



## Teaching Guide

Identifying Data					2020/21
<b>Subject (*)</b>	Augmentative and Alternative Communication		<b>Code</b>	652G04022	
<b>Study programme</b>	Grao en Logopedia				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Third	Obligatory	6	
<b>Language</b>	Spanish				
<b>Teaching method</b>	Hybrid				
<b>Prerequisites</b>					
<b>Department</b>	Psicoloxía				
<b>Coordinador</b>	Gomez Taibo, Maria Luisa	<b>E-mail</b>	luisa.gomez.taibo@udc.es		
<b>Lecturers</b>	Gomez Taibo, Maria Luisa	<b>E-mail</b>	luisa.gomez.taibo@udc.es		
<b>Web</b>					
<b>General description</b>	<p>Key descriptors: Augmentative and Alternative Communication Systems: objects, pictograms, Blissymbolics. Alternative access. Assistive technology.</p> <p>Augmentative and Alternative Communication is a compulsory subject aimed to endow the future speech and language pathologist with a toolbox kit of language and communication assessment and intervention strategies. Augmentative and Alternative Communication systems may be either objects, pictograms, Blissymbolics, PIC, orthography or manual signs based. Symbols, together with the use of low and high assistive technology options and alternative access are the tools to intervene communicative impairments of people who lack of natural speech to meet their communication needs.</p>				



<b>Contingency plan</b>	<p>1. Modifications to the contents</p> <p>There will be no changes in this subject's contents.</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained</p> <ul style="list-style-type: none"> <li>- Guest lecture/Keynote speech: it will be taught virtually.</li> <li>- Objective test: Continuous and virtual assessment will be maintained.</li> <li>- Events / academic information: Academic events will continue to be lectured online.</li> </ul> <p>*Teaching methodologies that are modified</p> <p>In case of confinement:</p> <ul style="list-style-type: none"> <li>- Workshops: Unaided alternative communication systems will be practiced online. Learning will be supervised online too (small groups).</li> <li>- Collaborative learning: The members of the working groups will collaborate online to carry out the assigned tasks.</li> <li>- Simulations: Practical cases will be posed and solved online.</li> </ul> <p>3. Mechanisms for personalized attention to students</p> <p>Teams: a) There will be a weekly virtual session with the large group for the advancement of the theoretical contents and the supervised projects. This weekly meeting will take place in the time slot assigned to the subject in the calendar. b) There will be two weekly sessions for supervising students in small group (working groups of 3-4 students) for the monitoring and support of their projects.</p> <p>Mail: Students will use email for brief consultations they may need, or to request virtual meetings in Teams to solve any doubts they may have.</p> <p>4. Modifications in the evaluation</p> <p>No changes will be made. The criteria established in the teaching guide will be maintained, for full-time students, for students with recognition of part-time dedication, and for students with academic exemption from attendance exemption.</p> <p>*Evaluation observations:</p> <p>Therefore, THE REQUIREMENTS TO OVERCOME THE SUBJECT FOR ALL STUDENTS, whatever their dedication, are the following: to pass the objective test and to pass the practical test -it is essential to pass both tests with a qualification of 5 - and to deliver the supervised projects on the indicated dates.</p> <p>The July opportunity will be subject to the same criteria as the January opportunity.</p> <p>5. Modifications to the bibliography or webgraphy</p> <p>No changes will be made.</p> <p>Students will have all the materials digitized in Moodle at the beginning of each topic or block of contents. In addition, they will have access to all the websites needed to prepare their supervised projects.</p>
-------------------------	---

<b>Study programme competences</b>	
<b>Code</b>	<b>Study programme competences</b>
A2	Coñecer e integrar os fundamentos psicolóxicos da Logopedia: o desenvolvemento da linguaxe, o desenvolvemento psicolóxico, a Neuropsicoloxía da linguaxe, os procesos básicos e a Psicolingüística.
A3	Coñecer e integrar os fundamentos lingüísticos da Logopedia: Fonética e fonoloxía, morfosintaxe, semántica, pragmática, sociolingüística.



