Castleton University

Early Childhood Educators Institute
Summer 2021 Course Syllabus

The course objectives, expected outcomes, assignments, and readings for this course were aligned with Vermont child care program licensing qualifications criteria and relevant certificates and credentials issued by Northern Lights at CCV and the endorsement standards for early childhood overseen by the Vermont Agency of Education. Specifically, this course was framed using the Vermont Core Knowledge and Competencies for Early Childhood Professionals, the Vermont Early Learning Standards, the Vermont Guiding Principles for the Full Participation of Each and Every Child, and/or the Vermont Core Teaching Standards. This syllabus was vetted for licensure and credential alignment by both the Agency of Education's Early Education Programs Manager and the Director of Northern Lights at CCV. Detailed information regarding that alignment is available upon request from the Castleton Center for Schools.

Course Title: Augmentative Communication Strategies for Young Children with Complex Needs

Number of Credits: 3 graduate or undergraduate credits

Level: Graduate & Undergraduate
Students may elect to take this course at the undergraduate level. If so, some assignments and expectations for scholarly writing (paper page length, APA expectations) will be minimized to the level of complexity for what would be expected of an undergraduate student. Any adjustments to course expectations for this purpose should be determined collaboratively by the instructor and the student(s).

Course Code: EDU 5515 C09 (graduate) & EDU 4710 CFS10 (undergraduate)

Dates: July 20 – November 1, 2021.
This course is part of the 2021 Early Childhood Educators Institute and requires attendance all 4 days of the online institute July 20, 22, 27 & 29. The course continues in an online environment until November 1, 2021 at the latest.

Times: July 20, 22, 27, 29 from 9:00 am - 4:05 pm.

Format: Online asynchronously and synchronously using Zoom videoconferencing.

Location: Online

Instructor: Amy P Starble, M.S. CCC-SLP, amy.starble@uvm.edu, 802-734-8933

Course Cost to Student: $375 for this 3-credit course. The institute fee is $200. Total: $575

Course Description: This course will focus on exploring, identifying and implementing evidence-based communication supports for young children with complex communication needs. This course will provide participants skills and knowledge regarding increasing participation, access and social interaction for young children with special needs in the inclusive early childhood classroom and within daily routines within the home setting. A specific emphasis will be placed on building a comprehensive

understanding, and practical application, of the Augmentative Communication process for children ages 2 through 8 years of age.

Audience: Participants from the fields of early childhood education, early childhood special education, speech language pathology and occupational therapy may benefit from the content of this course.

Course Goals: Participants will:
1) Demonstrate skill in the assessment and identification of augmentative communication systems with children between 2-8 years of age
2) Demonstrate skill in the implementation of light and high tech augmentative communication systems with children between 2-8 years of age
3) Demonstrate skill in the adaptation and modification of play routines for children with complex communication needs, including children who utilize augmentative communication supports.

Required Readings/Texts: (required texts not included in the course tuition)
Below are a sample of some of the required articles for the class:
Barker, M, Akaba, S, Brady, N &Thiemann-Bourque K. Support for AAC in Preschool, and Growth in Language Skills, for Young Children with Development Disabilities, Augmentative and Alternative Communication (2013)

Light, J. AAC technologies for young children with complex communication needs: State of the science and future research directions, Augmentative and Alternative Communication (2007)

Romski, M. & Sevcik, R. Augmentative Communication and Early Intervention: What a Difference 30 Years Makes, Infants and Young Child (2005)

Assignments:
Students will:
1) Complete a participation or communication assessment for a young child in an early childhood setting
2) Create a light-tech communication board/book
3) Create an instructional plan (play plan or routines-based communication plan) for a young child with complex needs.
4) Demonstrate the evidence-based practice of Aided Language Input with a light-tech or high-tech communication system within a shared reading activity.
5) Complete an augmentative communication lab with a light tech or high tech augmentative communication tool

Evaluation:
Each of the five graded assignments will be evaluated using a proficiency-based grading system. In general, the following guidelines will be used:
4: Exceeds Proficiency
3: Proficient
2: Almost Proficient
1: Needs Work

Grading Policy:

Grades are indicated by letters with a designated "quality point" value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

Additional grading information can be found in the Castleton University Graduate Catalog, under Academic Policies, accessible online at: http://catalog.castleton.edu/index.php

Academic Honesty Policy:

Castleton University is a learning institution committed to the highest standards of scholarly conduct. The students, faculty, and administration make up a scholarly community whose integrity and success necessarily stem from a mutually agreed upon code of academic standards and principles that promote trust and honesty and prohibit the attempt to gain unfair academic advantage. Membership in the Castleton community means sharing responsibility for upholding and safeguarding these academic standards and principles.

Any violation of academic honesty will be considered cheating and will be dealt with accordingly by the appropriate authorities.

For more information click the link below to access the Castleton University Graduate Catalog Academic Policy section:

http://catalog.castleton.edu/content.php?catoid=16&navoid=1204#Academic_Honesty

Use and Ownership of Copyrighted Materials:

For information and guidance, faculty and students are referred to the Vermont State College Manual of Policy and Procedures as it relates to the use and ownership of copyrighted materials. Guidelines are set out in Policy 416, accessible online at the following address:

http://www.castleton.edu/library/information-literacy-graduation-standard/information-literacy-tutorial/information-ethics-citing-sources-and-fair-use/

Accommodations:

Castleton is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in or be denied the benefits of the services, programs or activities of Castleton University. For more information, please contact the Coordinator of Disability Services, at (802) 468-1428.

Course Drop Policy:

Castleton University offers courses to educators with the expectation that participants will complete the course. However, the University realizes circumstances arise in one's personal life that may cause

disruptions. **The policy for dropping a course is that a participant will notify the instructor in writing of the intent to withdraw from the course. The withdrawal notice should be made within the first week of the course and should include the reason for withdrawing.** After week one, changes in class status will be considered for health, bereavement, and personal or emergency situations only. Those who withdraw without adhering to this policy may receive a failing grade on their transcript and/or be liable for associated course costs. For more Academic Policy information, check the link below to access the Castleton University Graduate Catalog:
http://catalog.castleton.edu/content.php?catoid=23&navoid=2159

Transcript Request:

www.castleton.edu/transcripts