



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	Augmentative and Alternative Communication in Special Education		Code	652438026
Study programme	Mestrado Universitario en Psicoloxía Aplicada			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Obligatory	3
Language	Spanish			
Teaching method	Face-to-face			
Prerequisites				
Department	Psicoloxía			
Coordinador		E-mail		
Lecturers		E-mail		
Web				
General description	As persoas con trastornos graves e severos do desenvolvemento presentan xunto con outras dificultades, graves problemas no eido da comunicación. É posible que as súas habilidades de comunicación sexan non intencionais, que os seus actos comunicativos teñan intencionalidade pero non a amosen no nivel simbólico e mais é posible que xa estean comezando a comunicarse con símbolos. En calqueiera dos casos hai que apoialas para que poidan realizar as transicións cara a seguinte etapa da comunicación. Para poder axudalas non só hai que ter en conta á persoa con discapacidade senon tamén aos interlocutores, quen poden non saber como desenvolver un estilo de comunicación responsivo, senon tamén a contorna que pode non estar proporcionando oportunidades para a comunicación. Neste sentido cómpre desenvolver valoracións ecolóxicas, e identificar e recoñecer as modalidades comunicativas idiosincrásicas da persoa para entendelas como actos comunicativos potenciais. É a partires desta valoración que se poderá elixir a vía cara a intervención axeitada.			
Contingency plan	1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy			

Study programme competences

Code	Study programme competences
A5	Being able to perform a psychological evaluation in the context of a scientific investigation.
A7	Knowing to track on a case by choosing appropriate and realistic objectives.
A13	Knowing and being able to use the different models, theories, methods and assessment and intervention techniques that are specific of the different areas of research in Applied Psychology, and developing a critical attitude typical of the scientific spirit.
A19	Knowing and complying with the deontologic obligations of Applied Psychology.
B2	Capacity for organization and planning.
B7	Ethical commitment.



B10	Motivation for quality.
B12	Decision-making.
C3	Using the basic tools of information and communication technologies (ICT) necessary for the exercise of the profession and for lifelong learning.
C4	To develop for the exercise of an open, educated, critical, committed, democratic and supportive citizenship, capable of analyzing reality, diagnose problems, develop and deploy solutions based on knowledge and oriented to common good.
C7	To assume as professionals and citizens the importance of lifelong learning.

Learning outcomes			
Learning outcomes	Study programme competences		
Reconocer la comunicación como un continuo de habilidades que comprende desde el uso de formas emergentes hasta la utilización de modalidades simbólicas.	AR13 AR19	BR7 BR10	CC4
Ampliar el foco de la evaluación y de la intervención para incluir además del comunicador principiante los aspectos sociales y físicos del entorno de comunicación.	AR5 AR13	BR7 BR10	CC4
Reconocer la producción de comunicación intencional e inferir e interpretar la intencionalidad de la conducta potencialmente comunicativa a partir de formas y modalidades comunicativas	AR5 AR13 AR19	BR7 BR10 BR12	CC4
Llevar a cabo el proceso de valoración de habilidades comunicativas del comunicador principiante y de sus interlocutores así como analizar el entorno de comunicación.	AR5 AR13 AR19	BR2 BR7 BR10 BR12	CC4 CC7
Aplicar inventarios ecológicos, realizar valoración de la preferencia y recabar información para la identificación y verificación de actos potencialmente comunicativos.	AR5 AR13	BR2 BR7 BR10 BR12	CC4 CC7
Diseñar programas de intervención poniendo en relación los resultados de la valoración con el establecimiento y priorización de objetivos funcionales de intervención.	AR5 AR7 AR13 AR19	BR2 BR7 BR10 BR12	CC4 CC7
Conocer las técnicas de CAA y la contribución de los dispositivos de alta y baja tecnología al proceso de comunicación.	AR7 AR13 AR19	BR7 BR10 BR12	CC3
Conocer y aplicar las técnicas de intervención dirigidas a incrementar la responsividad de los interlocutores y a la creación de oportunidades para comunicar.	AR7 AR13 AR19	BR2 BR7 BR10 BR12	CC3 CC4 CC7
Aplicar procedimientos de instrucción para fortalecer, realzar y sustituir los actos comunicativos potenciales así como para su generalización y mantenimiento.	AR7 AR13 AR19	BR2 BR7 BR10 BR12	CC4 CC7