A7	Coñecer, recoñecer e discriminar entre a variedade das alteracións: os trastornos específicos do desenvolvemento da linguaxe, trastorno específico da linguaxe, retrasos da linguaxe, trastornos fonéticos e fonolóxicos; os trastornos da comunicación e a linguaxe asociados a déficit auditivos e visuais, o déficit de atención, a deficiencia mental, o trastorno xeneralizado do desenvolvemento, os trastornos do espectro autista, a parálise cerebral infantil e as plurideficiencias; os trastornos específicos da linguaxe escrita; as discalculias; as alteracións no desenvolvemento da linguaxe por privación social e as asociadas a contextos multiculturais e plurilingüismo; os trastornos da fluidez da fala; as afasias e os trastornos asociados; as disartrias; as disfonías; as disglosias; as alteracións da linguaxe no avellentamento e os trastornos dexenerativos; as alteracións da linguaxe e a comunicación en enfermidades mentais; o mutismo e as inhibicións da linguaxe; as alteracións das funcións orais non verbais: deglución atípica, disfagia e alteracións tubáricas.
A8	Coñecer os fundamentos do proceso de avaliación e diagnóstico.
A9	Coñecer e aplicar os modelos, técnicas e instrumentos de avaliación.
A10	Realizar a avaliación das alteracións da linguaxe nos trastornos específicos do desenvolvemento da linguaxe: trastorno específico da linguaxe, retrasos da linguaxe, trastornos fonéticos e fonolóxicos; os trastornos da comunicación e a linguaxe asociados a déficit auditivos e visuais, o déficit de atención, a deficiencia mental, o trastorno xeneralizado do desenvolvemento, os trastornos do espectro autista, a parálise cerebral infantil e as plurideficiencias; os trastornos específicos da linguaxe escrita; as discalculias; as alteracións no desenvolvemento da linguaxe por privación social e as asociadas a contextos multiculturais e plurilingüismo; os trastornos da fluidez da fala; as afasias e os trastornos asociados; as disartrias; as disfonías; as disglosias; as alteracións da linguaxe no avellentamento e os trastornos dexenerativos; as alteracións da linguaxe e a comunicación en enfermidades mentais; o mutismo e as inhibicións da linguaxe; as alteracións das funcións orais non verbais: deglución atípica, disfagia e alteracións tubáricas.
A12	Realizar unha avaliación tras a intervención.
A13	Coñecer os principios xerais de la intervención logopédica.
A15	Coñecer e aplicar os modelos e as técnicas de intervención.
A17	Coñecer e realizar a intervención logopédica nos trastornos específicos do desenvolvemento da linguaxe: trastorno específico da linguaxe, retrasos da linguaxe, trastornos fonéticos e fonolóxicos; os trastornos da comunicación e a linguaxe asociados a déficit auditivos e visuais, o déficit de atención, a deficiencia mental, o trastorno xeneralizado do desenvolvemento, os trastornos do espectro autista, a parálise cerebral infantil e as plurideficiencias; os trastornos específicos da linguaxe escrita; as discalculias; as alteracións no desenvolvemento da linguaxe por privación social e as asociadas a contextos multiculturais e plurilingüismo; os trastornos da fluidez da fala; as afasias e os trastornos asociados; as disartrias; as disfonías; as disglosias; as alteracións da linguaxe no avellentamento e os trastornos dexenerativos; as alteracións da linguaxe e a comunicación en enfermidades mentais; o mutismo e as inhibicións da linguaxe; as alteracións das funcións orais non verbais: deglución atípica, disfagia e alteracións tubáricas.
A18	Coñecer e realizar a intervención logopédica en Atención Temperá.
A19	Coñecer e implementar os Sistemas de Comunicación Aumentativa.
A20	Coñecer e implementar as axudas técnicas á comunicación.
B3	Apreciar as distintas manifestacións da diversidade.
B4	Aprender a aprender.
B7	Capacidade de análise e síntese.
B8	Capacidade de observar e de escoitar de forma activa.
B10	Capacidade para motivarse e procurar a calidade na actuación profesional.
B11	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B13	Coñecer e manexar as novas tecnoloxías da comunicación e da información.
B14	Destreza e empatía nas relacións interpersoais.
B18	Ser creativo no exercicio da profesión.
B19	Ter compromiso ético.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

## Learning outcomes



Learning outcomes	Study programme competences		
To know the augmentative and alternative communication systems that people with congenital and/or acquired disabilities and communication and/or writing disorders may use.	A19 A20	B4 B7 B13	C3
To understand what communicative competence means for augmentative and alternative communication systems users.	A2 A3	B3 B8 B11	
To analyze the intrinsic difficulties that the communicative & linguistic assessment process may pose for people who need augmentative and alternative communication.	A2 A3 A7 A8 A10	B3 B10 B11 B14 B18 B19	
To acquire knowledge of the approaches, strategies and techniques for augmentative and alternative communication intervention in people with communicative and/or writing disorders owed to congenital and acquired disabilities.	A9 A12 A13 A15 A17 A19 A20	B4 B13	C3 C7
To acquire the needed strategies to carry out the augmentative and alternative assessment and intervention process.	A8 A9 A10 A17 A18 A19 A20	B4 B13 B18	C3 C4 C7

