

**COURSE DATA****DATA SUBJECT**

Code: 35300
Name: Augmentative Communication Systems
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	3	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Technological resources and augmentative communication systems	COMPULSORY

COORDINATION

LORENZO CORDERO AGATA

SUMMARY

Augmentative Communication Systems is a subject assigned to the Department of Basic Psychology, of a compulsory and semester nature that consists of 4.5 credits (ECTS).

It is taught in the second semester of the third year of the Speech Therapy degree.

This subject aims to provide students with the theoretical bases and the main strategies and methods of augmentative and/or alternative communication (SAAC).

It will also facilitate the students' acquisition of criteria to evaluate and make decisions in a patient regarding the use of an augmentative/alternative communication system and to facilitate that in the future they can delve deeper in an autonomous manner in the study of these communication systems to be able to intervene effectively using these systems when appropriate. In the treatment of different pathologies, we also need to carry out the preparation of augmentative and/or alternative communication systems adapted to the linguistic-communicative difficulties of patients.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

There are no specified enrollment restrictions with other subjects of the curriculum.



OTHER REQUIREMENTS

No previous knowledge required from other subjects of this degree.

COMPETENCES / LEARNING OUTCOMES

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Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.

Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.

Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

Facilitate learning of alternative and augmentative communication systems as well as the design and use of prostheses and assistive devices.

Have computer skills related to the field of study.

Manage the technologies of communication and information.

Select, implement and facilitate the learning of augmentative communication systems, as well as the design and use of prostheses and technical aids adapted to the physical, psychological and social conditions of the patient.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Understand and critically evaluate the terminology and research methodology of speech therapy.

Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.

Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.



DESCRIPTION OF CONTENTS

1. Introduction to Augmentative Communication Systems.

Basic Concepts.

Concepts of Augmentative and Alternative Communication.

2. Unaided Communication Systems.

Unaided Communication Systems.

Definition and Classifications.

B. Sacherer's Concept of Total Communication.

3. Assisted Communication Systems.

Aided Communication Systems.

Definition.

Classifications.

The Bliss System. S.P.C. Meanspeak.

4. Technical Aids for Augmentative and Alternative Communication.

Technical Aids for Augmentative and Alternative Communication.

Communication Boards.

Communicators.

Computer Access Devices.

Adaptive Software.

5. Candidate Population.

Population susceptible to using augmentative/alternative communication techniques.

6. Assessment of Communication Abilities and Specific Needs of the Patient.

Assessment of the Patient's Global Needs.

Functional Assessment Models.

Criteria for choosing systems.

7. Environmental adaptation and technical aids.

Environmental adaptation.

Use of technologies appropriate to the patient's needs.

Assistive technology.

8. Communication and access to the school curriculum.

Assessment of the patient's competencies and skills.

Techniques for teaching reading and writing to patients with severe motor and speech difficulties.

9. Alternative and augmentative communication systems in adult rehabilitation processes.

Access to communication and writing for adults with motor and/or cognitive disabilities.



Use of communication systems in the occupational workshop.

10. Specific systems for visual and/or hearing impairments.

Specific systems for visual and/or hearing impairments.

Technological systems: devices linked to the computer and other systems and techniques.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Laboratory	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	7,50
Independent study and work	30,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	67,50

TEACHING METHODOLOGY

In order for students to acquire the fundamental objectives of the course as well as the specific and transversal skills, the following are proposed:

Theoretical classes. Lectures will be primarily used to present the course content. At the same time, case studies will be used and a series of practical and applied activities will be carried out to allow students to acquire the specific and transversal skills of the course, promoting participatory student participation in order to enable critical dialogue that simultaneously energizes the pace of the class.

Practical classes. The main purpose of these is twofold: on the one hand, to participate and acquire knowledge and intervention strategies related to the content presented in the theoretical classes, and on the other hand, to demonstrate the ability to work in groups as well as interpersonal communication skills.

At the same time, scheduled individual and group tutoring sessions will be held, in which students will be supervised to ensure they can adequately monitor the training activities.