Contents	
Topic	Sub-topic
Tema 1. Desenvolvemento de habilidades comunicativas	1.1. Comunicación, linguaxe, linguas, sistemas aumentativos e alternativos 1.2. O desenvolvemento da competencia comunicativa: procesos evolutivos 1.3. A adquisición de habilidades comunicativas no contexto da educación especial



Tema 2: Valoración das habilidades comunicativas	2.1. Enfoques, técnicas e instrumentos 2.2. Avaliación da interacción comunicativa: diferenzas individuais e contextuais 2.3. Análise, identificación e rexistro de actos intencionais
Tema 3. Estratexias de instrución	3.1. Sendas da intervención e obxectivos 3.2. Principios psicolóxicos sobre os que se basea a intervención. 3.3. Procedementos de intervención
Tema 4: Planificación e monitorización da instrución	4.1. Recollida dos datos 4.2. Avaliación do cambio da conduta comunicativa

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Mixed objective/subjective test	A5 A7 A13 B12	1	10	11
Collaborative learning	B2 C3	5	10	15
Oral presentation	A13 B2 B10 C3	1	5	6
Document analysis	C4	5	15	20
Guest lecture / keynote speech	A5 A7 A13 A19 B7 B10 B12 C7 C4	7	14	21
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
Mixed objective/subjective test	O alumnado terá que superar unha proba mixta que consistirá na combinación de preguntas tipo test e preguntas de resposta breve.
Collaborative learning	O alumnado, organizado en pequenos grupos, traballará colaborativamente para resolver aquelas tarefas e actividades indicadas polo profesorado.
Oral presentation	O alumnado, organizado en pequenos grupos, deberá realizar unha exposición oral ante o resto de compañeiros de clase das tarefas e actividades indicadas polo profesorado.
Document analysis	Análise de documentos audiovisuais e en papel, relevantes para a intervención comunicativa das persoas que necesitan a comunicación aumentativa e alternativa.
Guest lecture / keynote speech	Exposición dos contidos teóricos e prácticos relevantes dos temas propostos.

Personalized attention	
Methodologies	Description
Collaborative learning	O profesor prestará atención personalizada ao alumnado para o seguimento das diferentes actividades que se vaian propoñendo ao longo do curso.

Assessment			
Methodologies	Competencies	Description	Qualification
Guest lecture / keynote speech	A5 A7 A13 A19 B7 B10 B12 C7 C4	Avaliaranse nas restantes metodoloxías.	0
Mixed objective/subjective test	A5 A7 A13 B12	Para superar a materia, o alumnado realizará unha proba escrita con preguntas tipo test e preguntas de resposta breve sobre os contidos da materia.	50



Oral presentation	A13 B2 B10 C3	O alumnado, por grupos, realizará unha presentación oral dos contidos propostos ante o resto dos compañeiros. Valorarase a calidade da exposición, a relevancia dos contidos seleccionados na presentación e a demostración da súa comprensión.	20
Collaborative learning	B2 C3	O alumnado, organizado en pequenos grupos, traballará colaborativamente para resolver as tarefas asignadas polo profesorado. Serán guiados persoalmente ou mediante o uso de tecnoloxías da información e a comunicación.	10
Document analysis	C4	Ao longo do curso iranse propoñendo distintas tarefas e actividades (lecturas, traballo con materiais, documentos audiovisuais, etc.) sobre as que o alumnado deberá traballar tomando en consideración as orientacións do profesorado.	20

Assessment comments



OPCIÓN

A

Alumnado

con dedicación completa: asistencia/participación nas actividades de clase

igual ou superior ao 80%:

a)

Elaboración e presentación de traballos (50%).

b)

Exame escrito (tipo proba mixta) sobre os contidos da materia (50%).

