



Teaching Guide

Teaching Guide				
Identifying Data				2019/20
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, 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 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
Events academic / information	A20 B8 B10	4.5	0	4.5
Document analysis	A15 A19 A20	1	0	1
Glossary	A19 A20	0.5	0	0.5



Simulation	A19 A20	1	0	1
Workshop	A8 A9 A19 A20 B13 B14 C4 C7	4.5	0	4.5
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
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	Oral presentation of augmentative and alternative communication program contents.
Events academic / information	Attendance to programmed scientific academic events for this subject is compulsory. Professionals from the assistive technology AAC area are invited to show a select sample of high-tech assistive communication products, as well as alternative access products and specific technological AAC programs.
Document analysis	Use of brief sections of audiovisual documents, relevant to AAC, with specifically designed activities for its analysis. Audiovisual documents will be used as a general introduction to the different topics of the program and also for explaining communicative processes that can not be directly observed, and as a strategy for synthesising theoretical and practical content.
Glossary	Tool for explaining and contextualising terms and concepts in the specific Augmentative and Alternative Communication domain of knowledge in order to enhance its understanding.
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. The objective test consists of a combination of ordering and sequencing questions, association, short answer and completion questions.
Supervised projects	Small working groups will hand out the teacher, in due time, all duly identified materials that are the product of procedural learning activities carried out during the interactive lessons.
Practical test:	The students are to carry out practical procedures previously tried out in the unaided AAC systems practical classes; namely, a practical test focused on the manual alphabet, the manual sign system and cued speech.

Personalized attention	
Methodologies	Description



Supervised projects	Personalized attention will be given through out the four-month period to students in scheduled time for trouble-shooting regarding any theoretical or practical doubt of the subject. Students will deliver their supervised projects to be revised in tutoring time.
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Assessment			
Methodologies	Competencies	Description	Qualification
Objective test	A3 A12 A13 A15 A19 A20	The objective test is aimed to assess the mastery of theoretical contents and its application to AAC intervention. It may be a combination of ordering and sequencing questions, short answers, completion questions or a test.	70
Events academic / information	A20 B8 B10	Attendance to programmed academic/information events is compulsory Students will prepare a catalog with the newest assistive technology products and hand it out the teacher.	2
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.	14
Practical test:	A19	The practical test is aimed to assess skills and abilities using the unaided systems. It consists of: 1) to produce some proposed words using fingerspelling. 2) to use manual supplements and cued speech a complex sentence. 3) to use a manual sign parallel system for a proposed sentence	14

Assessment comments
Attendance is compulsory. Absences need to be justified. To pass the subject Students must achieve an overall credit weighted mark of at least 70% in the objective test, 14% in the practical test, 14% in supervised projects and the remaining 5% in the assistive technology products catalogue. Objective and practical tests must be independently passed. The same requirements will be applied to students in the non-presential modality; the only exception it will be that unaided AAC systems will have to be self-learned

Sources of information



Basic

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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

Para cursar esta materia se recomienda haber cursado previamente las alteraciones de base evolutiva, congénita y anatómica.

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