Teaching Guide				
Identifying Data				2022/23
Subject (*)	Alternative Communication Systems		Code	652G02037
Study programme	Grao en Educación Primaria			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Fourth	Optional	4.5
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador	Gomez Taibo, Maria Luisa	E-mail	luisa.gomez.taibo@udc.es	
Lecturers	Gomez Taibo, Maria Luisa	E-mail	luisa.gomez.taibo@udc.es	
Web				
General description	Augmentative and Alternative Communication systems (AAC systems) is an optional subject aimed to endow the future ordinary education teacher with a toolbox kit of augmentative and alternative communication strategies. The ultimate goal of AAC strategies is to facilitate access to communication, and to facilitate access to the ordinary or adapted curriculum for those disabled students with educational special needs with severe speech impairments who produce a limited amount of speech or lack it. The use of AAC systems based either in objects, pictograms, Blissymbolics, PIC, orthography or manual signs, together with the use of low and high assistive technology options, alternative access and special communication and writing programs are the basic tools for students with disabilities to learn and participate at school.			

Study programme competences	
Code	Study programme competences
A3	Dominar os coñecementos necesarios para comprender o desenvolvemento da personalidade destes estudantes e identificar disfuncións.
A4	Identificar dificultades de aprendizaxe, informalas e colaborar no seu tratamento.
A6	Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e distintos ritmos de aprendizaxe.
A11	Coñecer os procesos de interacción e comunicación na aula.
A13	Promover o traballo cooperativo e o traballo e esforzo individuais.
A17	Coñecer e aplicar experiencias innovadoras en educación primaria.
A30	Desenvolver e avaliar contidos do currículo mediante recursos didácticos apropiados e promover a adquisición de competencias básicas nos estudantes.
B1	Aprender a aprender.
B2	Resolver problemas de forma efectiva.
B6	Comportarse con ética e responsabilidade social como cidadán e como profesional.
B11	Capacidade de comprensión dos distintos códigos audiovisuais e multimedia e manexo das ferramentas informáticas.
B12	Capacidade de selección, de análise, de avaliación e de utilización de distintos recursos na rede e multimedia.
B14	Capacidade para traballar en equipo de forma cooperativa, para organizar e planificar o traballo, tomando decisións e resolvendo problemas, tanto de forma conxunta como individual.
B16	Capacidade crítica e creativa na análise, planificación e realización de tarefas, como froito dun pensamento flexible e diverxente.
B18	Compromiso ético para o exercicio das tarefas docentes.
B21	CB1 - Que os estudantes demostrasen posuír e comprender coñecementos nunha área de estudo que parte da base da educación secundaria xeneral, e se adoita encontrar a un nivel que, se ben se apoia en libros de texto avanzados, inclúe tamén algúns aspectos que implican coñecementos procedentes da vangarda do seu campo de estudo
B22	CB2 - Que os estudantes saiban aplicar os seus coñecementos ao seu traballo ou vocación dunha forma profesional e posúan as competencias que adoitan demostrarse por medio da elaboración e defensa de argumentos e a resolución de problemas dentro da súa área de estudo

B23	CB3 - Que os estudantes teñan a capacidade de reunir e interpretar datos relevantes (normalmente dentro da súa área de estudo) para emitir xuízos que inclúan unha reflexión sobre temas relevantes de índole social, científica ou ética
B24	CB4 - Que os estudantes poidan transmitir información, ideas, problemas e solucións a un público tanto especializado como non especializado
B25	CB5 - Que os estudantes desenvolvesen aquelas habilidades de aprendizaxe necesarias para emprender estudos posteriores cun alto grao de autonomía
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, respect and value the different groups of students that may benefit from alternative and augmentative communication systems.	A3 A4 A6	B1 B18	C4
To know the symbolic and non-symbolic options as well as to know and to develop augmentative and alternative communication assistive technology options and to know its role as systems of access to the curriculum.	A3 A4 A6 A11 A13 A17 A30	B11 B12 B14 B18	C3 C4 C7
To recognize the different barriers to communication and participation in the classroom and within the school environment and to know how to intervene to eliminate them.	A6 A11 A13 A17	B14 B18	C4
To master the process of teaching and applying alternative and augmentative communication systems in the school environment.	A17 A30	B14 B16 B21 B22 B23 B24 B25	C3 C4 C7
To value and respect alternative communication modalities, insofar as these may constitute the main form of language for people with speech impairments		B2 B6 B18	C4

Contents	
Topic	Sub-topic
Augmentative and alternative communication systems and curriculum access.	Augmentative and Alternative Communication concepts The augmentative and alternative communication model. Communicative competence of students with special needs. Alternative Communication Systems as communication and curriculum access and as a tool to educational inclusion.

