

An Introduction to Communication Disorders

An Abbreviated AD3IE Plan

Performance Standards

Communication Disorders is not an official subject taught in K-12 public schools. Therefore, there is not a specific Georgia Performance Standard to cover study of this subject. However, there are American Speech-Language Hearing Association (ASHA) standards that govern what future Speech-Language Pathologists and Audiologists are responsible for knowing to become certified. These standards are known as KASA, which stands for Knowledge and Skill Acquisition. Professors who teach courses in Communication Disorders are charged with teaching these competencies to their students.

- [2005 SLP Certification Standards \(Revised 2009\)](#)
- [KASA Summary Form – Certification in SLP](#)

Standard III-C: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

Analysis

The purpose of this instruction is to introduce high school students to the communication disorders profession. This will include the definition of communication disorders, the professions specific to the field of communication disorders, and the various types of communication disorders. This instruction will also meet part of KASA Standard III-C, which is required for Speech-Language Pathology ASHA certification. Students should have basic computer skills such as maneuvering mouse and typing on a keyboard. They should also possess the ability to navigate the Internet. Each lesson for this unit should take no more than 2 hours.

Diversity

The students will most likely have a number of diverse needs. Not every student has the same learning style. Some may be audio learners while others are visual learners. To address this concern, a You Tube video has been embedded into the WebQuest website. The video is of an actual Speech Pathologist discussing her job and pointing to items used in her job. There are also graphics (pictures of each type of communication disorder professional) for those who need visual stimulation. To address any hearing and/or visual impairments a student may possess, links to free screen reader and “text to speech” software will be available to download at [NVDA](#).

Design

The behavioral objective for this instruction is as follows:

Given an online quiz, students will be able to define communication disorders, identify the communication disorders professions, and describe various types of communication disorders with 95% accuracy.

The instructional topic to be covered is Communication Disorders, which will be introduced via a WebQuest (<http://stu.westga.edu/~fallen1/medt6401/commdisorders>) created by the teacher. The learning activity will consist of students using various information links provided within the WebQuest to research specific topics highlighted under the “Task” section. Students will later take an online quiz that will be accessible from a link under the “Evaluation” section.

Subsequent lessons in this unit will be built upon this WebQuest. Each new lesson will feature a specific type of communication disorder. For example, Lesson 2 will feature articulation disorders; Lesson 3 will feature fluency disorders; Lesson 4 will feature phonological disorders; Lesson 5 will feature voice disorders.

Development

Materials for the learning activities used in this unit plan were developed as part of MEDT 6401 – Instructional Technology. These materials include text, graphics, videos, a computer, the internet, and website development software to create the WebQuest link. GoogleDocs (specifically a form) was also used to create the interactive online quiz used to evaluate the students’ knowledge of the material presented.

Implementation

The learning activities will be implemented with 12th grade high school students in an elective Career Development course.

Evaluation

Student evaluation will take place in two ways. First, the students will take an interactive online quiz accessible through a link in the “Evaluation” section on the WebQuest website. Later in the course, the students will present PowerPoint presentations to the class about communication disorders to display their understanding of the information. Subsequent lessons on specific communication disorders (i.e. fluency, articulation, phonological, and voice) will also be evaluated via quizzes.