



## Teaching Guide

| Identifying Data    |   |        |                          |           | 2023/24 |
|---------------------|---|--------|--------------------------|-----------|---------|
| 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 |           |         |
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| Web                 |   |        |                          |           |         |
| General description | <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> |        |                          |           |         |

## 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, 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 disglorias; 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 disglorias; 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 xenerais 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<br>A20                                   | B4<br>B7<br>B13                       | C3       |
| To understand what communicative competence means for augmentative and alternative communication systems users.   | A2<br>A3                                     | B3<br>B8<br>B11                       |          |
| To analyze the intrinsic difficulties that the communicative & linguistic assessment process may pose for people who need augmentative and alternative communication.   | A2<br>A3<br>A7<br>A8<br>A10                  | B3<br>B10<br>B11<br>B14<br>B18<br>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<br>A12<br>A13<br>A15<br>A17<br>A19<br>A20 | B4<br>B13                             | C3<br>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.<br>People who rely on AAC.<br>A proposed model for AAC.<br>Communicative competence.<br>AAC systems classification. |
| Unaided augmentative and alternative communication.  | Unaided AAC systems classification.<br>Gestural strategies.<br>Educational manual sign systems.<br>Manual supplements to spoken language.<br>Sign language.                          |
| Aided augmentative and alternative communication: Symbols sets and systems.                | Aided AAC systems classification.<br>Objects.<br>Photographs.<br>Lineal drawings.<br>Pictograms.<br>Blissymbolics.<br>Minspeak.<br>Ortography and ortographic symbols                |
| Comunicación Aumentativa y Alternativa: Selection techniques and Assistive technology      | Message selection: direct selection, scanning methods, and encoding systems.<br>Alternative access<br>Assistive technology<br>AAC computer and dedicated devices programs            |
| Assessment for the selection and use of Augmentative and Alternative Communication systems | The assessment process.<br>AAC assessment strategies for AAC system use by people with congenital and acquired communication disorders.<br>Assessment materials and adaptations.     |
| Augmentative and Alternative interventions   | Intervention approaches.<br>Specific intervention techniques and strategies<br>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<br>A13 A17 A18 A19<br>A20 B3 B4 B7 B11<br>B13 B18 B19 C3 C7 | 14                   | 0                             | 14          |
| Simulation                     | A19 A20  | 1                    | 0                             | 1           |
| Workshop                       | A8 A9 A15 A19 A20<br>B13 B14 C4 C7   | 4.5                  | 2.5                           | 7           |



|   |  |     |     |     |
|---|--|-----|-----|-----|
| Collaborative learning  | A8 A9 A19 A20 B3 B4<br>B11 B13 B18 B19 | 10  | 0   | 10  |
| Objective test  | A3 A12 A13 A15 A19<br>A20              | 2   | 0   | 2   |
| Supervised projects   | A8 A9 A19 A20 B4<br>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<br>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.<br>These compute the 35% of the final qualification. | 35 |
| Supervised projects | A8 A9 A19 A20 B4<br>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.<br>These supervised projects compute the 35% of the final qualification.  | 35 |
| Practical test:     | A19                                   | The practical test is aimed to assess skills and abilities using the unaided systems. This practical test computes 30% of the final qualification and it consists of:<br>1) fingerspelling of some proposed words.<br>2) cued speech for reciting a poetry<br>3) singing a song using a manual sign system.                                     | 30 |

#### 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

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## Complementary

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| Recommendations  |
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| 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<br>Congenital Disorders/652G04013<br>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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