Contents	
Topic	Sub-topic
Introduction to Augmentative and Alternative Communication (AAC).	Conceptualization of Augmentative and Alternative Communication. People who rely on AAC. A proposed model for AAC. Communicative competence. AAC systems classification.
Unaided augmentative and alternative communication.	Unaided AAC systems classification. Gestural strategies. Educational manual sign systems. Manual supplements to spoken language. Sign language.
Aided augmentative and alternative communication: Symbols sets and systems.	Aided AAC systems classification. Objects. Photographs. Lineal drawings. Pictograms. Blissymbolics. Minspeak. Ortography and ortographic symbols



Comunicación Aumentativa y Alternativa: Selection techniques and Assistive technology	Message selection: direct selection, scanning methods, and encoding systems. Alternative access Assistive technology AAC computer and dedicated devices programs
Assessment for the selection and use of Augmentative and Alternative Communication systems	The assessment process. AAC assessment strategies for AAC system use by people with congenital and acquired communication disorders. Assessment materials and adaptations.
Augmentative and Alternative interventions	Intervention approaches. Specific intervention techniques and strategies Intervention programs

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A2 A3 A7 A10 A12 A13 A17 A18 A19 A20 B3 B4 B7 B11 B13 B18 B19 C3 C7	12	0	12
Simulation	A19 A20	3	0	3
Workshop	A8 A9 A15 A19 A20 B13 B14 C4 C7	4.5	2.5	7
Collaborative learning	A8 A9 A19 A20 B3 B4 B11 B13 B18 B19	8	0	8
Objective test	A3 A12 A13 A15 A19 A20	1.5	0	1.5
Supervised projects	A8 A9 A19 A20 B4 B13 B18 B19 C3 C7	0	115	115
Events academic / information	A19 A20 B8 B10	1.5	0	1.5
Practical test:	A19	0.5	0	0.5
Personalized attention		1.5	0	1.5

(\*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Guest lecture / keynote speech	Virtual presentation of augmentative and alternative communication program contents.
Simulation	Students will be presented with a hypothetical set of circumstances, similar to those of real augmentative and alternative communication intervention context. The aim of this strategy is twofold: to engage students in learning experiences, and for assessment purposes.
Workshop	Practical learning about the specific topic of unaided AAC systems (manual alphabet, manual sign system, cued speech) will be carried out by students with the lecturer's assistance and supervision.
Collaborative learning	Students will be organized into small groups; they will work together to solve tasks assigned by the teacher. They will be guided either personally or using information and communication technologies.



Objective test	Students must pass throughout the course different objective tests for continuous assessment. The objective tests consist of a combination of true-false, multiple choice and short answer questions.
Supervised projects	Small working groups will hand out the teacher, in due time, all duly identified, those materials that are the product of procedural learning activities carried out during the interactive lessons.
Events academic / information	Students will virtually attend an event in order to learn how to operate specific augmentative and alternative software.
Practical test:	The students must pass a practical test about practical contents regarding unaided AAC systems; namely, a practical test focused on the manual alphabet, the manual sign system and cued speech.

### Personalized attention

Methodologies	Description
Guest lecture / keynote speech	Personalized virtual attention will be given through out the four-month period to students in scheduled time for trouble-shooting regarding any theoretical or practical doubts of the subject.
Supervised projects	Students will deliver virtually their supervised projects to be revised in tutoring time.

### Assessment

Methodologies	Competencies	Description	Qualification
Objective test	A3 A12 A13 A15 A19 A20	A continuous assessment of this subject will be carried out throughout the course. Students will take several objective tests of entire topics / block of contents. The purpose of objective tests is to assess the mastery of theoretical contents and its application to AAC intervention. The objective tests consist of a combination of true-false, multiple choice and short answers. These compute the 40% of the final qualification.	40
Supervised projects	A8 A9 A19 A20 B4 B13 B18 B19 C3 C7	Supervised projects will be hand out by small working groups to the teacher, properly identified and in duly time, in order to assess procedural learning regarding interactive lessons contents. These supervised projects compute the 40% of the final qualification.	40
Practical test:	A19	The practical test is aimed to assess skills and abilities using the unaided systems. This practical test computes 20% of the final qualification and it consists of: 1) fingerspelling of some proposed words. 2) cued speech for reciting a poetry 3) singing a song using a manual sign system.	20

### Assessment comments

In order to pass this subject students must pass each of the parts with a minimum mark of 5 in all the objective tests and a minimum mark of 5 in the practical test plus the delivery of all supervised projects.

