Web Exercise

# Chapter 11: Individuals With Speech and Language Impairments

1. Visit the American Speech-Language Hearing Association website at:

[www.asha.org/public/speech/disorders/AAC.htm](http://www.asha.org/public/speech/disorders/AAC.htm)

Identify at least 10 examples of augmentative and alternative communication devices that may be used by individuals with speech-language impairments. Explain what is meant by unaided and aided communication systems.

Chapter 11 Objective

Explain the function of augmentative and alternative communication devices.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

Standard 5.3: Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and Societal Issues

C. Historical movements/trends affecting the connections between special education and the larger society; for example:

3. application of technology

1. Browse the Augmentative and Alternative Communication Language Lab at

<https://aaclanguagelab.com> Review specifically the sections that include resources for teachers and parents. Then, explain how you might incorporate some of the resources in a classroom where a student or students with speech/language disorder is included. Of what value is the parent section of the site? Be specific. Be prepared to share your responses with your classmates.

Chapter 11 Objective

Explain the function of augmentative and alternative communication.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

Standard 7: Collaboration

Standard 5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 7.0: Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning environments.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

6. Technology for teaching and learning in special education settings.

1. Using materials from the Do2Learn website, explain how you might prepare lessons to assist young or significantly impaired students in their development of functional communication. Be specific.

[www.do2learn.com/disabilities/CharacteristicsAndStrategies/SpeechLanguageImpairment\_Characteristics.html](http://www.do2learn.com/disabilities/CharacteristicsAndStrategies/SpeechLanguageImpairment_Characteristics.html)

Chapter 11 Objective

Describe procedures used to instruct individuals with speech and language impairments.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

Standard 5.0: Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

B. Curriculum and instruction and their implementation across the continuum of educational placements

4. Instructional format and components