

Crafton Hills College

Course Outline

1. Discipline: Speech-Language Pathology Assistant
2. Department: Allied Health Services
3. Course Title: Assistive Technology
4. Course I.D.: SLPA 125
5. Prerequisites: Acceptance into the Speech-Language Pathology Assistant program and completion of the following courses with grades of “C” or higher:
 - A. SLPA 122: Assessment & Intervention of Communication Disorders in Children
 - B. SLPA 124: SLPA Workplace Issues, Ethics, and Practices

Corequisite(s): None

Department Recommendation(s): None

6. Semester Units: 1.0
7. Minimum Semester Hours:
Lecture: 16 Lab: 0 Clinic: 0 Field: 0

8. Need for the Course:

Crafton Hills College must comply with the required standards of the California State Speech-Language Pathology and Audiology Board and the American Speech-Language Hearing Association (ASHA) in order to be an accredited Speech-Language Pathology Assistant Program. This course is one of a series of courses which leads to a Certificate of Completion and an Associate in Science degree in the Speech-Language Pathology Assistant Program and will help prepare the student for employment as a Speech-Language Pathology Assistant.

This course will provide the student with an introduction to the development and use of augmentative and alternative communication and assistive technology for

individuals with multiple disabilities.

9. Goals of the Course:

This course is appropriate to the College's mission in that it is part of a complete vocational education program leading to employment. This is one of a series of courses integral to a complete vocational education program to train the Speech-Language Pathology Assistant. This series of courses and completion of an Associate in Science Degree will provide students with the cognitive and psychomotor skills necessary to make them eligible for registration as a Speech-Language Pathology Assistant by the California State Speech-Language Pathology and Audiology Board.

10. Catalog Description:

An introductory course which will cover the development and use of Assistive Technology for individuals in need of augmentative or alternative means of communication. Associate Degree. This course is taught on the Loma Linda University campus.

11. Entrance Skills:

A. Requisite Skills:

Upon entering this course, students must be able to:

- (1) Child speech parameters: (SLPA 122)
 - a. Define basic aspects of speech development
 - b. Identify basic anatomical structures related to speech mechanism
 - c. Define terminology and classification associated with speech disorders in children
 - d. Define terminology and classification associated with voice disorders in children
 - e. Define terminology and classification associated with fluency disorders in children
 - f. Identify deviant patterns of childhood articulation
 - g. Identify deviant patterns of childhood voice.
 - h. Identify deviant patterns of childhood fluency

- i. Provide rationale and intervention strategies for articulation disorders in children
 - j. Provide rationale and intervention strategies for voice disorders in children
 - k. Provide rationale and intervention strategies for fluency disorders in children
- (2) Child language parameters: (SLPA 122)
- a. Identify the components of language
 - b. Demonstrate recognition of various assessment techniques and specific tests used in the identification of language problems
 - c. Define the common terms relating to language development, language disorders, assessment, and remediation
 - d. Demonstrate recognition of various language disorders or delays in children and the varying ranges of severity
 - e. Identify therapy techniques relating to various language disorders in children
 - f. Demonstrate comprehension of the concept of diagnostic teaching and task analysis as they relate to therapy
 - g. Demonstrate recognition of the characteristics of the various language disorders and related problems
 - h. Demonstrate understanding of the role of the SLPA in assessment, therapy, observations, record keeping and staff/parent interactions
 - i. Demonstrate understanding of the role of other professionals involved in the education and remediation of the child with a language disorder and the SLPA's responsibility to those professionals
- (3) Demonstrate understanding of professional requirements for employment, including: (SLPA 124)
- a. Describe the roles and responsibilities of the speech-language pathologist

- b. Describe the roles and responsibilities of the speech-language pathologist assistant
 - c. Describe the role of other professionals in the clinical management process
 - d. Interpret appropriately the Professional Code of Ethics and acceptable code of behavior
 - e. Describe the credentialing process (ASHA and State Licensure Board)
 - f. Describe basic information regarding legal and human rights of children, youth, and parents
 - g. Describe basic information regarding educational laws and policies that govern the services for persons with exceptional needs
- (4) Demonstrate appropriate maintenance of records and documents: (SLPA 124)
- a. Demonstrate sensitivity to confidentiality of client information
 - b. Include authorization and date on pertinent documents
 - c. Prepare and maintain client charts
 - d. Accurately record client behaviors
 - e. Maintain legible records, log notes, and written communication
- (5) Demonstrate understanding of the supervisory process (SLPA 124)
- a. Describe the components of the supervisory process
 - b. Identify various styles of supervision
 - c. Recognize needs and competencies of the supervisee for placement on the continuum of supervision
- (6) Demonstrate behavior management strategies (SLPA 124)
- a. Understand the importance of effective behavior
 - b. Identify basic principles of behavior management