Aided and unaided augmentative and alternative communication systems.	Aided augmentative and alternative communication systems. Aided symbols. Unaided augmentative and alternative communication systems. From gestures to codified gestural languages. Sign language.
Aided technology and access to written communication	Symbol selection techniques Alternative access. Low-tech options. High-tech communication options: communication devices and computer. Communication software
The assessment and intervention process	Participation model. Assessment for participation in the classroom. Oportunities and barriers. Specific intervention techniques. Specific communication software.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A3 A4 A6 A11 B6 B18 B25 C4 C7	8	16	24
Supervised projects	A13 A30 B14 B16 B22 B23 B24	6	60	66
Events academic / information	A17 B11 B12	2	2	4
Workshop	A6 A11	3	3	6
Collaborative learning	A6 A13 B1 C3	6	0	6
Simulation	A6 A11 A17 B1	2.5	0	2.5
Objective test	A6 A17 B2 B11 B21	2	0	2
Personalized attention		2	0	2
(*)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	Face to face presentation of augmentative and alternative communication program contents for each topic.
Supervised projects	Students organized in small working groups will hand out the teacher all the required materials that are the product of procedural learning activities: communication boards and overlays, PECS book, aided technology catalogue, literacy learning materials, adaptive didactic unit, and assessment materials and materials for successful participation at school of students with special needs. Supervised projects compute in the evaluation.
Events academic / information	Attendance to programmed scientific-information academic events for this subject is compulsory. A professional from the assistive technology AAC area is invited to virtually show AAC software.
Workshop	Practical learning about the specific topic of unaided AAC systems (manual alphabet, manual sign systems, and cued speech) will be carried out by students with the lecturer's assistance and supervision.
Collaborative learning	Students will be organized into small groups; groups will work together to solve task assigned by the teacher. Students will be guided either personally or using information and communication technologies.
Simulation	Students will be presented with hypothetical situations, similar to those they will encounter as professionals in the educational environment, regarding the aplication of augmentative and alternative communication systems.

Objective test	The students' learning will be evaluated continuously. Students, throughout the course, will have to pass objective tests of the contents (of part of the topics or of the whole topics). Objective tests will consist of true-false, multiple-choice and short-answer questions. Tests will be taken through Moodle.

Personalized attention	
Methodologies	**Description**
Guest lecture / keynote speech Supervised projects	Personalized or virtual attention will be given through out the four-month period to students in scheduled time for trouble-shooting regarding any theorical or practical doubt of the subject. Likewise, the lecturer will virtually counsel students on any matter related to the preparation of supervised projects, or on any question that may arise during practices, workshops, and so.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Supervised projects	A13 A30 B14 B16 B22 B23 B24	The acquisition of "knowing-how to" procedures is valued through the delivery of supervised projects. 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. Supervised projects compute 50% of the final mark.	50
Objective test	A6 A17 B2 B11 B21	The objective tests are aimed to continuosly assess the students' learning of this subject contents. These objective tests consist of a combination of true-false, multiple choice and brief answer questions to be taken through Moodle.	50

Assessment comments
In order to pass the subject, students must take and pass all the continuous evaluation programmed objective tests. In addition, all supervised projects need to be presented. Academic exemption is admitted. These students will necessarily have to inform in a virtual meeting about this situation to the lecturer. This will be communicated at the beginning of the course to receive the corresponding guidelines. The same requirements to pass this subject will be applied to these students; they will have to take the exam on the official date and deliver the same supervised projects.

Sources of information

Basic	- Asorey, Estibaliz., Foz, S., y Vargas, E. (2016). Implementación de SAAC en las aulas para alumnos con discapacidad física.. Gobierno de Aragón: Departamento de Educación, Cultura y Deporte - Basil, Carme., Soro-Camats, E., y Rosel, 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 - BONDY, A. (2011). The Pyramid Approach to Education: A Guide to Functional ABA. . Pyramid Educational Consultants. - DOWNEY, J. E. (1999). Teaching Communication Skills to Students with Severe Disabilities. . Baltimore: Paul H. Brookes - Frost, Laurie., y Bondy, A. (2002). El manual de PECS. Pyramid Educational Products - GLENNEN, S. & DeCOSTE, Denise. (1997). The Handbook of Augmentative and Alternative Communication. . San Diego: Singular Publishing Group Inc. - Gómez Taibo, María Luisa (2000). Curso de comunicación aumentativa y alternativa. Sevilla: Fundación Verbum - Gómez Taibo, María Luisa (2020). Comunicación simbólica: Comunicación Aumentativa y Alternativa. Madrid: Pirámide - GOOSSENS?, C., CRAIN, S., & ELDER, P (1992). Engineering the preschool environment for interactive, symbolic communication. . Birmingham, AL: Southeast Augmentative Communication Conference Publications. - LLOYD, L., FULLER, D., & ARVIDSON, Helen. (1997). Augmentative and Alternative Communication. A handbook of principles and practices.. Boston: Allyn & Bacon - Martín-Caro, L. y Junoy, Magda (2001). Sistemas de comunicación y parálisis cerebral. Madrid: Cepe - Monfort, M., Juárez, Adoración. y Rojo. (1982). Programa elemental de comunicación bimodal. Madrid: Cepe - Schaeffer, B (2005). Programa de Comunicación Total ? Habla Signada. Madrid: Alianza - Sotillo, María (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 - Von Tetzchner, S. y Martinsen, H. (1991). Introducción a la enseñanza de signos y al uso de ayudas técnicas para la comunicación. Madrid: Visor - Zeina, R. M. (2014). High-tech augmentative and alternative communication and autism. Saarbrücken: Lambert Academic Publishing - (). .
Complementary	- (). 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
Other comments
Non-assisted communication systems practice is recommended from the very beginning of the course. It is also recommended to carry out the scheduled tasks and deliver them within the established deadlines.

(*)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.