

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

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| Designação da Unidade Curricular / Curricular Unit: | [31816008] Sistemas aumentativos e alternativos da comunicação [31816008] Augmentative and Alternative Communication Systems | | |
| Plano / Plan: | 2014/2015 | | |
| Curso / Course: | Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain | | |
| Grau / Diploma: | Mestre | | |
| Departamento / Department: | CL - Ciências da Linguagem | | |
| Unidade Orgânica / Organic Unit: | Escola Superior de Educação de Viseu | | |
| Área Científica / Scientific Area: | Ciências da Linguagem e da Comunicação | | |
| Ano Curricular / Curricular Year: | 1 | | |
| Período / Term: | S2 | | |
| ECTS: | 4 | | |
| Horas de Trabalho / Work Hours: | 0112:00 | | |
| Horas de Contacto/Contact Hours: | | | |
| (T) Teóricas/Theoretical: | 0000:00 | (TC) Trabalho de Campo/Fieldwork: | 0000:00 |
| (TP) Teórico-Práticas/Theoretical-Practical: | 0030:00 | (OT) Orientação Tutorial/Tutorial Orientation: | 0000:00 |
| (P) Práticas/Practical: | 0000:00 | (E) Estágio/Internship: | 0000:00 |
| (PL) Práticas Laboratoriais/Practical Labs: | 0000:00 | (O) Outras/Others: | 0000:00 |
| (S) Seminário/Seminar: | 0000:00 | | |

Docente Responsável / Responsible Teaching

[2139] Ana Isabel Pereira Pinheiro Da Silva

Outros Docentes / Other Teaching

[2139] Ana Isabel Pereira Pinheiro da Silva

Learning Outcomes of the Curricular Unit

To provide fundamental explicit knowledge about the various communication processes with people with special needs.

To develop competences of communicative nature according to the public with special educational needs.

Contribute to a reflection on the impact of research in the field of Language Sciences with impact on Special Education.

Build and adapt educational activities with augmentative and alternative communication strategies.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

1. The contribution of Language Sciences in Special Education
2. Language Sciences and Communication Systems
3. Augmentative and alternative systems of communication
4. Pedagogical activities adapted to augmentative and alternative communication
5. Sign languages: communication system
6. Literacy development: processes and activities

Demonstration of the syllabus coherence with the curricular units' learning objectives

The curricular unit is operationalized according to diversified strategies adapted to the objectives, supported by the recommended bibliography. It seeks to develop the awareness that language, as a faculty, is language, as a faculty, is realized in different languages, representing cultural conceptions as well as different systems of communication.

Teaching Methodologies (Including evaluation; Lim:1000)

The activities proposed for the development of this course are guided by equipping students with tools to enable: the description and analysis of theoretical proposals through literature review; the analysis of practices in various situations and contexts in documentary support; production of diverse and appropriate speeches to new media and communication supports according to the objectives of the Master of Special Education. It is proposed to carry out a group work (or individual): the adaptation of a work of literature for children recommended by PNL for pictograms (45%); respective presentation (25%). Preparation of a reflective written paper (30%). Other types of assessment instruments may be considered, maintaining the defined weightings.

Demonstration of the coherence between the teaching methodologies and the learning outcomes

The classes of this curricular unit are of theoretical and practical nature. Aligned with the theoretical approach of programmatic with the application of the same in practical situations, combining, interactively, the interactivity combining the orientation of the teacher with the student's research. The responsibility for the knowledge produced and discussed is shared by both parties: student work, autonomous and reflective work for the completion of the proposed tasks that are combined in the assessment instruments.

Bibliografia / Bibliography (Lim:1000)

Azevedo,L.,Ponte,M.N.(1998).Comunicação aumentativa(AAC) e tecnologias de apoio(AT). Lisboa: IST.
Burraco,A.B.(2009).Genes Y Lenguaje.Aspectos ontogenéticos, filogenéticos y cognitivos. Barcelona: Editorial Reverté.
Mirenda,P.,Beukelman,D.R.(2013).Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs.Baltimore: Paul H. Brookes Publishing.
Myers,C.(2006).Towards A Model Of Literacy Learning For Young Augmented Speakers. s/l. Forum on Public Policy.
Nogueira,C.(2009).Educação Especial. Comunicar com crianças com paralisia cerebral. Penafiel: Editorial Novembro.
Silva,A.I.(2012).E se eu fosse s/Surda? O processo de categorização do mundo da pessoa s/Surda: a perspetiva da linguística cognitiva. Tese de doutoramento apresentada à UCP.
Tetzchner,S.V.,Martinsen,H.(2000).Introdução à comunicação aumentativa e alternativa. Porto: Porto Editora.

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