OPCIÓN

B

Alumnado con recoñecemento de dedicación a tempo parcial e dispensa académica

de exención de asistencia, segundo establece a "Norma que

regula o réxime de dedicación ao estudo e a permanencia e a progresión dos

estudantes de grao e mestrado universitario na Universidade daCoruña" (aprobada

en Consello de Goberno do 28 de xuño do 2016):

Elixirá, ao comezo do curso, entre a opción A ou:

- Exame escrito sobre os contidos teórico-prácticos da materia (100%).

OBSERVACIÓNS

ADICIONAIS:

1. Para superar a materia cómpre obter unha puntuación do 50% do peso de cada

unha das partes obxecto de avaliación (presentacións, traballos e exame).

2. A convocatoria de xullo estará sometida aos mesmos criterios que a convocatoria

de maio.

3.

Segundo establecen as "Normas de avaliación, revisión e reclamación das

cualificacións dos estudos de grao e mestrado universitario" (aprobada o

19/12/2013 e modificada o 30/04/2014) no Art. 21.2: Considerarase como ?Non presentado? (NP) a aquel estudante que, estando matriculado na

materia, non concurra ás distintas actividades de avaliación que se establecen para o curso

académico.

Así,

será cualificado como ?Non presentado? cando:

a)

Non complete o proceso de avaliación continua, nas condicións que figure na

guía docente, ou



b) Non se presente á proba do período oficial de avaliación.



