**Bachelor of Education in Special Education- Intellectual Disabilities (B.Ed. SE-ID)**

**(Semester: IV)**

**Course code: B 11(D)**

**Title of the Course: AUGMENTATIVE AND ALTERNATIVE COMMUNICATION**

**Credits: 04**

**MM: 100 (External: 70 Internal: 30)**

**Contact Week 15**

**Introduction of the Course**

Augmentative and alternative communication (AAC) refers to the strategies, tools, and systems used to enhance or supplement the communication abilities of individuals who have difficulty using speech to convey their thoughts and ideas. These methods are essential for individuals with speech impairments, cognitive disabilities, or other conditions that limit their ability to communicate effectively. In this essay, we will discuss the various types of AAC, the benefits they provide, and the role they play in improving the lives of those who use them. AAC provides special educators with tools to facilitate effective communication with students who have complex communication needs. By using AAC systems, educators can help students express their thoughts, needs, and emotions, leading to improved social interactions and academic engagement.

**Learning Outcome**

The student-teachers will be equipped with a basic knowledge of AAC, AAC systems, AAC assessment, programme planning and strategies. This will enable special education teachers:

* To comprehensive understanding of various augmentative and alternative communication (AAC) systems, including low-tech and high-tech options, and their applications in supporting individuals with communication challenges.
* To develop the skills to assess the communication needs of students with disabilities and effectively implement AAC strategies tailored to individual abilities and requirements.
* To collaborate with speech-language pathologists, occupational therapists, and other professionals to create and implement AAC plans that address the diverse needs of students with disabilities.
* To advocate for the rights of individuals with disabilities to access appropriate AAC supports and empower them to participate more fully in educational and social activities.

**Unit 1: Organizational frame work for Communication: (6 hours)**

1.1 Normal development of speech, language and communication

1.2 Factors that influence communication, speech and language in relation to each other

1.3 Levels of communication in children: Functional (Emergent), Situational (Context dependent) & Independent (Creative)

**Unit 2: Basic principles of AAC interventions: (7 hours)**

2.1 Child - Child capacity

2.2 Child capacity and context

2.3 Working towards symbolic expression

2.4 Communication skills and

2.5 Functions

**Unit 3: Areas of AAC Assessment: (7 hours)**

3.1 Sensory areas

3.2 Cognition, communication and language

3.3 Posture and positioning. Motor planning and control

3.4 Scanning

3.5 Environment, Interaction & Symbols

**Unit 4: Context of Communication: (5 hours)**

4.1 Partner /skills, user skills and environment

4.2 Competency development - types of competencies and its development

4.2.1Linguistic competence

4.2.2Operational Competence

4.2.3Social competence

4.2.4Strategic competence

**Unit 5: Introduction to communication tools and Access Mode: (5 hours)**

5.1 Types of AAC devices and systems

5.2 Access to communication charts - hand, finger, eye point

5.3 Access to devices: Switches - hand switch, blow switch, infrared devices, etc. & Software -scan mode combined with a switch

5.4 Selection of AAC: Child competency and environment; Design, Access, Motor, Devices

5.5 Challenges in the development of AAC and Literacy: Grammar; spelling, Building Vocabulary, richness of language & Motor expression

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

**Assessment Method**

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Internal Assessment:

a. Class test: 10 Marks

b. Assignment: 5 Marks

c. d. Attendance: 05 Marks

End Semester Exam: 35 Marks

Total Marks: 50 Marks

**Suggested Reading:**

**•** Silverman, F.H. (1994).Communication for the Speechless (3rd Edn.). Allyn & Bacon, Boston.

• David R. Beukelman, D. R., & Mirenda, P (2013). Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs (4th Edn.) Brookes Publishing Co. Baltimore.

• Lynch, C., & Cooper, J. (1991).Early Communication Skills: Practical Activities for Teachers and Therapists, Speechmark Publishing Ltd, Bicester, Oxon

• Warrick, A., & Kaul, S. (1997). Their manner of speaking: augmentative communication for children and young adults with severe speech disorders, Indian Institute of Cerebral Palsy, Kolkata

• Communication, compiler: T.N. Southgate. BA, Ormerod School, Oxford, Editor ,G.M. Cochrane MA, FRCP, Equipment for Disabled People , Mary Mariborough Lodge, Nuffield Orthopedic Centre, Oxford OX3 7 LD

• Tina, D., & Mike, D. (1997).Literacy Through Symbols: Improving Access for Children and Adults, David Fulton Publishers, London.

• McCurtin, A., & Geraldine, M. (2000). The Manual of AAC Assessment. Speechmark Publishing Ltd., London