The same requirements will be applied to students in the non-presential modality. They must delivered their supervised projects before the exam's official date.

### Sources of information



Basic

- ASOREY, E., FOZ, S., y VARGAS, E. (2016). Implementación de SAAC en las aulas para alumnos con discapacidad física.. Gobiernode Aragón: Departamento de Educación, Cultura y Deporte
- BASIL, C., SORO-CAMATS, E. y ROSELL, C. (1998). Sistemas de signos y ayudas técnicas para la comunicación aumentativa y la escritura. Principios teóricos y aplicaciones.. Barcelona: Masson
- DA FONTE, M. A., y BOESCH, M. C. (2019). Effective augmentative and alternative communication practices. New York: Routledge
- GANZ, J. B., y SIMPSON, R. L. (2019). Interventions for Individuals with Autism Spectrum Disorder and Complex Communication Needs. Baltimore: Paul H. Brookes
- GÓMEZ TAIBO, M. L. (2020). Comunicación simbólica: Comunicación aumentativa y alternativa. Madrid: Pirámide
- (). .
- ABRIL, D., DELGADO, C., Y VIGARA, A. (2010). Comunicación aumentativa y alternativa. Guía de referencia. Madrid: CEAPAT.ADAMSON, L. B., & ROMSKI, M. A. (Eds.) (1997). Communication and language acquisition: Discoveries from atypical language development. Baltimore: Paul H. Brookes Publishing Co.ALCANTUD, F. y SOTO, F. J. (2003). Tecnologías de ayuda en personas con trastornos de comunicación. Valencia: Nau Llibres.ALONSO, P., DÍAZ, E., MADRUGA, B., Y VALMASEDA, M. (1989). Introducción a la Comunicación Bimodal. Madrid: MEC (CNREE).BASIL, C. (1994). Sistemas aumentativos y alternativos de comunicación. En En J. Peña Casanova: Manual de Logopedia. Ed. Masson.BASIL, C. y RUÍZ, R. (1985). Sistemas de comunicación no vocal para niños con disminuciones físicas. Madrid: Fundesco. BASIL, C., SORO-CAMATS, E. y ROSELL, C. (1998). Sistemas de signos y ayudas técnicas para la comunicación aumentativa y la escritura. Principios teóricos y aplicaciones. Barcelona: Masson.BAUMGART, D., JOHNSON, J. y HELMSTETTER, E. (1996). Sistemas alternativos de comunicación para personas con discapacidad. Madrid: Alianza.BEUKELMAN, D. R., & MIRENDA, P. (2005). Augmentative and Alternative Communication. Supporting children and adults with complex communication needs. Baltimore: Paul H. Brookes Publishing Co.BEUKELMAN, D. R., GARRET, K. L., & YORKSTON, K. M. (2007). Augmentative Communication Strategies for Adults with Acute or Chronic Medical Conditions. Baltimore: Paul H. Brookes Publishing Co.BEUKELMAN, D. R., & REICHLE, J. (2000). Augmentative and Alternative Communication for Adults with Acquired Neurological Disorders. Baltimore: Paul H. Brookes Publishing Co.BLACKSTONE, S., & HUNT BERG, M. (2003a). Social Networks: A communication inventory for individuals with complex communication needs and their communication partners ?Inventory Booklet. Monterey, CA: Agmentative Communication, Inc.BLACKSTONE, S., & HUNT BERG, M. (2003b). Social Networks: A communication inventory for individuals with complex communication needs and their communication partners ?Manual. Monterey, CA: Agmentative Communication, Inc.CARR, E. G., LEVIN, L., McCONNACHIE, G., CARLSON, J. I., KEMP, D., & SMITH, C. E. (1996.). Intervención comunicativa sobre los problemas de comportamiento. Guía práctica para el cambio positivo.Madrid: Alianza.CHURCH, G., & GLENNEN, S. (1992). The handbook of assistive technology. San Diego, CA: Singular Publishing Group.COCKERYLL, H., & CARROLL-FEW, L. (2001). Communicating without speech: Practical Augmentative and Alternative Communication. London: Mac Keith Press.COOK, A. M., & HUSSEY, S. M. (2002). Assistive Technologies: Principles and practice (2nd edition). St. Louis. Mosby.DOWNING, J. E. (1999). Teaching Communication Skills to Students with Severe Disabilities. Baltimore: Paul H. Brookes.ELDER, P., & GOOSSENS?, C. (1994). Engineering training environments for interactive augmentative communication: Strategies for adolescents and adults who are moderately/severely developmental delayed. Birmingham, AL: Southeast Augmentative Communication Conference Publications.FROST, L. y BONDY, A. (1994). El sistema de Comunicación por intercambio de figuras. Manual de entrenamiento. N.J: Pyramid Educational Consultants.GLENNEN, S. & DeCOSTE, D. (1997). The Handbook of Augmentative and Alternative Communication.San Diego: Singular Publishing Group Inc.GOOSSENS?, C., CRAIN, S., & ELDER, P. (1992). Engineering the preschool environment for interactive, symbolic communication. Birmingham, AL: Southeast Augmentative Communication Conference Publications.KLEIN, M. D., CHEN, D., & HANEY, M. (2000). Promoting Learning Through Active Interaction. A Guide to Early Communication with Young Children who Have Multiple Disabilities. Baltimore: Paul H. Brookes.LIGHT, J. & BINGER, C. (1998). Building communicative competence with individuals who use augmentative and alternative communication. Baltimore: Paul Brookes Publishing Co.LLOYD, L., FULLER, D., & ARVIDSON, H. (1997). Augmentative and Alternative Communication. A handbook of principles and practices. Boston: Allyn & Bacon.LONCKE, P., CLIBBENS, J. ARVIDSON, H., y LLOYD, L. (1999). Augmentative and Alternative



