



Teaching Guide

Teaching Guide				
Identifying Data				2022/23
Subject (*)	Augmentative and Alternative Communication		Code	652G04022
Study programme	Grao en Logopedia			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatory	6
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	Key descriptors: Augmentative and Alternative Communication Systems: objects, pictograms, Blissymbolics. Alternative access. Assistive technology. 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.			

Study programme competences

Code	Study programme competences
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, atrasos 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, atrasos 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, atrasos 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 Temprá.
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	B4	C3
	A9	B13	C4
	A10	B18	C7
	A17		
	A18		
	A19		
	A20		

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	10	0	10
Objective test	A3 A12 A13 A15 A19 A20	2	0	2
Supervised projects	A8 A9 A19 A20 B4 B13 B18 B19 C3 C7	8	104	112
Events academic / information	A19 A20 B8 B10	2	0	2
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	Face to face 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 an objective test for assessment. The objective test 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 or 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	Students will take an objective test of this subject's contents. The purpose of the objective test is to assess the mastery of theoretical contents and its application to AAC intervention. The objective test consist of a combination of true-false, multiple choice and short answers. These compute the 40% of the final qualification.	50
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.	30
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 the objective test and a minimum mark of 5 in the practical test plus the delivery of all supervised projects delivered at the due date.

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, Estivaliz, FOZ, Sonia y VARGAS, Estrella (2016). Implementación de SAAC en las aulas para alumnos con discapacidad física.. Gobiernode Aragón: Departamento de Educación, Cultura y Deporte - BASIL, Carmen, SORO-CAMATS, Emily y ROSELL, Carme (1998). Sistemas de signos y ayudas técnicas para la comunicación aumentativa y la escritura. Principios teóricos y aplicaciones.. Barcelona: Masson - DA FONTE, M. Alexandra, y BOESCH, Miriam C. (2019). Effective augmentative and alternative communication practices. New York: Routledge - GANZ, Jennifer B., y SIMPSON, Richard L. (2019). Interventions for Individuals with Autism Spectrum Disorder and Complex Communication Needs. Baltimore: Paul H. Brookes - GÓMEZ TAIBO, M^a Luisa (2020). Comunicación simbólica: Comunicación aumentativa y alternativa. Madrid: Pirámide - (). . ABRIL, Dolores, DELGADO, Clara, Y VIGARA, Ángela (2010). Comunicación aumentativa y alternativa. Guía de referencia. Madrid: CEAPAT.ADAMSON, Lauren B., & ROMSKI, Mary Anne (Eds.) (1997). Communication and language acquisition: Discoveries from atypical language development. Baltimore: Paul H. Brookes Publishing Co.ALCANTUD, Francisco y SOTO, Francisco J. (2003). Tecnologías de ayuda en personas con trastornos de comunicación. Valencia: Nau Llibres.ALONSO, Pilar, DÍAZ, Ester, MADRUGA, Blanca, Y VALMASEDA, Marian (1989). Introducción a la Comunicación Bimodal. Madrid: MEC (CNREE).BASIL, Carmen (1994). Sistemas aumentativos y alternativos de comunicación. En En J. Peña Casanova: Manual de Logopedia. Ed. Masson.BASIL, Carmen y RUÍZ, Robert. (1985). Sistemas de comunicación no vocal para niños con disminuciones físicas. Madrid: Fundesco. BASIL, Carmen, SORO-CAMATS, Emily y ROSELL, Carme. (1998). Sistemas de signos y ayudas técnicas para la comunicación aumentativa y la escritura. Principios teóricos y aplicaciones. Barcelona: Masson.BAUMGART, Diane, JOHNSON, Jeanne y HELMSTETTER, Edwin. (1996). Sistemas alternativos de comunicación para personas con discapacidad. Madrid: Alianza.BEUKELMAN, David R., & MIRENDA, Pat. (2005). Augmentative and Alternative Communication. Supporting children and adults with complex communication needs. Baltimore: Paul H. Brookes Publishing Co.BEUKELMAN, David R., GARRET, Kathryn L., & YORKSTON, Kathryn M. (2007). Augmentative Communication Strategies for Adults with Acute or Chronic Medical Conditions. Baltimore: Paul H. Brookes Publishing Co.BEUKELMAN, David R., & REICHLE, Joe (2000). Augmentative and Alternative Communication for Adults with Acquired Neurological Disorders. Baltimore: Paul H. Brookes Publishing Co.BLACKSTONE, Sarah, & HUNT BERG, Mary. (2003a). Social Networks: A communication inventory for individuals with complex communication needs and their communication partners ?Inventory Booklet. Monterey, CA: Agmentative Communication, Inc.BLACKSTONE, Sarah, & HUNT BERG, Mary. (2003b). Social Networks: A communication inventory for individuals with complex communication needs and their communication partners ?Manual. Monterey, CA: Agmentative Communication, Inc.CARR, Edward. G., LEVIN, Len, McCONNACHIE, Gene, CARLSON, Jane I., KEMP, Duane, & SMITH, Christopher E. (1996.).Intervención comunicativa sobre los problemas de comportamiento. Guía práctica para el cambio positivo. Madrid: Alianza.CHURCH, G., & GLENNEN, Shannon. (1992). The handbook of assistive technology. San Diego, CA: Singular Publishing Group.COCKERYLL, Helen, & CARROLL-FEW, Lesley. (2001). Communicationg without speech: Practical Augmentative and Alternative Communication. London: Mac Keith Press.COOK, Albert M., & HUSSEY, Susan M. (2002). Assistive Technologies: Principles and practice (2nd edition). St. Louis. Mosby.DOWNING, June E. (1999). Teaching Communication Skills to Students with Severe Disabilities. Baltimore: Paul H. Brookes.ELDER, Pamela, & GOOSSENS, Carol. (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, Laurie y BONDY, Andy (1994). El sistema de Comunicación por intercambio de figuras. Manual de entrenamiento. N.J: Pyramid Educational Consultants.GLENNEN, Sharon & DeCOSTE, Denise (1997). The Handbook of Augmentative and Alternative Communication.San Diego: Singular Publishing Group Inc.GOOSSENS, Carol, CRAIN, Sharon, & ELDER, Pamela (1992). Engineering the preschool environment for interactive, symbolic communication. Birmingham, AL: Southeast Augmentative Communication Conference Publications.KLEIN, M. Diane, CHEN, Deborah, & HANEY, Michelle. (2000). Promoting Learning Through Active Interaction. A Guide to Early Communication with Young Children who Have Multiple Disabilities. Baltimore: Paul H. Brookes.LIGHT, Janice & BINGER, Cathy. (1998).
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Complementary

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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"

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