personalized supports for individuals with communication needs across environments, settings, and the life span. |
| User Characteristics and Needs<br><br>AT Program Standard 1.1 | **Indicator:** 1.1 Candidates understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional needs. | Candidate fails to identify characteristics specific to those with exceptional needs as it relates to typical human development. | Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development. | Candidate identifies salient characteristics of those with exceptional needs as it relates to typical human development across environments, settings, and life span. |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| User Characteristics and Needs<br><br>AT Program Standard 1.2 | **Indicator 1.2:** Candidates understand how exceptional conditions can interact with the domains of human development and consider the impact of utilizing specific features of assistive technology devices and strategies to increase, maintain, or improve functional capabilities of individual with exceptional needs. | Candidate fails to identify specific and related characteristics of users who could benefit from specified AAC device(s) | Candidate identifies specific characteristics of users who could benefit from the specified AAC device(s). | Candidate identifies specific characteristics of users who could benefit from specified AAC device(s) based on their understanding of exceptional conditions or other human factors. |
| User Characteristics and Needs<br><br>AT Program Standard 1.3 | **Indicator 1.3:** Candidates understand how issues of human diversity can impact individuals, families, communities, and cultures, | Candidate fails to consider how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex | Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex | Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| | and how these complex human issues in the delivery of assistive technology. | human issues can interact with issues in the delivery of AAC device(s). | human issues can interact with issues in the delivery of the AAC device(s). | human issues can interact with issues in the delivery of the AAC device(s). |
| Customized Training Plan  AT Program Standards 2.4 | **Indicator 2.4:** In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional needs across environments, settings, and the life span. | Candidate fails to identify and match an appropriate AAC device(s) based on individual and environmental needs. | Candidate identifies and matches an AAC device(s) to potential users based on individual and environmental needs. | Candidate identifies and matches an appropriate AAC device(s) to potential users based on individual and environmental needs while also considering personal interests, preferences, values and cultural influences. |
| Customized Training Plan  AT Program Standards 2.4 | **Indicator2.4:** In conjunction, candidates possess a repertoire of evidences-based strategies to develop personalized supports for individuals with exceptional | Candidate fails to utilize evidence-based strategies to develop personalized supports for individuals with exceptional needs. | Candidate utilizes evidence-based strategies to customize supports for individuals with exceptional needs. | Candidate utilizes evidence-based strategies to customize supports for individuals with exceptional needs across environments, settings, and the life span. |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| | needs across environments, settings, and the life span. | | | |
| Customized Training Plan AT Program Standards 3.3 | **Indicator 3.3:** Candidates identify placement of devices and positioning of the individual to optimize the use of assistive technology. | If applicable, Candidate does not identify physical placement of device(s) and positioning of the individual to optimize the use of the AAC device(s). | If applicable, candidate identifies the physical placement of device(s) and positioning of the individual to optimize the use of the AAC device(s). | If applicable, candidate identifies the physical placement of devices and positioning of the individual to optimize the use of the AAC device. |
| Customized Training Plan AT Program Standards 3.7 | **Indicator 3.7:** Candidates develop and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed. | Candidate fails to develop and report plans to implement and monitor outcomes of interventions and reevaluate and adjust the AAC device(s) as needed. | Candidate develops and reports a plan to implement the use of the AAC device(s) and monitor its outcomes; considering the possibility for needing adjustments and reevaluation. | Candidate develops and reports a plan to implement the use of the AAC device(s) and monitor its outcomes; considering the potential for needing adjustments and reevaluation. |
| Customized Training Implementation AT Program Standard 4.1 and 4.2 | **Indicator 4.1:** Candidates apply knowledge and skills to identify user needs and customize | Candidate fails to apply knowledge and skills to identify specific user/trainee needs, develop, and customize | Candidate applies knowledge and skills to identify user/trainee needs to develop, customize and | Candidate applies knowledge and skills to identify user/trainee needs to develop, customize and |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| | assistive technology tools and strategies that are meaningful and useful.<br><br>**Indicator 4.2:** Candidates provide customized assistive technology training services to individuals with exceptional needs, their families, and/ or their community of support. | AAC devices and strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support. | present the use of the AAC device(s) and strategies that are meaningful and useful to individuals with exceptional needs, their families, and/or their community of support. | present a range of AAC devices and strategies that are meaningful and useful to individuals with exceptional needs as well as their families, and community of support. |
| Demonstration<br><br>AT Program Standard 2.3 | **Indicator 2.3:** Candidates are knowledgeable of and demonstrate proficiency in use of a range of assistive technology tools. | Candidate does not demonstrate knowledge and proficiency in the use of AAC device(s). | Candidate is knowledgeable of and demonstrates proficiency in use of AAC device(s). | Candidate is knowledgeable of and demonstrates proficiency in use of a range of AAC devices as well as evidence-based strategies to develop customized supports. |
| Reflection | **Indicator 5.1:** Candidates | Candidate fails to promote and | Candidate promotes and | Candidate promotes and |

|  | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| AT Program Standard 5.1 | promote and advocate for the benefits of continued implementation of assistive technology tools and strategies for individuals with exceptional needs across a wide range of settings and based on various needs. | advocate for the benefits of continued implementation of AAC devices and strategies for individuals with exceptional needs. | advocates for the benefits of continued implementation of AAC devices and strategies for individuals with exceptional needs. | advocates for the benefits of continued implementation of AAC devices and strategies for individuals with exceptional needs across a wide range of settings and based on various needs. |
| Reflection<br><br>AT Program Standards 2.5 and 5.3 | **Indicator 2.5:** Candidates continuously broaden and deepen their professional knowledge, and expand their expertise with assistive technology tools and strategies.<br><br>**Indicator 5.3:** Candidates prepare for ongoing professional development to | Candidate fails to identify specific and relevant professional development opportunities to acquire knowledge and skills about new developments in AAC devices. | Candidate identifies potential professional development opportunities to acquire knowledge and skills about new developments in AAC devices. | Candidate identifies potential professional development to acquire knowledge and skills about new developments in AAC devices, which may include participation in activities of professional organizations relevant to the field of assistive technology. |

| | Assessment Criteria | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
|---|---|---|---|---|
| | acquire knowledge and skills about new developments in assistive technology, which may include participation in activities of professional organizations relevant to the field of assistive technology. | | | |
| Community Impact<br><br>AT Program Standard 1.3 | **Indicator 1.3:** Candidates understand how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues in the delivery of assistive technology. | Candidate fails to discuss the impact AAC device(s) can have on individuals with exceptional needs within various cultures and communities. | Candidate discusses the impact AAC device(s) can have on individuals with exceptional needs within various cultures and communities. | Candidate discusses the impact AAC device(s) can have on individuals with exceptional needs and their families within various diverse environments, cultures and communities. |