The materials to be used will include manuals, articles, chapters, reports, case studies, software, and other types of documentation and scientific materials relevant to the course.

The virtual classroom, the e-learning platform chosen by the University of Valencia, will be required to facilitate the teaching-learning processes and facilitate teacher-student interaction.

EVALUATION



The information needed to obtain the final grade for the course will be obtained through two basic procedures: **individual final assessment** (final exam) and continuous or progress assessment (activities completed in class, reports and/or individual and group assignments, access to content available in the virtual classroom, blocks or similar, tests administered in class, etc.). The individual final assessment will be tailored to the specific objectives of the teaching guide.

This assessment, which will reflect the level achieved at the end of the course learning process, will be conducted at the end of the in-person period and will represent 70% of the course grade, with a maximum score of 7.

The final test to assess the specific objectives of the course will be an objective written multiple-choice test and/or open-ended questions.

Continuous or progress assessment of the work completed by students throughout the course will be based on the written and oral reports and comments made in practical classes and/or in group or individual tutorials, as well as on the various activities carried out during the theoretical and practical sessions.

This part of the assessment is formative in nature, as it provides feedback for both the teacher and the student, and will represent 30% of the course grade.

Attendance at the practical classes is mandatory, and passing the course requires attending at least 80% of the classes. Non-attendance must be due to well-documented reasons of force majeure (supervening health condition, death of a family member up to the third degree, court summons, official exam, accompanying a first-degree relative for medical reasons).

The content and activities completed in face-to-face classes are considered recoverable through a written test to be administered after the official final exam.

Within the continuous assessment, there are two distinct sections:

- 1.- Practical reports. This section is worth a maximum of 2 points (20% of the course grade).
- 2.- Other activities completed in face-to-face classes: non-mandatory reports and/or individual and group work, attendance and participation monitoring, access to content available in the virtual classroom, notebooks, or similar, tests administered in class, etc. This section is worth a maximum of 1 (10% of the course grade).

The final grade is obtained from the weighted sum of the scores for each part of the assessment, provided the student passes the officially scheduled written exam section with demonstration of mastery of at least 50% of the content (a grade of 3.5 out of 7 for the individual written exam).

There are no differences in the grading system for the second exam compared to the first. To obtain the "Honours Degree" grade, the highest grades will be taken into account (provided a minimum of 9.2 is achieved). In the event of a tie, an oral or written test will be conducted to break the tie.

In the event of fraudulent practices, the procedures established by the Protocol for action against fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic

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- Calleja, M. (2018). Sistemas de comunicación alternativa y aumentativa. De la investigación a la interpretación logopédica. Ed. Aljibe.
- Beukelman, D., & Mirenda, P. (2012). Augmentative and alternative communication: Supporting children and adults with complex communication needs. Paul H. Brookes Pub.



- Correa, A. D.; Correa, T. & Pérez, D. (2011). Comunicación aumentativa. Una introducción conceptual y práctica. Servicio de Publicaciones de la Universidad de La Laguna.
- Bondy, A., Frost, L. (2009). Manual de PECS (Sistema de Comunicación por Intercambio de Imágenes) 2ª Edición. Estados Unidos: Pyramid Educational Products, Inc.

Supplementary

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- Gómez Taibo, M.L. (2020). Comunicación simbólica. Comunicación aumentativa y alternativa. Ed. Pirámide.
- Abril, D., Delgado, C.I. & Vigara, A. (2010). Comunicación aumentativa y alternativa: guía de referencia. Madrid: CEAPAT.
- Pastor, R. M., & Rubio, C. G. (2017). Los sistemas alternativos y aumentativos de comunicación (SAAC) como instrumento para disminuir conductas desafiantes en el alumnado con TEA: estudio de un caso. Revista Española de Discapacidad (REDIS), 5(1), 113-132.
- Nieto, L., Groba, B., Pousada, T. & Pereira, J. (2012). Aplicación de las Tecnologías de la información y las comunicaciones en la vida diaria de las personas con discapacidad. A Coruña; Universidad da Coruña. Servicio de Publicaciones.