**Syllabus**

A 2 week self-paced online course

# Course Title: Communication Skills

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"Communication Skills"** is made up of 2 modules, each containing video segments, readings, lectures, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

This tutorial uses the text *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, which is available from AFB Press.

**COMPLETION REQUIREMENTS:**

Students are expected to be familiar with all material presented in the tutorial, and to submit all assignments where indicated.

A structure is suggested for you through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Sacks and Zatta, Eds. *Keys to Educational Success:  Teaching Students with Visual Impairments and Multiple Disabilities*, AFB Press.

Additional required readings are provided through the learning platform. Additional suggested reading is optional.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will learn:

* The impact of visual and multiple disabilities on communication
* To identify stages on development of communication

**Skill**: As a result of the learning experiences in the course, you will be able to:

* Describe various forms of communication, including additional key components
* use scripts with students who have visual impairments and multiple disabilities to encourage social interactions
* identify at least ten communication symbol systems and devices
* Establish appropriate communication goals for students with multiple disabilities including visual impairment

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* identify students’ purposes for communication
* facilitate both why is communicated and why

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* facilitate positive communication, and transform the communication attempted by challenging behaviors

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

Session 1: Developing Communication Skills

**Session Goals:**

Upon completion of this session, participants will:

* Identify the impact of visual and multiple disabilities on communication
* Identify stages of development of communication
* Describe the various forms of communication
* Describe additional key components of communication

*Pre- and Post-Quizzes*

*Video:* Understanding Children's speech, language and communication development; Children With Both Hearing and Vision Loss Addressing Their Unique Needs; tangible Symbols

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 229-248

Defining Tangible Symbol Systems

The Development of a Universal Tangible Symbol System

Augmentative and Alternative Communication (AAC) Systems for Students with CVI & Multiple Disabilities

*Assignment:* Identify and describe intended use of at least ten (10) items for communication- symbol systems, AAC devices, and/or AT devices.

**Session 2**:

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Identify why students communicate – the purpose of the communication
* Identify what students communicate- the content of the message
* Identify strategies to facilitate why and what is communicated
* Identify what teachers can do to facilitate positive communication with students
* Identify factors that impact on establishing appropriate communications goals for students with visual and multiple disabilities
* Identify strategies that may transform the communication attempted by challenging behaviors into positive communications

*Pre- and Post-Quizzes*

*Video:* Strategies for Assessing and Teaching Students with Visual and Multiple Disabilities; Alternative and Augmentative Communication (AAC)

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 248-259

The calendar

Supporting Young Children With Multiple Disabilities: What Do We Know and What Do We Still Need To Learn?

*Assignment:* Create an experience book for a specific child