



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

Fall 2024

EDSE 362 DL1: Communication with Severe Disabilities

CRN: 73303, 3 – Credits

<b>Instructor:</b> Dr. Meghan Betz	<b>Meeting Dates:</b> 8/26/24 - 12/18/24
<b>Phone:</b> N/A	<b>Meeting Day(s):</b> N/A
<b>E-Mail:</b> mbetz1@gmu.edu	<b>Meeting Time(s):</b> N/A
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Online
<b>Office Location:</b> <a href="https://gmu.zoom.us/j/2440575629">https://gmu.zoom.us/j/2440575629</a>	<b>Other Phone:</b> 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 their LMS (Learning Management System).

**Prerequisite(s):**

None

**Co-requisite(s):**

None

**Course Description**

Provides an overview of augmentative and alternative communication (AAC) for individuals with severe speech and language impairments. Addresses the knowledge and skills needed to assess the potential AAC user, make team decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communication, choice-making, and social interaction.

**Course Overview**

EDSE 362 provides an overview of augmentative and alternative communication (AAC) for individuals with severe disabilities including those with speech and language impairments. The course addresses the knowledge and skills needed to assess the potential AAC user, make team

decisions, develop and implement instruction, and evaluate the effects of instruction aimed at motivating, building, and expanding communication, choice-making, and social interaction.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at <http://registrar.gmu.edu/students/degree-evaluation/>.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via your LMS

This course will be delivered online (76% or more) using an asynchronous format via Mason's Learning Management system (LMS). You will log in to the course site using your Mason email name (everything before [@masonlive.gmu.edu](mailto:@masonlive.gmu.edu)) and email password. The course site will be available on August 26, 2024.

- To access your course in **Canvas**: <https://canvas.gmu.edu/login/canvas>

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 updated browsers.
  - [Canvas](https://guides.instructure.com/a/720329) supported browsers: <https://guides.instructure.com/a/720329>

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Note that 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.

### ***Expectations***

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Tuesday (i.e., 1 week + 1 day).
- Log-in Frequency:  
Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 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. See policies for late submissions.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. You are highly encouraged to check in on your progress and reach out with any questions or concerns!
- 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.

### **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 of individuals with communication impairments.
3. Discuss and evaluate the range of augmentative and alternative communication devices and systems/assistive technology available for individuals with severe disabilities.
4. Implement assessment strategies to improve students' social interaction with peers and others.
5. Implement communication/AAC/AT assessment strategies to develop and implement individual educational planning and group instruction with students with disabilities in an adapted curriculum across the K-12 grade levels.
6. Understand and identify behaviors associated with communication.
7. Describe language development and emergent literacy skills for students who use augmentative and alternative communication devices and systems/assistive technology.
8. Identify and implement strategies and activities that foster an appreciation of a variety of literature and independent reading for students who use augmentative and alternative communication devices and systems/assistive technology.
9. Demonstrate knowledge of best practices and strategies in reading instruction for students with severe disabilities for students who use augmentative and alternative communication devices and systems/assistive technology.

### **Professional Standards**

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

### **Required Texts**

Mayne, L. E., & Rogers, S. M. (2020). *Augmentative and assistive communication with children: A protocol and intervention plan to support children with complex communication profiles*. Routledge.

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

## **Additional Readings**

Additional readings will be available on Canvas.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

## **VIA 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 VIA/SLL (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 VIA/SLL.

For EDSE 362: *No requirement* to upload a Performance-based Assessment (PBA) to VIA/SLL.

## **Assignments and/or Examinations**

### **Performance-based Assessment (VIA submission required)**

None

### **College Wide Common Assessment (VIA submission required)**

None

## **Course Assignments**

### **1. Weekly Learning Modules** (15 Modules @ 30 points each, 450 points total)

All modules will open on the specified Monday at 9:00 AM, and all work must be submitted by the following Tuesday by 11:59 pm. In other words, you will have 8 days to complete the module. Each module will have a similar format, but different content and related activities.

In each module, you will have 2 submissions. Each is worth 15 points. Submission 1 will be a Knowledge Check (KC) designed to demonstrate your understanding of that week's instructional content. Submission 2 will be Apply What You've Learned (AWYL) which provides an opportunity to demonstrate how you could use that knowledge in your practice.

For each submission, there will be specific directions (e.g., whether you should use bullets or complete sentences, the suggested number of bullets or sentences expected, etc.). Please read these directions carefully and complete spelling/grammar checks before submission.

## **2. Communication Board Development, Use, & Reflection (170 points)**

Using the strategies and procedures reviewed in class, students will create a communication board for their own use. Students will participate in a nonspeaking experience while using a communication board. Students will design a communication board for their personal use, use their board in a setting of their choosing for one hour, and write a reflection on their experiences and impressions. A template and rubric will be provided.

