

# Syllabus

## *Course Description*

<b>Course Title</b>	Languages and Techniques of Nonverbal Communication - LAB Kindergarten
<b>Course Code</b>	80924
<b>Course Title Additional</b>	
<b>Scientific-Disciplinary Sector</b>	PSIC-02/A
<b>Language</b>	Italian
<b>Degree Course</b>	Specialisation course for the teaching of children with special educational needs - Italian section
<b>Other Degree Courses (Loaned)</b>	
<b>Lecturers</b>	Dott. Samantha Righi, Samantha.Righi@unibz.it <a href="https://www.unibz.it/en/faculties/education/academic-staff/person/52425">https://www.unibz.it/en/faculties/education/academic-staff/person/52425</a>
<b>Teaching Assistant</b>	
<b>Semester</b>	First semester
<b>Course Year/s</b>	2
<b>CP</b>	1
<b>Teaching Hours</b>	0
<b>Lab Hours</b>	20
<b>Individual Study Hours</b>	5
<b>Planned Office Hours</b>	0
<b>Contents Summary</b>	The laboratory aims to provide tools and strategies for designing augmentative and alternative communication (AAC) systems for students with disabilities.
<b>Course Topics</b>	<p>The workshop aims to provide knowledge and practical tools to support incoming and outgoing communication in situations involving Complex Communication Needs.</p> <p>Introduction to nonverbal communication:</p>

	<ul style="list-style-type: none"> <li>- Student needs</li> <li>- Definition, elements, and characteristics;</li> </ul> <p>Nonverbal languages</p> <ul style="list-style-type: none"> <li>- Body language</li> <li>- Facial expressions</li> <li>- Eye contact and proxemics</li> <li>- Voice and paralinguistics</li> <li>- Iconic-visual language, auditory language, ...</li> <li>- Multimodal communication</li> </ul> <p>Nonverbal communication</p> <ul style="list-style-type: none"> <li>- AAC (Augmentative and Alternative Communication) possibilities, symbols and more</li> <li>- Tools and materials useful for promoting and supporting communication</li> </ul> <p>Educational applications</p> <ul style="list-style-type: none"> <li>- Production of materials and tools to support and facilitate autonomy and relationships in individuals with CCN (Complex Communication Needs)</li> <li>- Techniques and approaches to promoting communication.</li> </ul>
<b>Keywords</b>	Nonverbal communication; Language; Alternative forms of communication; AAC
<b>Recommended Prerequisites</b>	
<b>Propaedeutic Courses</b>	
<b>Teaching Format</b>	<p>During the workshop, in addition to theoretical introductions and presentations of tools, techniques, and materials, much of the time will be dedicated to discussion and experimentation.</p> <p>To encourage participation and understanding of the presentations, videos, images, and slides will be used.</p> <p>Ample time will be dedicated to reflection, discussion, and group activities. A plenary session will be essential for the feedback on the activities completed and the resulting reflections.</p>
<b>Mandatory Attendance</b>	In accordance with the regulation
<b>Specific Educational Objectives and Learning Outcomes</b>	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>- Know how to use tools to analyze the specific communication needs of students with disabilities</li> </ul>

	<ul style="list-style-type: none"> <li>- Be familiar with various materials and tools for Augmentative and Alternative Communication (AAC)</li> </ul> <p>Applied Knowledge and Understanding</p> <ul style="list-style-type: none"> <li>- Be able to select, adapt, and use AAC tools and techniques in real or simulated school settings</li> <li>- Design personalized communication interventions</li> </ul> <p>Independent Judgment, Communication Skills, Learning Ability</p> <ul style="list-style-type: none"> <li>- Reflect critically on the effectiveness of the tools used</li> </ul>
<b>Specific Educational Objectives and Learning Outcomes (additional info.)</b>	
<b>Assessment</b>	<p>The exam requires the individual construction of a tool or part of one from those presented during the workshop (e.g., communication passport, communication strip or table, change notebook, etc.). At the same time, the student will be required to complete a very short summary sheet, in which they will indicate the fundamental elements of which the tool is composed and the situation for which it was designed, along with its instructions for use.</p>
<b>Evaluation Criteria</b>	<p>Assessment involves a single final grade.</p> <p>The individual activity, presented by each student, will be evaluated based on:</p> <ul style="list-style-type: none"> <li>- Structure and logical coherence</li> <li>- Relevance, in relation to the situation for which the tool was created</li> <li>- Clarity of presentation, in relation to the completion of the form.</li> </ul>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>- Costantino, M. A. (2011). Costruire libri e storie con la CAA. Trento. Erickson.</li> <li>- Beukelman D. e Mirenda P. (2014). Manuale di Comunicazione Aumentativa e Alternativa. Interventi per bambini e adulti con complessi bisogni comunicativi. Trento. Erickson.</li> <li>- Draper S.M. (2016). Melody. Milano. Feltrinelli</li> <li>- Corniglia E. (2023). Libri accessibili, letture possibili Risorse e pratiche per coltivare il diritto alle storie. Parma. Edizioni junior.</li> </ul>
<b>Supplementary Readings</b>	

Further Information	
Sustainable Development Goals (SDGs)	Quality education