

SEMESTER LESSON PLAN (RPS)

ALTERNATIVE AND AUGMENTATIVE COMMUNICATION



Lecture name:

Een Ratnengsih, M.Pd.




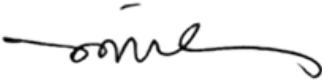
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**Bachelor Program in Special Education
Faculty of Educational Sciences**

**Indonesia University of Education
2023**

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|  | SEMESTER LESSON PLAN | No.Dok : RPS-FIP-PKh No. 077 |
| | LEARNING EVALUATION IN SPECIAL EDUCATION | Revise : |
| | | Date : |
| | | Page : 1-22 |
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| Lecture | Study Program Quality Assurance | Head of Bachelor Program in Special Education |
| SEMESTER LESSON PLAN | | |
| 1. Course Identity Study Program Name: Bachelor Program in Special Education Course Name: Alternative and Augmentatif Communication | | |

Course Code: KH 365
Course Group: Professional Skill Course (MKKP)
Credit Hours: 2 Credits
Level: Bachelor Program (S1)
Semester: Ood (7)
Prerequisite: Assessment of children with special needs
Status (mandatory/elective): Mandatory
Name and code of lecturer:
(2826) Een Ratnengsih, M.Pd,
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2. Course Description

This Alternative and Augmentative Communication course aims to provide students with knowledge, understanding and skills in the following three areas: **First**, conceptual knowledge (children who experience severe barriers to communication / *Complex Communication Needs and Alternative and Augmentative Communication Systems*). To learn the content of the material in this section, students are directed to explore through references and field exploration. The results of the exploration are presented in the form of a presentation. **Second**, Procedural Knowledge (Steps for Assessing Communication aspects and other supporting aspects, Steps for preparing Alternative and Augmentative Communication Systems). In understanding this second part of the material, students listen to the presentation and explore through references. **Third**, the practice of assessing and designing alternative and augmentative communication systems. To learn this material, students are guided to conduct an assessment of CCN children and formulate a KAA system design that suits the communication needs of CCN children. The formulation of the KAA system is done by *project works* and *group work* through Blended Learning. Face-to-face lectures in the network and field practice of data collection outside the network. Assessment is carried out through

measuring conceptual knowledge and the final practical product in the form of alternative and augmentative communication system designs and prototypes.

3. Referenced Study Program Learning Outcomes (CPL)

1. Able to make appropriate, responsible, and professional decisions to solve learning problems and learner development services in special education.
2. Identify children with special needs using various assessment strategies and techniques.
3. Plan, implement and evaluate various services for children with special needs both individually and in groups in special education.

4. Course Learning Outcomes (CPMK)

- S1. Able to make appropriate, responsible, and professional decisions to solve learning problems and learner development services in special education.
- S8. Internalize academic values, norms and ethics
- S9. Demonstrate an attitude of responsibility for work in their field of expertise independently.
- KU3. Able to examine the implications of the development or implementation of science and technology that pay attention to and apply humanities values in special education based on scientific rules, procedures and ethics in order to produce solutions, ideas, designs or art criticism.
- KK3. Able to identify children with special needs using various assessment techniques and strategies.
- KK5. Able to plan, implement and evaluate various special education services in both segregative and inclusive systems.
- KK9. Have the ability to provide guidance to both parents and children with special needs.

1. Lesson Plan Description

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| 1 | <p>Students have the ability:</p> <ol style="list-style-type: none"> 1.Explain what complex communication needs are (C1) 2.Explain who complex communication needs are (C1) 3. Detail the characteristics of complex communication needs (C2) 4. Describe the impact experienced by children with complex communication needs (C2) | <ul style="list-style-type: none"> - Course Orientation - Basic concepts of complex communication needs: what, who, characteristics and impact | <ol style="list-style-type: none"> 1. Students obtain information about the process, assignments that become bills, assessments and rules of Alternative and Augmentative Communication lectures. 2. Students learn about what, who, characteristics of children with complex communication needs material delivery and literature review. 3. Questions and answers / discussions about several issues related to the process, assignments that | 2 x 50 Minutes | <p>Assignment: Form a working group , Search and review other literature related to the basic concepts of complex communication needs (CCN)</p> <p>Assessment: Observation of participation/activity Questions and answers</p> | Warrick, Anne (1993). |

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| | | | <p>become bills, assessments and rules of Alternative and Augmentative Communication lectures. In addition, students discuss what, who, characteristics and impact of complex communication needs.</p> <p>4. Lectures are organized through zoommeeting / Gmeet and SPOT.</p> | | | |
| 2 | <p>Students have the ability:</p> <ol style="list-style-type: none"> 1. Explain the meaning of Alternative and Augmentative Communication (AAC) (C1) 2. Explain the purpose of | <p>Alternative and Augmentative Communication (AAC) concept: definition, purpose, function</p> | <ol style="list-style-type: none"> 1. Students learn about the concept, purpose and function of alternative and augmentative communication through literature study, presentation and explanation of material. | 2 x 50 Minutes | <p>Assignment: Search and review other literature related to the concept of Alternative and Augmentative Communication Concepts (AACC).</p> | <p>Warrick, Anne (1993).</p> |