Communication. New directions in research and practice. London: Whurr Publishers. MARTÍN-CARO-CARO, L. y JUNOY, M. (2001). Sistemas de comunicación y parálisis cerebral. Madrid: ICCE. Colección Necesidades Educativas Especiales. MAYER JOHNSON, R. (1981). The Picture Communications Symbols. Stillwater: Mayer-Johnson Co. (Trad. cast. S.P.C., Símbolos Pictográficos para la Comunicación no vocal. Madrid: MEC, 1985). M.E.C. (1995). Asesoramiento a familias de niños y niñas sordos: orientaciones y pautas de actuación. Madrid: MEC. MONFORT, M., JUÁREZ, A., y ROJO, A. (1990). Programa Elemental de Comunicación Bimodal. Ed. Cepe. QUIST, R., LLOYD, L., & ARVIDSON, H. (2005). Assistive technology. Principles and applications for communication disorders and special education. London: Elsevier Academic Press. REICHLE, J., BEUKELMAN, D. R., & LIGHT, J. C. (2002). Communication and Language Intervention Series: Vol.4. Exemplary Practices for Beginning Communicators. Implications for AAC. Baltimore, Maryland: Paul H. Brookes Publishing Co. REICHLE, J., YORK, J., & SIGAFOOS, J. (1991). Implementing augmentative and alternative communication. Strategies for learners with severe disabilities. Baltimore: Paul H. Brookes Publishing Co. ROMSKI, M. A. & SEVCIK, R. A. (1996). Breaking the speech barrier: Language development through augmented means. Baltimore: Paul H. Brookes Publishing Co. ROWLAND, C. (1996). Communication matrix. Portland, OR: Oregon Health and Science University. ROWLAND, C., & SCHWEIGERT, P. (2004). First things. Early communication for the pre-symbolic child with disabilities. US Department of Education: Oregon Health & Science University. SÁNCHEZ MONTOYA, R. (2002). Ordenador y discapacidad. Guía práctica de apoyo a las personas con necesidades educativas especiales. Madrid: Cepe. SCHAEFFER, B., RAPHAEL, A., y KOLLINZAS, G. (2005). Habla signada para alumnos no verbales. Madrid: Alianza Editorial. SCHIEFELBUSCH, R. L. (1986). Bases de la intervención en el lenguaje. Madrid: Alhambra Universidad. SCHLOSSER, R. (2003). The Efficacy of Augmentative and Alternative Communication. Toward Evidence-Based Practice. San Diego, California. Academic Press, Elsevier Science. SIEGEL, E., & WETHERBY, A. (2000). Nonsymbolic communication. In M. Snell (Ed.), Instruction of students with severe disabilities (5th ed., pp. 409-451). SIEGEL-CAUSEY, E., & GUESS, D. (1989). Enhancing nonsymbolic communication interactions among learners with severe disabilities. Baltimore: Paul H. Brookes Publishing Co. SIGAFOOS, J., ARTHUR-KELLY, M., & BUTTERFIELD, N. (2006). Enhancing Everyday Communication for Children with Disabilities. Baltimore: Paul H. Brookes. SILVERMAN, F. (1995). Communication for the speechless. Boston: Allyn & Bacon. SMITH, M. M. (2005). Literacy and Augmentative and Alternative Communication. London: Elsevier Academic Press. SOTILLO, M. (1993). Sistemas Alternativos de Comunicación. Madrid: Trotta. TORRES, S. (2001). Sistemas alternativos de comunicación. Manual de comunicación aumentativa y alternativa: sistemas y estrategias. Málaga: Aljibe. TORRES, S. (1988). La palabra complementada (Cued Speech). Revisión crítica del oralismo. Madrid: CEPE. TORRES, S. y RUÍZ, M. J. (1996). La Palabra Complementada. El Modelo Oral Complementado: Introducción a la intervención cognitiva en logopedia. Madrid: CEPE. TORRES, S., URQUIZA, R., y SANTANA, R. (1999). Deficiencia Auditiva. Guía para profesionales y padres. Málaga: Aljibe. Von TETZCHNER, S., & GORVE, N. (2003). Augmentative and Alternative Communication. Developmental Issues. London: Whurr Publishers. Von TETZCHNER, S. y MARTINSEN, H. (1991). Introducción a la enseñanza de signos y al uso de ayudas técnicas para la comunicación. Madrid: Visor. Von TETZCHNER, S., & JENSEN, M. (1996). Augmentative and Alternative Communication. European Perspectives. London: Whurr Publishers. WARREN, S. F., & ROGERS-WARREN, A. K. (1985). Teaching Functional Language. Generalization and Maintenance of Language Skills. Austin: PRO-ED. WETHERBY, A. M., & PRIZANT, B. M. (2000). Autism Spectrum Disorders. A transactional developmental perspective. Baltimore, Maryland: Paul H. Brookes Publishing Co. YORKSTON, K. (Ed.) (1992). Augmentative communication in the medical setting. San Antonio, TX: The Psychological Corporation.





