

Syllabus

Course Description

Course Title	Languages and Techniques of Nonverbal Communication - LAB Middle school
Course Code	80942
Course Title Additional	
Scientific-Disciplinary Sector	PSIC-02/A
Language	Italian
Degree Course	Specialisation course for the teaching of children with special educational needs - Italian section
Other Degree Courses (Loaned)	
Lecturers	Dott. Samantha Righi, Samantha.Righi@unibz.it https://www.unibz.it/en/faculties/education/academic-staff/person/52425
Teaching Assistant	
Semester	First semester
Course Year/s	2
CP	1
Teaching Hours	0
Lab Hours	20
Individual Study Hours	5
Planned Office Hours	0
Contents Summary	The laboratory aims to provide tools and strategies for designing augmentative and alternative communication (AAC) systems for students with disabilities.
Course Topics	The course develops the following graduate profile competence: - Understand the specific characteristics of learning, communication, and relational processes, and be able to apply the most recent evidence-informed educational, teaching, and augmentative/alternative communication strategies with students

	who have communication difficulties and autism spectrum disorders.
Keywords	Relationship - Inclusion - Rights - Communication
Recommended Prerequisites	
Propaedeutic Courses	
Teaching Format	<p>In class</p> <p>Presentation of slides by the professor</p> <p>Group activities, with plenary return of what has been achieved, discussion and comparison.</p>
Mandatory Attendance	In accordance with the regulation
Specific Educational Objectives and Learning Outcomes	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Know how to use tools to analyze the specific communication needs of students with disabilities and their life contexts - Be familiar with various materials and tools for Augmentative and Alternative Communication (AAC) <p>Applied Knowledge and Understanding</p> <ul style="list-style-type: none"> - Be able to select, adapt, and use AAC tools and techniques in real or simulated school settings - Design personalized communication interventions <p>Independent Judgment, Communication Skills, Learning Ability</p> <ul style="list-style-type: none"> - Reflect critically on the effectiveness of the tools used
Specific Educational Objectives and Learning Outcomes (additional info.)	
Assessment	<p>The exam requires the individual construction of a tool or part of one, among those presented during the workshop (for example: communication passport, communication strip or table, experience notebook, ...). At the same time, a very short summary sheet is required, in which the student will indicate the fundamental elements of which the tool is composed and the situation for which it was designed, with relative methods of use.</p>
Evaluation Criteria	<p>The evaluation involves one single grade at the end of the course. The individual activity, presented by each student, will be assessed based on:</p> <ul style="list-style-type: none"> - Structure and logical coherence - Relevance, related to the situation for which the tool was created

	- Presentation clarity, related to the compilation of the sheet
Required Readings	<ul style="list-style-type: none"> - Costantino, M. A. (2011). Costruire libri e storie con la CAA. Trento. Erickson. - Beukelman D. e Mirenda P. (2014). Manuale di Comunicazione Aumentativa e Alternativa. Interventi per bambini e adulti con complessi bisogni comunicativi. Trento. Erickson. - Galdieri M. (2022). Comunicazione Aumentativa Alternativa. Inclusione e didattiche innovative. Roma. Edizioni Studium.
Supplementary Readings	<ul style="list-style-type: none"> - Draper S.M. (2016). Melody. Milano. Feltrinelli - Corniglia E. (2023). Libri accessibili, letture possibili Risorse e pratiche per coltivare il diritto alle storie. Parma. Edizioni junior.
Further Information	
Sustainable Development Goals (SDGs)	Quality education