- c. Demonstrate ability to prevent discipline problems
 - d. Discuss common strategies for managing behavior
 - e. Discuss cultural diversity and behavior management
- (7) Demonstrate observational skills and recognize their importance to the therapeutic process (SLPA 124)
- a. Influence the process of change in human behavior
 - b. Identify important skills in observation
 - c. Effectively describe patient/client/student behavior
 - d. Respond appropriately to problematic behavioral observations
- (8) Recognize characteristics of effective instruction (SLPA 124)
- a. Describe the relationship of assessment to management
 - b. Demonstrate effective instructional strategies
 - c. Demonstrate task analysis of sequence of treatment objectives
- (9) Understand the general guidelines for effective instruction (SLPA 124)
- a. Organize tasks for efficient presentation
 - b. Clearly explain task expectations to client
 - c. Obtain and maintain client attention
 - d. Give client time for responses
 - e. Use prompts or cueing
 - f. Provide a model to the client
 - g. Pace instruction appropriately
 - h. Provide feedback to client
 - i. Measure client performance and document appropriately

- (10) Respect cultural and linguistic diversity in the context of case management (SLPA 124)
 - a. Identify dialectal and linguistic differences
 - b. Recognize second-language acquisition clients
 - c. Recognize factors that influence second-language learning
 - d. Describe non-biased assessment
 - e. Demonstrate appropriate use of interpreters/translators
- (11) Demonstrate program management responsibilities (SLPA 124)
 - a. Demonstrate scheduling skills
 - b. Demonstrate record keeping skills
 - c. Demonstrate appropriate telephone protocol
 - d. Use and maintain equipment appropriately
 - e. Take inventory of therapeutic materials
- (12) Apply principles and procedures for management of individuals with communicative disorders: (SLPA 124)
 - a. Assist with speech and language screening procedures as prescribed by the speech-language pathologist
 - b. Demonstrate management concepts in phonological and articulation treatment for children and adults
 - c. Demonstrate management concepts in voice, fluency, and other speech areas for adults and children
 - d. Demonstrate management concepts in language treatment for children and adults
 - e. Describe principles of effective communication between multi-disciplinary team members
- (13) Apply the principles of professional growth (SLPA 124)

- a. Demonstrate an understanding of the importance of continuing education in areas related to employment and service delivery
- b. Develop a plan of personal and professional growth

B. Corequisite Skills: None

C. Recommended Skills: None

12. Course Objectives:

Upon completion of this course, students will be able to:

- A. Define the respective roles of the Speech-Language Pathologist and Speech-Language Pathology Assistant as an interdisciplinary service team
- B. List and describe the roles of the members of the Augmentative and Alternative Communication (AAC) team.
- C. Discuss the need and benefits of providing assistive technology
- D. Define current terminology including, but not limited to, AAC system, symbol, aid, strategy, technique, multimodal system, and interdisciplinary
- E. Define and discuss the principles and uses of assistive technology
- F. Define low and high technology
- G. Demonstrate familiarity with assistive devices in common use (e.g., Dynovox)
- H. Describe appropriate candidates for assistive technology
- I. Demonstrate ability to care for and provide instruction in caring for assistive alternative communication devices
- J. Demonstrate ability to assist the SLP in assessing clients for augmentative or alternative communication devices
- K. Discuss ethical and legal issues related to augmentative and alternative communication

13. Representative Texts and Instructional Materials:

- A. Lloyd, L. L., Fuller, D. R., and Arvidson, H. H. (1997). *Augmentative and Alternative Communication: A Handbook of Principles and Practices*. Needham Heights, MA: Allyn & Bacon.

- B. Glennen, S. L., and Coste, D. C. (1997). *Handbook of Augmentative and Alternative Communication*. San Diego, CA: Singular Thomson Learning

14. Course Content:

- A. Speech pathology and the interdisciplinary team
- B. Augmentative and Alternative Communication (AAC) team
- C. Need and benefits of assistive technology
- D. Current terminology
- E. Principles and uses of assistive technology
- F. Low and high technology
- G. Familiarity with assistive devices in common use
- H. Appropriate candidates for assistive technology
- I. Care and instruction of assistive technology communication devices
- J. Assessment of clients for AAC devices
- K. Ethical and legal issues

15. Methods of Instruction:

- A. Lecture
- B. Audio-visual
- C. Group discussion
- D. Computer internet assignments
- E. Therapy simulations
- F. Reading assignments

16. Assignments and Methods of Evaluation:

To receive credit for this course, the student must obtain a 70% or higher average score on cumulative assignments and examinations which include the following:

- A. Cooperative Learning Activities: Course content involves an understanding of various theories and/or philosophies regarding the therapy process as well as basic principles related to learning and to client management. The material becomes more understandable when students engage in role-playing activities and other cooperative learning assignments. Thus, students must be present and fully participate in such assignments. Points will be deducted for absences that prevent participation in such activities. This will account for 50% of the student's total grade.
- B. Two examinations will be given throughout the semester. Each examination will account for 25% of the student's total grade. All examinations will include the following types of questions:
- (1) Multiple choice
 - (2) True/False
 - (3) Short answer/Fill in the blank

Percentages and letter grade equivalents are listed below:

100.0% - 90.0 % = A

89.9% - 80.0% = B

79.9% - 70.0% = C

69.9% - 60.0% = D

Below 60.0% = F