Complementary

- ( ). .

Basil, C. (1984). Sistemas de comunicación no-vocal y desarrollo cognitivo. *Revista de logopedia y fonoaudiología*, vol III, nº 3, 142-154. Alegría, J. y Leybaert, J. (1987). El papel de LPC en el tratamiento del material escrito. Comunicación presentada al Simposium on Oral Skills and Total Communication. Gentbrugge (Belgium), 22-23 de octubre. American Speech-Language-Hearing Association. (1981). Position statement on nonspeech communication. *ASHA*, 23, 577-581. American Speech-Language-Hearing Association. (1991). Report: Augmentative and alternative communication. *ASHA*, 33(5), 9-12. American Speech-Language-Hearing Association. (1992). Guidelines for meeting the communication needs of persons with severe disabilities. *ASHA*, 34 (7), 1-8. Baker, B. (1982). Minspeak: A semantic compaction system that makes self-expression easier for communicatively disabled individuals. *Byte*, 7, 186-202. Baker, B. (1985). The use of words and phrases on a MINSPEAK communication system. *Communication Outlook*, 7, 8-11. Basil, C. (1985). Interacción y comunicación no-vocal. *Revista de logopedia y fonoaudiología*, vol. V, nº 3, 145-149. Bondy, A., & Frost, L. (1994). The Picture Exchange Communication System. *Focus on Autistic Behavior*, 9, 1-19. Bondy, A., & Frost, L. (1998). The Picture Exchange Communication System. *Topics in Language Disorders*, 19, 373-390. Bruno, J. (1989). Customizing a Minspeak System for a preliterate child: a case example. *Augmentative and Alternative Communication*, 5, 89-100. Burkhart, L. (1994). Organizing vocabulary on dynamic displays devices: Practical ideas and strategies. Paper presented at the sixth Biennial Conference of the International Society for Augmentative and Alternative Communication, Maastricht, the Netherlands. Fonoll, J. (2002). Toca Toca sistema ejercicios de causa efecto. En F. J. Soto y J. Rodríguez (Coords.): *Las nuevas tecnologías en la respuesta educativa a la diversidad*. Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales (pp. 313-317). Murcia: Consejería de Educación y Cultura. Fonoll, J. (2002). Tpin. En F. J. Soto y J. Rodríguez (Coords.): *Las nuevas tecnologías en la respuesta educativa a la diversidad*. Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales (pp.295-298). Murcia: Consejería de Educación y Cultura. Fried-Oken, M. (2000). *Speaking up and Spelling out: Personal Essays on Augmentative and Alternative Communication*. Baltimore: Paul H. Brookes. Gerber, S., & Kraat, A. (1992). Use of a developmental model of language acquisition: Applications to children using AAC systems. *Augmentative and Alternative Communication*, 8, 19-32. Gómez, M. y cols. (2002). *Diccionario Multimedia de Signos Schaeffer: un instrumento de apoyo para las necesidades especiales en el área de comunicación y lenguaje*. En F. J. Soto y J. Rodríguez (Coords.): *Las nuevas tecnologías en la respuesta educativa a la diversidad*. Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales (pp.307-312). Murcia: Consejería de Educación y Cultura. González Rus, G. (2002). Pulsadores, conmutadores e interruptores: Sistemas de acceso para el discapacitado motórico. En F. J. Soto y J. Rodríguez (Coords.): *Las nuevas tecnologías en la respuesta educativa a la diversidad*. Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales (pp.91-97). Murcia: Consejería de Educación y Cultura. Henderson, J. (1992). *Preschool Augmentative and Alternative Communication Checklist*. Solana Beach, CA: Mayer-Johnson, Inc. ISAAC España (1999). *Jornadas sobre Comunicación Aumentativa y Alternativa*, Vitoria: Gastéiz (CDROM). Juárez, A. (1984). Comunicación bimodal y educación del lenguaje. En L. Cervantes (coord.): *Sordera: del diagnóstico al tratamiento*. (pp.111-115). Cartagena: APANDA. Junoy, M. (1993). La tecnología como ayuda en la educación de los niños con parálisis cerebral. En A. Rosa, I. Montero, y M<sup>a</sup>. C. García: *El niño con parálisis cerebral: Enculturación, desarrollo e intervención* (pp. 307-392). Madrid: MEC-CIDE. Lagares, J. (2002). Plaphoons. En F. J. Soto y J. Rodríguez (Coords.): *Las nuevas tecnologías en la respuesta educativa a la diversidad*. Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales (pp.351-354). Murcia: Consejería de Educación y Cultura. Light, J. (1988). Interaction involving individuals using augmentative and alternative communication systems: State of the art and future directions. *Augmentative and Alternative Communication*, 2, 66-82. Light, J. (1989). Toward a definition of communicative competence for individuals using augmentative and alternative communication systems. *Augmentative and Alternative*, 5, 137-144. Llorens, B. (2003). Sistema Minspeak de Comunicación Aumentativa. *Comunicadores con salida de voz*. En F. Alcantud y F. J. Soto (Coords.) *Tecnologías de ayuda en personas con trastornos de comunicación*. (pp. 185-209). Valencia: Nau Llibres. Lloyd, L. L., Quist, R., & Windsor, J. (1990). A proposed augmentative and alternative communication model. *Augmentative and Alternative Communication*, 6, 172-183. Lloyd, L., & Fuller, P. (1986). Toward an augmentative and alternative communication symbol taxonomy: A proposed superordinate classification. *Augmentative and Alternative Communication*, 2 (4), 165-171. MacDonald, J. (2004). Communicating partners: Developmental guidelines for



professionals and parents. London: Jessica Kingsley Publishers. Maharaj, S. C. (1980). Pictogram Ideogram Communication. Regina, Canada: The George Reed Foundation for the Handicapped. Manolson, A. (1985). It takes two to talk. A Hanen early language parent book. Toronto, Ontario, Canada: Hanen Early Language Resource Centre.

Pérez de la Maza, L. (2002). Programa de estructuración ambiental por ordenador para personas del espectro autista: PEAPO. En F. J. Soto y J. Rodríguez (Coords.): Las nuevas tecnologías en la respuesta educativa a la diversidad. Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales (pp.255-258). Murcia: Consejería de Educación y Cultura.

Peula, M. (2000). Ayudas técnicas a la comunicación. En F. Peñafiel y J. de Dios (Coord.), Cómo intervenir en logopedia escolar (pp. 76-112). Madrid: CCS.

Pinedo, F. J. (1981). Diccionario Mímico Español. Federación Nacional de Sordos. España, Valladolid.

Pinedo, F. J. (1989). Nuevo Diccionario Gestual Español. Madrid. Fomento de Empleo de Minusválidos, S. L.

Puyuelo, M., Edó, A., y Sáenz, Mª V. (1985). Sistemas alternativos de comunicación y ayudas para el aprendizaje en niños con dificultades motrices graves. Revista de logopedia y fonoaudiología, vol V, nº 3, 162-171.

Rodríguez Illera, J. L. (1995). DITS: un programa informático para el aprendizaje del código dactilológico. Comunicación, lenguaje y educación, 25, 107-111.

Rowland, C., & Schweigert, P. (1989). Tangible symbols: Symbolic communication for individuals with multisensory impairments. Augmentative and Alternative Communication, 5, 226-234.