## **3. Toolbox (170 points)**

Students will create an AAC toolbox of 10 tools. In their toolbox, students will identify 3 low-tech tools, 3 mid-tech tools, 3 high-tech tools, and 1 informative tool (e.g., communication passport). For each tool, students will explain how it is made/designed, how it is accessed, how it supports communication, etc. Students will record a video presenting these tools with supporting slides and post it to Canvas. For this assignment, more specific directions and a rubric will be provided. Please note tools must be communication tools, not behavior management tools. This video presentation must be 10-15 minutes (no longer!)

## **4. Case Study Feature Matching Matrix & Summary (210 points)**

Students will be provided with case studies of children with complex communication needs (CCNs). After choosing a case study, students will identify 5 specific needs for their child (i.e., visual, motor, vocabulary, etc.). They will define and describe these needs based on data they cite from the descriptions and assessments provided in the case studies.

After carefully reviewing and describing their case study child's needs, students will identify 3 possible high-tech AAC tools that could be appropriate for their selected child. Students will complete a feature-matching matrix (detailed chart) to determine how each potential tool meets or does not meet their case-study child's needs.

Once they have completed the *matrix* (chart), students will identify which of the three chosen tools has the *features* that best *match* their case study child's needs.

Once one appropriate tool is selected, students write a summary (in a provided template) explaining the child's needs and how the chosen tool meets their specific needs.

For this assignment, more specific directions, templates, and a rubric will be provided on Canvas. A list of approved tools and suggested needs to consider will be provided. If you'd like to review a tool not listed, please get prior approval from the instructor.

## 5. Optional Extra Credit (25 points)

You can earn 25 extra credit points by joining a Zoom meeting. Dr. Betz will schedule approximately one drop-in Zoom session per month. You may drop into these sessions to: ask questions about course content, brainstorm how to apply class content in your “real life” settings, meet your classmates, or just check in about the class. Days and times for these meetings will be varied to provide access for all students. A schedule will be posted on Canvas. If you can’t meet at a provided time or prefer to meet 1:1, email Dr. Betz (mbetz1@gmu.edu) and suggest several times that might work for you.

**You may earn this extra credit only once**, but of course, you are welcome to email to set up a meeting whenever you need support; please don’t be shy about asking to meet! All “extra credit” office hours must be attended or *scheduled* before December 1, 2024.

### Assignment Summary

Assignment	Possible Points
1. Weekly Modules x 15 @ 30 points each	450
2. Communication Board & Reflection	170
3. 10-15 Minute Toolbox Presentation	170
4. Feature Matching Matrix and Summary	210
Total Points:	1000

### Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

### 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. Grading for work completed in

Learning Modules is specifically outlined in Weekly Learning Modules within the Other Assignments section of the syllabus.

Please note that while only certain learning elements are assessed through “grades”, the instructor can still assess student involvement and engagement using other measures. Canvas enables the instructor to view such data as login dates, duration of time spent online, access to specific content elements, and more. The instructor will use this data along with course grades to ensure that students are actively engaged in the course. Please be advised that for each credit hour of a class (*this course* is 3 credits), the university expectation is 3 hours of engagement. In other words, you should budget 9 hours per week for reading, viewing virtual lectures, working on assignments, and completing modules.

(See <https://catalog.gmu.edu/policies/academic/course-information/#ap-2-1> for more information.)

Students struggling to complete work on time or who appear to not be engaging fully with course content will be asked to conference with the instructor. If you feel that you are having difficulty keeping up, please set up a conference! You are responsible for your course participation, but your instructor wants you to be successful! Stay in touch!

## **Late Work**

### *Weekly Learning Modules*

In fairness to students who make the effort to submit assignments on time, there will be progressive point reduction per day for late work within each learning module. Work that is submitted one day late will receive a 10%-point reduction, work that is submitted two days late will receive a 20%-point reduction, and work that is submitted 3 days late will receive a 30%-point reduction. After three days past due, students will receive a 0 for any missing work within that learning module.

**One-Time MODULE Extension:** The instructor recognizes that unexpected challenges may arise during the semester and, therefore, will allow students to **request a one-time extension that they can apply to one Weekly Learning Module (Modules only; not to any major assignments).**

Students must request the extension by emailing the instructor (mbetz1@gmu.edu) ***prior to the original due date***; requests made after 11:59 pm on the specified due date will not be honored. Students do not need to receive confirmation from the instructor to assume they have received this ONE-TIME extension; it will be automatic if it is the first request. The deadline for extended work will be Sunday of that week (i.e., 5 days late). All extensions will be tracked in the Canvas gradebook.

\*\*\*After midnight the following Sunday, late module work will NOT be accepted.

### *Major Course Assignments*



In fairness to students who submit assignments on time, there will be a 10%- point reduction per day for late assignments for up to 5 days. (For example, a 200-point assignment will lose 20 points per day). After 7 days, links to submit the assignment will close and it will no longer be accepted; students will earn a 0 for the missed assignment. If there are extenuating circumstances, please contact the instructor **BEFORE** the deadline has passed. As due dates for the major assignments have been provided from the first day of the semester, extenuating circumstances are rare/emergencies.