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| | Alternative and Augmentative Communication (AAC) (C1) 3. Explain the function of Alternative and Augmentative Communication (AAC) (C1) | | 2. Students conduct questions and answers/discussions on several issues related to the understanding, objectives, functions of the KAA. 3. Lectures are organized through zoommeeting / Gmeet and SPOT. | | Assessment: 1. Observation of participation/activity Questions and answer 2. Report on the results of the literature review | |
| 3 | Explain the types of Alternative and Augmentative Communication (AAC) (C1) 1. Describe types of assisted and unaided Alternative and Augmentative Communication (AAC) (C1) 2. 3. Explain the types of high-tech, medium-tech and low-tech Alternative and | Types of alternative and Augmentative Communication, shortcomings and advantages of different types of AEC, assisted and unassisted AEC, high, medium and low technology AEC, | 1. Students learn about the types of alternative and augmentative communication, the disadvantages and advantages of various types of KAA, KAA with assistance and without assistance, high, medium and low technology KAA through | 2 x 50 minutes | Assignment: Search and review other literature related to the concept of Alternative and Augmentative Communication (AAC). assessment: 1. observation of participation/activity Questions and answers, | Warrick, Anne (1993) |

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| | Augmentative Communication (KAA) (C1) 3. 4. Identify the advantages and disadvantages of types of Alternative and Augmentative Communication (AAC) (C4) | | literature study, presentation and explanation of material. 2. Students conduct questions and answers/discussions about types of alternative and augmentative communication, advantages and disadvantages of various types of AEC, AEC with assistance and without assistance, high, medium and low technology AEC. 3. Lectures are organized through zoommeeting / Gmeet and SPOT. | | 2. Report on the results of the literature review | |

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| 4 | <p>Students have the ability:</p> <ol style="list-style-type: none"> 1. Explain Alternative and Augmentative Communication as a system (C1) 2. Decipher symbols in alternative and Augmentative Communication Systems (AACs) with and without assistance (C2) 3. Explain the tools in high-tech, medium-tech and low-tech Alternative and Augmentative Communication Systems (AACs) (C1) 4. Identify Methods in Alternative and Augmentative Communication Systems (AACs) (C4) | <p>Alternative and Augmentative Communication Systems (AACs): symbols, tools, methods, techniques</p> | <ol style="list-style-type: none"> 1. Students learn the concept of alternative and augmentative communication systems regarding symbols, tools, methods, techniques through literature study, presentation and explanation of material. 2. Students conduct questions and answers/discussions about symbols, tools, methods, techniques in Alternative and Augmentative Communication Systems (AACs). | 2 x 50 minutes | <p>assignment</p> <p>Search and review other literature related to the concept of Alternative and Augmentative Communication (AAC)</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. observation of participation/activity 2. Questions and answers, 3. Literature review report | Warrick, Anne (1993) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | 5. Identify techniques in alternative and augmentative communication systems (AACs) (C4) | | 3. The organization of lectures is done through zoommeeting / Gmeet and SPOT | | | |
| 5 | Students have the ability: 1. Explain the meaning of asesmena for CCN children (C1) 2. Describe the steps of assessment for children with CCN (C1) 3. Develop a communication assessment instrument for CCN children (P2) 4. Develop a developmental assessment instrument for | Assessment of children with severe communication barriers / CCN: steps to develop communication instruments and other aspects of development | 1. Students learn the concept of Assessment of children with severe communication barriers / CCN: steps for developing communication instruments and other developmental aspects through literature study, presentation and explanation of material. 2. Students conduct Q&A/discussion on Assessment of children with | 2 x 50 minutes | Assignment: - Search and review other literature related to Assessment of children with severe communication barriers / CCN: steps for developing communication instruments and other developmental aspects) - Developing the Assessment Instrument Assesment | Warrick, Anne (1993) |

