

EDSP 505

Communicative Competence in Learners with
Significant Disabilities

Instructor: Robin Greenfield, Ph.D.

Number of Professional Development Graduate Credits: 1

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:

<http://www.idahotc.com/lms>

Contact Information

Robin Greenfield

rgreen@uidaho.edu

(208) 364-4012

Technical Assistance

Idaho Training Clearinghouse

itc@uidaho.edu

Course Description

Session 1: Assessing Levels of Communication

This session will focus on assessing levels of communication for learners at the non-symbolic or early symbolic level of communication. The Communication Matrix will be used to review the assessment process and how to target levels for instruction and programming.

Session 2: Defining Communicative Competence

This session will discuss the difference between intentional and intentionally communicative behaviors in learners at the non-symbolic and early symbolic levels of communication. Students will be presented with a variety of examples of learners at various ages and how the process used to encourage more communicative communication.

Session 3: Programming and Instruction for Learners at the Non-Symbolic Level

This session will discuss a process for making decisions on instructional goals and objectives for learners at the non-symbolic and early symbolic levels of communication. Students will discuss examples of programming and instruction for a variety of learners.

University of Idaho Learning Outcomes

1. Learn and integrate

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective

Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

Specific Course Objectives Related to Above Learning Outcomes:

At the conclusion of this course, participants will:

- Describe the seven levels of the Communication Matrix

- Describe the difference between intentional and intentionally communicative behavior
- Describe two intervention strategies for learners at the non-symbolic level
- Describe two intervention strategies for learners at the early symbolic level
- Write a goal and two objectives for a learner at the non-symbolic level
- Write a goal and two objectives for a learner at the early symbolic level

Graduate Credit Course Requirements

1. Participation: Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. <http://www.idahotc.com/lms>
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: A written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

Final Assignment

Final Assignment (10 points)

Assess a student using the Communication Matrix and provide a summary of your findings. An online version of the Matrix can be found at: www.communicationmatrix.org

Include the following information in your paper:

1. A brief description of the learner including age, disability category (if known), and why you chose this child to assess

2. A summary of the Matrix results including functions/intents and the behaviors the learner uses to demonstrate those things as noted in the Matrix
3. Next steps including goals for the learner and why you chose those goals.

Grading Policy

This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must also earn an 80% (8/10 points) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Condensed Policy of Nondiscrimination

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for

Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).