Basic	Cannella, H. I., O'Reilly, M. F., & Lancioni, G. E. (2005). Choice and preference assessment research with people with severe to profound developmental disabilities: a review of the literature. <i>Research in Developmental Disabilities</i>, 26 (1), 1-15. Downing, J. E. (2005). Teaching communication skills to students with severe disabilities. Baltimore: Paul H. Brookes. Green, C. W., Reid, D. H., White, L. K., Halford, R. C., Brittain, D. P., & Gardner, S. M. (1988). Identifying reinforcers for persons with profound handicaps: Staff opinion versus systematic assessment of preferences. <i>Journal of Applied Behavior Analysis</i>, 21, 31-43. Hill, K. (2009). Data collection and Monitoring AAC intervention in the Schools. <i>Perspectives on Augmentative and Alternative Communication</i>, 18 (2), 58-64. https://doi.org/10.1044/aac18.2.58 Kovac, T. M., Frisbie, A., y Moore, S. M. (2016). Using ongoing outcomes based assessment and monitoring to drive intervention in AAC. <i>Perspectives of the ASHA Special Interest Groups</i>, 1 (12), 153-163. https://doi.org/10.1044/persp1.SIG12.153 Kern, L., Vorndran, C. M., Hilt, A., Ringdahl, J. E., Adelman, B.E. & Dunlap, G. (1998). Choice as an intervention to improve behavior: A review: a review of the literature. <i>Journal of Behavioral Education</i>, 8 (2), 151-169. Light, J. C., Beukelman, D. R., & Reichle, J. (2003). Communicative competence for individuals who use AAC. From research to effective practice. Baltimore, Maryland: Paul H. Brooks. Reichle, J., Beukelman, D.R., & Light, J. C. (2002). Communication and Language Intervention Series. Exemplary Practices for Beginning Communicators. Implications for AAC. Baltimore, Maryland: Paul H. Brooks. Reichle, J., York, J., & Sigafoos, J. (1991). Implementing augmentative and alternative communication. Strategies for learners with severe disabilities. Baltimore: Paul H. Brookes. Rowland, C., & Schweigert, P. (1993). Analyzing the communicative environment to increase functional communication. <i>Journal fo the Association for Persons with Severe Handicaps</i>, 18 (3), 161-176. Rowland, C., & Schweigert, P. (2004). First things. Early communication for the pre-symbolic child with disabilities. US Department of Education: Oregon Health & Science University. 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. Sigafoos, J. (1999). Creating opportunities for Augmentative and Alternative Communication: Strategies for Involving People with Developmental Disabilities. <i>AAC</i>, 15, 183-190. Sigafoos, J., & Dempsey, R. (1992). Assessing choice making among children with multiple disabilities. <i>Journal of Applied Behavior Analysis</i>, 25 (3), 747-755. Schlosser, R., y Braun, U. (1994). Efficacy of AAC interventions: Methodologic issues in evaluating behavior change, generalization, and effects. <i>Augmentative and Alternative Communication</i> 10 (4), 207-223. https://doi.org/10.1080/07434619412331276920 Schlosser, R. W. (2003). The Efficacy of Augmentative and Alternative Communication. Toward evidence-based practice. London: Academic Press. Warren, S. F., & Reichle, J. (1992). Communication and Language Intervention Series: Vol.1. Causes and Effects in Communication and Language Intervention. Baltimore: Paul H. Brookes. Warren, S. F., & Reichle, J. (1993). Communication and Language Intervention Series: Vol. 2. Enhancing children's communication. Baltimore: Paul H. Brooks. Warren, S. F. & Rogers-Warren, A. K. (1985). Teaching functional language. Generalization and maintenance of language skills. Austin, TX: Pro-Ed. Cannella, H. I., O'Reilly, M. F., & Lancioni, G. E. (2005). Choice and preference assessment research with people with severe to profound developmental disabilities: a review of the literature. <i>Research in Developmental Disabilities</i>, 26 (1), 1-15. Downing, J. E. (2005). Teaching communication skills to students with severe disabilities. Baltimore: Paul H. Brookes. Green, C. W., Reid, D. H., White, L. K., Halford, R. C., Brittain, D. P., & Gardner, S. M. (1988). Identifying reinforcers for persons with profound handicaps: Staff opinion versus systematic assessment of preferences. <i>Journal of Applied Behavior Analysis</i>, 21, 31-43. Hill, K. (2009). Data collection and Monitoring AAC intervention in the Schools. <i>Perspectives on Augmentative and Alternative Communication</i>, 18 (2), 58-64. https://doi.org/10.1044/aac18.2.58 Kovac, T. M., Frisbie, A., y Moore, S. M. (2016). 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Strategies for learners with severe disabilities. Baltimore: Paul. H. Brookes. Rowland, C., & Schweigert, P. (1993). Analyzing the communicative environment to increase functional communication. Journal for the Association for Persons with Severe Handicaps, 18 (3), 161-176. Rowland, C., & Schweigert, P. (2004). First things. Early communication for the pre-symbolic child with disabilities. US Department of Education: Oregon Health & Science University. 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. Sigafoos, J. (1999). Creating opportunities for Augmentative and Alternative Communication: Strategies for Involving People with Developmental Disabilities. AAC, 15, 183-190. Sigafoos, J., & Dempsey, R. (1992). Assessing choice making among children with multiple disabilities. Journal of Applied Behavior Analysis, 25 (3), 747-755. Schlosser, R., y Braun, U. (1994). Efficacy of AAC interventions: Methodologic issues in evaluating behavior change, generalization, and effects. Augmentative and Alternative Communication 10 (4), 207-223. <https://doi.org/10.1080/07434619412331276920> Schlosser, R. W. (2003). The Efficacy of Augmentative and Alternative Communication. Toward evidence-based practice. London: Academic Press. Warren, S. F., & Reichle, J. (1992). Communication and Language Intervention Series: Vol.1. Causes and Effects in Communication and Language Intervention. Baltimore: Paul H. Brookes. Warren, S. F., & Reichle, J. (1993). Communication and Language Intervention Series: Vol. 2. Enhancing children's communication. Baltimore: Paul H. Brooks. Warren, S. F. & Rogers-Warren, A. K. (1985). Teaching functional language. Generalization and maintenance of language skills. Austin, TX: Pro-Ed.



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

Other comments

(*)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.