**AGAIN, ONE-TIME EXTENSIONS ARE FOR MODULES ONLY.**

### **Other Requirements**

All assignments should reflect professional/college-level spelling, syntax, and grammar. If you experience difficulties with the writing process, you will need to document your work with your university's writing center during this course to improve your skills. All work must be proofread. There are excellent (free) tools like *Grammarly* to check basic grammar and spelling.

### **Grading**

93-100% = A  
90-92% = A-  
85-89% = B+  
80-84% = B  
77-79% = C+  
74-76% = C  
70-73% = C-  
60-69% = D  
<60% = F

**\*Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

## Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

## Use of Generative AI

Generative AI tools should follow the principles of Mason's Academic Standards. This includes being *honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.*

## Other AI Information

To be a successful special educator, you need to understand fundamental concepts and apply skills independently. If you use AI tools in your writing, **you must cite them**. Student work in this course may be analyzed using an originality detection tool focused on Generative AI tools. Please consider saving drafts/ongoing versions of your work and tracking your changes; this helps provide evidence of original work.

Course assignments will be graded against the assignment rubrics. Please be advised that while AI can often summarize information, it often fails in its ability to apply information to unique scenarios. Course assignments are designed so that students are required to show their thought processes, analyses, and rationales for unique scenarios, something that AI cannot do.

## Class Schedule

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

Module Start	Week #	Topic	Module End/ Other Work Due
08/26/24	1	<i>Course Orientation, Intro, Assumptions</i>	09/10/24
09/02/24	2	<i>WHAT we Communicate &amp; HOW we Communicate</i>	09/10/24
09/09/24	3	<i>Vocabulary</i>	09/17/24
09/16/24	4	<i>Communicator Characteristics</i>	09/24/24
09/23/24	5	<i>Working with Emergent Communicators</i>	10/01/24 <b>Assignment:</b> <i>Communication Board Reflection</i>
09/30/24	6	<i>Symbolic Communication</i>	10/08/24
10/07/24	7	<i>Alternative Access</i>	10/15/24
10/14/24	8	<i>Low and Mid Tech Tools</i>	10/22/24
10/21/24	9	<i>High Tech Tools</i>	10/29/24
10/28/24	10	<i>Language Development &amp; Literacy</i>	11/05/24
11/04/24	11	<i>Assessment &amp; Feature Matching</i>	11/12/24 <b>Assignment:</b> <i>Toolbox Video Presentation</i>
11/11/24	12	<i>Literacy Tools</i>	11/19/24
11/18/24	13	<i>User Perspectives and AAC Evidence</i>	11/26/24
11/25/24	14	<i>FAQ &amp; Housekeeping Items</i>	12/03/24
12/02/24	15	<i>New Professionals</i>	12/10/24 <b>Assignment:</b> <i>Feature Matching Matrix</i>

## CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

## GMU Policies and Resources for Students

### Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards](https://catalog.gmu.edu/policies/academic-standards/) (<https://catalog.gmu.edu/policies/academic-standards/>).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) (<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 [Disability Services](https://ds.gmu.edu/) (<https://ds.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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - o [Canvas](https://its.gmu.edu/service/canvas/): <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - o [TimelyCare](https://caps.gmu.edu/timelycare-services/): <https://caps.gmu.edu/timelycare-services/>
  - o [Writing Center](https://writingcenter.gmu.edu/): <https://writingcenter.gmu.edu/>

### Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student](#)

[Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).**

### **Student and Faculty Names and Pronouns**

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [faculty insert your specific pronouns here] for myself and you may address me as “[YOUR NAME]”, “Dr./Prof. [NAME]” or “Mr./Ms./Mx. [NAME]” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

### **Diversity and Inclusion Statement**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

## Appendix

### Assessment Rubric(s)

All other assignment rubrics and templates are posted in Canvas with the directions for the assignment.

<b>Communication Board Development, Use, &amp; Reflection (170 points)</b>			
<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b><u>Discussion of Design</u></b>  How is your board set up? Why did you arrange it in the way that you did? (Cell size, color coding, Fitzgerald key, etc.)	0 to 40 points	35 to 40 points	41 to 45 points
<b><u>Discussion of Experience</u></b>  What was your experience like? How did you interact with those around you? How was it similar and different to the way you typically interact with them?	0 to 30 points	31 to 40 points	41 to 50 points
<b><u>Discussion of Communication Breakdowns</u></b>  Describe any communication breakdowns.	0 to 10 points	11 to 15 points	16 to 20 points
<b><u>Discussion of Plans/Improvements</u></b>  How would you alter your board based on your experience?	0 to 5 points	6 to 10 points	11 to 15 points
<b><u>The Board Itself</u></b>  The board is included. The board is easy to understand. The board layout follows directions (one page, 50 or < cells, etc.)	0 to 30 points	31 to 35 points	36 to 40 points