

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**SPE 318 - Communication Skills for Persons with Substantial Disabilities**

**0 Unit(s)**

**Prerequisite(s):** NONE

**Recommended Prep:** Special Education K-12

**Transfer Status:** NT

200 hours Lab

This course is designed for persons with substantial disabilities attending a facility in the community generally known as a day activity center. Communication Skills focuses on learning basic techniques for communicating. Topics include ASL, functional gesture practice, articulation practice, making choices, problem solving and social communication skills. An individual assessment of needs as well as an ongoing individual service plan (ISP) is a component of this course. The ISP will dictate the number of hours each student will spend in this course. Unlimited repeats. Satisfactory/Unsatisfactory Only. Open Entry/Open Exit.

### II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Use a functional gesture (approximation of ASL sign) when prompted by a photo or picture icon of an object.
- B. Use the correct ASL sign when prompted by a photo or picture icon of an object.
- C. Demonstrate the ability to communicate with another individual on a range from the most basic ASL sign to a functional gesture.
- D. Demonstrate the ability to express an emotion and a request (advocate for self) either verbally, with ASL or functional gesture.
- E. Demonstrate the ability to engage in social conversation (reciprocal communication) either verbally, with ASL or functional gesture.

### III. COURSE CONTENT

#### A. Unit Titles/Suggested Time Schedule

Lab	
<u>Topics</u>	<u>Hours</u>
1. Introduction to verbal articulation	10.00
2. Muscles in the mouth and tongue/word formation	10.00
3. Vocalizing/mimicking sounds	10.00
4. Pitch and tone of oral abilities	10.00
5. American Sign Language (ASL) - alphabet finger spell	10.00
6. ASL music video mimic	10.00
7. Signing basic requests - drink, restroom, hungry, eat	10.00
8. Functional gesture/body language/hybrid	10.00
9. Symbolizing body movements	10.00
10. Using facial expressions	10.00
11. Choice-making/limiting options	10.00
12. Choice making/advantages and disadvantages	10.00
13. Problem solving/examining the issue	10.00

14. Problem solving/collecting relative information	10.00
15. Problem solving and proposing resolutions	10.00
16. Problem solving and impacting others	10.00
17. Reciprocal conversations	10.00
18. Conversation ice breakers	10.00
19. Language clues to continuing a conversation	10.00
20. Self-advocacy through verbal, ASL or functional gesture communication	10.00
Total Hours	200.00

#### **IV. METHODS OF INSTRUCTION**

- A. Instructor Demonstrations
- B. Applied Classroom Activities
- C. Supervision and observation of student integration in social and community activities.

#### **V. METHODS OF EVALUATION**

- A. Demonstration and application of individual skills repeated throughout the day to enhance learning opportunities.
- B. Individual Service Plans (ISP) developed to assess placement of student into program and establish desired outcomes and individual developmental objectives.
- C. Individual Progress Conferences utilizing frequency charts to evaluate the student's progress toward established objectives.

#### **VI. EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  - 1. Read or listen to an opinion piece and sum up the opinion in a class discussion.
  - 2. Read three signs from the ALS book and sign those for the instructor.
- B. Writing Assignments
  - 1. Write a dictated paragraph to submit to the instructor.
  - 2. When presented with a picture, write a paragraph explaining what the picture means to you. Submit it to the instructor.
- C. Out-of-Class Assignments
  - 1. Not applicable.

#### **VII. RECOMMENDED MATERIALS OF INSTRUCTION**

Materials Other Than Textbooks:

- A. ASL Manual, ASL signs handout (printed demonstration of signs), Photo/Icon Flash Cards, Self-Advocacy Videos and DVD's.

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