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| | CCN children (P2) | | severe communication barriers/ CCN: steps to develop communication instruments and other aspects of development. 3. Lectures are organized through zoommeeting / Gmeet and SPOT | | 1. observation of participation/activity 2. Questions and answers, 3. Literature review report | |
| 6 | Students have the ability: 1. Identifying CCN children (P1) 2. Conduct communication assessment for CCN children (P2) 3. Conduct a | Identify and conduct assessment of communication and other aspects of development for children who experience severe barriers in communication / Complex Communication, analyze the results of the assessment | 1. Students practice Identifying and assessing communication and other aspects of development for children who experience severe barriers to communication / Complex Communication, analyzing the results of the | 2 x 50 minutes | Assignment: conduct and analyze the results of the communication assessment of the case to be taken for alternative and augmentative communication design. Assessment: | Berk, Laura E. (2003) Cunningham, Steve. (2002) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | <p>developmental aspect assessment for CCN children (P2)</p> <p>4. Develop an analysis of the assessment results for the projection of the SKAA design (P2)</p> | <p>projection of the SKAA design</p> | <p>assessment projection design</p> <p>2. Questions and answers/discussions about the practice of Identifying and conducting assessments of communication and other aspects of development for children who experience severe barriers to communication / Complex Communication, analyzing the results of the assessment projection design.</p> <p>3. Students are given assignments to identify and</p> | | <p>1. Participation/ activity observation</p> <p>2. Assignment (case study)</p> <p>3. Task completion process</p> | |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | | | <p>assess based on field cases.</p> <ol style="list-style-type: none"> 4. Students make SKAA design projections based on analysis of assessment results for CCN children according to the case taken 5. The implementation of the course is carried out through field data collection practice, the results are presented through face-to-face lectures through zoommeeting / Gmeet and SPOT. | | | |
| 7 | Students have the ability: | steps for developing alternative and | <ol style="list-style-type: none"> 1. Students learn the steps of preparing | 2x50 minutes | Assignment: Search and review - | Warrick, Anne (1993) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | <ol style="list-style-type: none"> 1. Describe the steps to organize an Alternative and Augmentative Communication System (C2) 2. Explain the steps to determine the SKAA symbol (C1) 3. Explain the steps to determine SKAA tools (C1) 4. Explain the steps of determining the SKAA method (C1) 5. Explain the steps to determine | <p>augmentative communication systems: determining symbols, tools, methods and techniques</p> | <ol style="list-style-type: none"> alternative and augmentative communication systems: determining symbols, tools, methods and techniques through literature study, presentation and explanation of material. 2. Students conduct questions and answers/discussions about the steps in developing alternative and augmentative communication systems: determining symbols, tools, methods and techniques. | | <p>development of alternative and augmentative communication systems: determining symbols, aids, methods and techniques based on the case.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. observation of participation/activity 2. Questions and answers, 3. Literature review report | |

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| | the SKAA technique (C1) | | 3. The implementation of the lecture is carried out through the practice of preparing alternative and augmentate communication systems independently in groups, the results are presented through face-to-face lectures through zoommeeting / Gmeet and SPOT. | | | |
| 8 | MID-SEMESTER EXAMINATION | | | | | |
| 9 | Students have the ability: 1. Design an Alternative and Augmentative Communication System (P2) | Design alternative and augmentative communication systems | 1. Students analyze the implications obtained from the assessment results of the cases taken for | 2 x 50 minutes | Assignment: Design an Alternative and Augmentive Communication System based | Warrick, Anne (1993) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | 2. Present the Design of Alternative and Augmentative Communication System (P2) 3. Revise the Alternative and Augmentative Communication System Design validation results (P2) 4. Seriousness in designing Alternative and Augmentative Communication Systems (A4) | | the purposes of SKAA design. 2. Students draft SKAA independently in groups 3. Students present the draft SKAA online face-to-face lectures through zoom meeting / Gmeet / SPOT 4. SKAA design validated by lecturers and peers 5. Students revise the validation results | | on the case taken. Assessment: 1. Observation of participation/activity/solemnity 2. Temporary task completion report (draft SKAA) | |
| 10 | Students have the ability: 1. Design an Alternative and Augmentative Communication System (P2) 2. Present the Design of Alternative and | Design alternative and augmentative communication systems | 1. analysis of the implications obtained from the assessment results of the case taken for the purposes of SKAA design | 2 x 50 minutes | Assignment Design an Alternative and Augmentative Communication System based on the case taken. Assessment | Warrick, Anne (1993) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | Augmentative Communication System (P2) 3. Revise the Alternative and Augmentative Communication System Design validation results (P2) 4. Seriousness in designing Alternative and Augmentative Communication Systems (A4) | | 2. Students draft SKAA independently in groups 3. Students present the draft SKAA online face-to-face lectures through zoom meeting / Gmeet / SPOT 4. SKAA design validated by lecturers and peers 5. Students revise the validation results | | 1. Observation of participation / activities / sincerity 2. Temporary task completion report (draft SKAA) | |
| 11 | Students have the ability: 1. Design an Alternative and Augmentative Communication System (P2) | Design alternative and augmentative communication systems | 1. Students analyze the implications obtained from the assessment results of the cases taken | 2 x 50 minutes | Assignment: Design an Alternative and Augmentative Communication System based on the case taken. | Warrick, Anne (1993) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| | 2. Present the Design of Alternative and Augmentative Communication System (P2) 3. Revise the Alternative and Augmentative Communication System Design validation results (P2) 4. Seriousness in designing Alternative and Augmentative Communication Systems (A4) | | for the purposes of SKAA design. 2. 2. Students organize the SKAA draft independently in groups 3. Students present the draft SKAA online face-to-face lectures through zoom meeting / Gmeet / SPOT 4. SKAA design validated by lecturers and peers 5. Students revise the validation results | | Assessment: 1. Observation of participation / activeness / sincerity 2. Temporary task completion report (draft SKAA) | |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| 12 | <p>Students have the ability:</p> <ol style="list-style-type: none"> 1. Design an Alternative and Augmentative Communication System (P2) 2. Present the Design of Alternative and Augmentative Communication System (P2) 3. Revise the Alternative and Augmentative Communication System Design validation results (P2) 4. Seriousness in designing Alternative and Augmentative Communication Systems (A4) | Design alternative and augmentative communication systems | <p>Students analyze the implications obtained from the assessment results of the cases taken for the purposes of SKAA design.</p> <p>Students draft SKAA independently in groups</p> <p>Students present the draft SKAA online face-to-face lectures through zoom meeting / Gmeet / SPOT SKAA design validated by lecturers and peers Students revise the validation results</p> | 2 x 50 minutes | <p>Assignment: Design an Alternative and Augmentative Communication System based on the case taken.</p> <p>Assessment:</p> <ol style="list-style-type: none"> 1. Observation of participation / activeness / sincerity 2. Temporary task completion report (draft SKAA) | Warrick, Anne (1993) |

