

# Syllabus

## *Descrizione corso*

<b>Titolo insegnamento</b>	Linguaggi e tecniche comunicative non verbali -LAB SP
<b>Codice insegnamento</b>	80896
<b>Titolo aggiuntivo</b>	
<b>Settore Scientifico-Disciplinare</b>	PSIC-02/A
<b>Lingua</b>	Tedesco
<b>Corso di Studio</b>	Percorso di specializzazione per il sostegno agli alunni e alle alunne con disabilità della scuola dell'infanzia, della scuola primaria e della scuola di I e II grado - Sezione in lingua tedesca
<b>Altri Corsi di Studio (mutuati)</b>	
<b>Docenti</b>	Dott. mag. Stefan Von Prondzinski, Stefan.Vonprondzinski@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/808">https://www.unibz.it/en/faculties/education/academic-staff/person/808</a>
<b>Assistente</b>	
<b>Semestre</b>	Primo semestre
<b>Anno/i di corso</b>	2
<b>CFU</b>	1
<b>Ore didattica frontale</b>	0
<b>Ore di laboratorio</b>	20
<b>Ore di studio individuale</b>	5
<b>Ore di ricevimento previste</b>	0
<b>Sintesi contenuti</b>	Students deal with the fundamental right to communication and the relevance of supported communication. They learn about methods, techniques and aids suitable for primary schools that can strengthen the communication skills of non-speaking or less-fluently speaking children, increase participation within the classroom and school life with peers and adults and improve the general quality of life.

<b>Argomenti dell'insegnamento</b>	<ul style="list-style-type: none"> <li>- Communication, forms of communication, communication functions and contents</li> <li>- Communication specifics and autism spectrum disorders in the bio-psycho-social perspective of the ICF</li> <li>- Importance of augmentative and alternative communication (AAC) and forms of communication in the context of inclusive primary school practice: physical, non-electronic and electronic aids and the importance for communication in peer groups and for friendships, in the educational relationship with adults and in relation to curricular participation</li> <li>- Initiation and promotion of the AAC with individual children and in the whole class through rituals and routines, modelling, visual aids for learning and non-verbal problem solving, technical communication aids in relation to inclusion-related quality requirements.</li> <li>- Structuring systems and spatial design of the learning environment</li> </ul>
<b>Parole chiave</b>	Non-verbal communication, autism spectrum disorders, assisted communication (AAC), non-electronic and electronic communication aids,
<b>Prerequisiti</b>	
<b>Insegnamenti propedeutici</b>	
<b>Modalità di insegnamento</b>	Classroom teaching, development of theoretical content with frequent and systematic activities related to project-based and operational teaching practice carried out in small groups, analysis of case studies, practical exercises in the production of non-verbal communication materials.
<b>Obbligo di frequenza</b>	In accordance with the regulation
<b>Obiettivi formativi specifici e risultati di apprendimento attesi</b>	<p>           Reflective knowledge of socialisation conditions, communication and learning, with reference to autism spectrum disorders in children. This includes the ability to develop, realise and reflect on inclusion-oriented primary school educational and didactic strategies.         </p> <p>           Knowledge and understanding: Knowledge of the strategies and media of non-verbal communication in relation to autism spectrum disorders with children in inclusive primary school classes.         </p>

	<p>Application of knowledge and understanding: Ability to reflect on AAC concepts and procedures in relation to their possible applications in inclusive primary schools and in teaching under inclusion-related quality requirements.</p> <p>Judgement: Ability to critically reflect on tools and applications of AAC on a case-by-case basis under the aspects of participation.</p> <p>Communication: Ability to reflect on action strategies and tools of AAC in the school on a team basis.</p> <p>Learning strategies: Skills for independent research, combined with the ability to relate acquired knowledge to cases and situations and to be able to reflect on it in terms of teamwork and (collegial) counselling.</p>
<b>Obiettivi formativi specifici e risultati di apprendimento attesi (ulteriori info.)</b>	
<b>Modalità di esame</b>	Oral examination to check understanding and critical evaluation of the practical application of the course content.
<b>Criteri di valutazione</b>	<p>The following will be considered and assessed in the oral examination:</p> <p>Knowledge and understanding of the topics covered (20%)</p> <p>Ability to apply the knowledge (20%)</p> <p>Independent judgement and critical thinking (20%)</p> <p>Transfer of the acquired knowledge to practical contexts (40%)</p>
<b>Bibliografia obbligatoria</b>	Schulratgeber Autismus-Spektrum - Ein Leitfaden für LehrerInnen, Brita Schirmer, 2016
<b>Bibliografia facoltativa</b>	<p>Modelling in supported communication: a practical book for parents, educational professionals, therapists and interested parties, Claudio Castañeda, Nina Fröhlich, Monika Waigand, 2017,</p> <p>Visuelle Hilfen - Verstehen Unterstützen, Claudio Castañeda, Monika Waigand, UK-Couch.</p> <p><a href="https://uk-couch.de/download-kategorie/uk-ideenkiste/">https://uk-couch.de/download-kategorie/uk-ideenkiste/</a></p>
<b>Altre informazioni</b>	

Obiettivi di Sviluppo Sostenibile (SDGs)	Istruzione di qualità, Buona salute
--	-------------------------------------