Rowland, C., & Schweigert, P. (2000a). Tangible symbols, tangible outcomes. Augmentative and Alternative Communication, 16, 61-78.

Rowland, C., & Schweigert, P. (2000b). Tangible symbols systems (Rev. ed.) [Videotape]. San Antonio, TX: Harcourt Assessment.

Ruiz, C., y Saiz, F. (1995). Cómo integramos la palabra complementada en el desarrollo del niño sordo. Infancia y Aprendizaje, 69-70, 19-30.

Santana, R. (1999). Papel de la Palabra Complementada en el desarrollo y uso de las representaciones fonológicas en el sordo. Tesis Doctoral. Universidad de Las Palmas de Gran Canaria (microficha).

Schaeffer, B. (1980). Spontaneous language through signed speech. En R. Schiefelbusch (Ed.), Nonspeech language and communication: Analysis and intervention (pp. 421-446). Baltimore: University Park Press.

Schaeffer, B. (1986). Lenguaje de signos y lenguaje oral para niños minusválidos. En M. Monfort: Investigación y logopedia. III Simposio de Logopedia. Ed. Cepe.

Schaeffer, B., Kollinzas, G., Musil, A., & McDowell, P. (1977). Spontaneous verbal language for autistic children through signed speech. Sign language studies, 17, 287-328.

Schaeffer, B., Musil, A., & Kollinzas, G. (1980). Total Communication. Champaign, Illinois: Research Press.

Sigafoos, J. (1999). Creating opportunities for augmentative and alternative communication: Strategies for involving people with developmental disabilities. Augmentative and Alternative Communication, 15, 183-190.

Smith, M., & Grove, N. (1999). The bimodal situation of children learning language using manual and graphic signs. En P. Loncke, J. Clibbens, H. Arvidson y Lloyd, L. (Eds.), Augmentative and Alternative Communication. New directions in research and practice (pp. 8-30). London: Whurr Publishers.

Smith, M., & Grove, N. (2003). Asymmetry in input and output for individuals who use AAC. In J. C. Light, D. R. Beukelman, & J. Reichle (Eds.), Communicative competence for individuals who use AAC: From research to effective practice (pp. 163-195). Baltimore: Paul H. Brookes Publishing Co.

Sutton, A., & Morford, J. (1998). Constituent order in picture pointing sequences produced by speaking children using AAC. Applied Psycholinguistics, 19, 526-536.

Sutton, A., Soto, G., & Blockberger, S. (2002). Grammatical issues in graphic symbol communication. Augmentative and Alternative Communication, 18, 192-214.

Tamarit, J. (1989). Uso y abuso de los sistemas alternativos de comunicación. Comunicación, lenguaje y educación, 1, 81-94.

Torres, S. (1991). La palabra complementada (cued speech). De la percepción visual del habla a la comprensión y producción de la palabra. Comunicación, lenguaje y educación, 9, 71-83.

Van Tatenhove, G. (1993). What is Minspeak? Wooster, OH: Prentke Romich Company. ¿Qué es Minspeak? Madrid: EO-Prim.

Von Tetzchner, S. (1993). Desarrollo del lenguaje asistido. Infancia y Aprendizaje, 64, 9-28.

Wetherby, A. M., & Prizant, B. M. (1992). Profiling young children's communicative competence. En S. F. Warren y J. Reichle (Eds.), Causes and effects in communication and language intervention (pp. 217-253). Baltimore, MD: Paul H. Brookes Publishing Company.

Wetherby, A. M., & Prizant, B. M. (1993). Profiling communication and symbolic abilities in young children. Journal of Childhood Communication Disorders, 15 (1), 23-32.

SERIES DE COMUNICACIÓN AUMENTATIVA Y ALTERNATIVA WARRICK, A. Communication without speech (ISAAC Series: Volume 1). Augmentative and Alternative Communication Around the World. WILLIAMS, M. B. & KREZMAN, C. Beneath the surface (ISAAC Series: Volume 2). Creative expressions of Augmented Communicators. ERICKSON, K., KOPPENHAVER, K., & YODER, D. Waves of Words. (ISAAC Series: Volume 3). Augmented Communicators Read and Write. REVISTA "AUGMENTATIVE AND ALTERNATIVE COMMUNICATION"



## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Developmental Disorders/652G04012

Congenital Disorders/652G04013

Neurological and Anatomical Alterations/652G04021

Other comments

It is highly recommended to have passed the subject "Alteraciones de base evolutiva, congénita y anatómica"

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.