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| 13 | <ol style="list-style-type: none"> 1. Prototype alternative and augmentative communication system design (P2) 2. Piloting alternative and augmentative communication system designs (P2) 3. Thoroughness in prototyping and piloting the design of Alternativ | Prototype and test alternative and augmentative communication system designs | <p>Students prototype and test alternative and augmentative communication system designs</p> <p>Students present prototypes and test results of alternative and augmentative communication system designs through zoom meeting / Gmeet /SPOT</p> <p>Students organize a report on the results of the trial</p> | 2x50 minutes | <p>Assignment: Compile an article from the trial results</p> <p>Assesment</p> <ol style="list-style-type: none"> 1. Observation of participation / activeness / sincerity 2. Temporary task completion report (draft SKAA) | Warrick, Anne (1993) |

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| | e and Augmentative Communication Systems (A4). | | | | | |
| 14 | Prototype alternative and augmentative communication system design (P2) Piloting alternative and augmentative communication system designs (P2) Thoroughness in prototyping and piloting the design of Alternative and Augmentative Communication Systems (A4). | Prototype and test alternative and augmentative communication system designs | Students prototype and test alternative and augmentative communication system designs Students present prototypes and test results of alternative and augmentative communication system designs through zoom meeting / Gmeet /SPOT Students prepare a report on the results of the trial | 2 x 50 Minutes | Assignment: Compile an article from the trial results Assesment 3. Observation of participation / activeness / sincerity 4. Temporary task completion report (draft SKAA) | Warrick, Anne (1993) |

| Meeting | Course Lesson Outcome Indicators | Subject Matter | Learning Method | Time | Assignment and Assessment | References |
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| 15 | <p>Prototype alternative and augmentative communication system design (P2)</p> <p>Piloting alternative and augmentative communication system designs (P2)</p> <p>Thoroughness in prototyping and piloting the design of Alternative and Augmentative Communication Systems (A4).</p> | <p>Prototype and test alternative and augmentative communication system designs</p> | <p>Students prototype and test alternative and augmentative communication system designs</p> <p>Students present prototypes and test results of alternative and augmentative communication system designs through zoom meeting / Gmeet /SPOT</p> <p>Students prepare a report on the results of the trial</p> | 2x50 minutes | <p>Assignment: Compile an article from the trial results</p> <p>Assesment</p> <p>5. Observation of participation / activeness / sincerity</p> <p>6. Temporary task completion report (draft SKAA)</p> | Warrick, Anne (1993) |
| 16 | FINAL SEMESTER EXAMINATION | | | | | |

2. Reading/Reference List

Berk, Laura E. (2003) Child Development Sixth Edition. USA:Pearson Education.
Cunningham, Steve. (2002). Assesing Family Context of Children with Dissabilities. Trinity Western University.
Santrock, John W.(2011). Masa Perkembangan Anak. Jakarta:Salemba Humanika
Warrick, Anne (1993). Communication Without Speech: Augmentative and AtlernativeCommunication Around the World. Canada: ISSAAC PRESS