



## Information about the subject

**Degree:** Bachelor of Science Degree in Speech and Language Therapy

**Faculty:** Faculty of Psychology

**Code:** 1170206 **Name:** Speech and language intervention in specific disorders of language development

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** Impairments, disorders and speech and language intervention

**Subject Matter:** Neuro-psycho-linguistic disorders **Type:** Compulsory

**Field of knowledge:** Speech and Language Therapy

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**

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## Module organization

### Impairments, disorders and speech and language intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language pathology	18,00	Language Pathologies I	6,00	1/1
		Language Pathologies II	6,00	1/2
		Learning difficulties	6,00	2/2
Deficit in the basic tools for the reception and production of language	24,00	Speech and language intervention in diglossias and dysarthrias	6,00	3/1
		Speech and language intervention in hearing deficiencies	6,00	3/2
		Speech and language intervention in voice disorders	6,00	3/1
		Speech and language therapy in speech disorders and nonverbal oral functions	6,00	3/1
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in autism spectrum disorders and in mental deficiency	6,00	3/2



Neuro-psycho-linguistic disorders		Speech and language intervention in specific disorders of language development	6,00	2/2
Fluency Disorders	6,00	Speech and language intervention in dysphemia and other disorders with psychosocial implications	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/2

## Recommended knowledge

Knowledge of language development and linguistics applied to speech therapy.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To know how to choose and apply different models, methodologies, procedures, techniques, instruments and rehabilitation materials for the different types of pathology and patient profiles.
- R2 To know how to plan, elaborate and carry out the most suitable intervention programme for each patient based on their diagnosis and the information obtained during the exploration.
- R3 To acquire the technical and professional skills necessary to be able to apply speech therapies.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

SPECIFIC	Weighting			
	1	2	3	4
CE10 To carry out an evaluation after the intervention.		X		
CE12 To know, recognize and discriminate between the variety of alterations: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.	X			
CE13 Knowing the general principles of speech therapy intervention				X
CE14 Understand the functions of speech therapy intervention: prevention, education, retraining, rehabilitation and treatment				X
CE15 Know and apply models and intervention techniques				X
CE16 Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts			X	



CE17	To know and carry out speech and language intervention in specific disorders of language development: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE18	Know and perform speech therapy intervention in early childhood.				X
CE22	Know how to design, develop and evaluate the performance of speech therapy				X
CE23	Understand, apply and critically evaluate teaching techniques and teaching methodology, in addition to resources for teaching language				X
CE27	Perform strategic planning for speech therapy intervention				X
CE32	Using information technology and communication				X
CE34	Design, implement and evaluate actions to prevent communication and language disorders				X
CE37	Master the terminology that allows one to interact effectively with other professionals				X
CE38	To design and carry out speech therapy treatments, both individual and collective, establishing objectives and stages, with the most effective and appropriate methods, techniques and resources, and taking into account the different evolutionary stages of the human being.				X
CE40	Advise families and the social context of patients, encouraging their participation and collaboration in speech therapy treatment				X



CE41	Work in school environments, health care and part of a professional team. Advise on the development, implementation of care and education policies on issues related to speech therapy		X		
CE42	Understand and appreciate the scientific underpinning in the professional development of speech therapy			X	
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary		X		
CE44	Explain and support the selected treatment				X
CE45	Promote communication skills in the general population	X			
CE49	Know and critically evaluate the techniques and tools for evaluation and diagnosis in speech therapy, as well as speech therapy intervention procedures				X
CE51	Communicate orally and in writing one's observations and conclusions to the patient, their families and other professionals involved in treatment, adapting to the sociolinguistic characteristics of the environment		X		
CE53	Have adequate speech production, structure of language and voice quality	X			
CE54	Manage communication technologies and information			X	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations				X
CT2	Critically evaluate own job performance and that of other professionals to improve results			X	
CT3	Have the flexibility to work within teams integrated by other professionals belonging to the same field			X	
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations	X			
CT6	Adapt to new situations arising in their profession		X		
CT7	Having an open and flexible attitude to lifelong learning				X



CT8 Know and use of technical advances in the exercise of their profession

X

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	60,00%	Written exam
R1, R2, R3	30,00%	Practical work assignments assessment
R1, R2, R3	10,00%	Attendance and participation of in-person formative activities

### Observations

Será necesario aprobar sendas partes separadamente (teoría y prácticas) y entregar todos los trabajos de la parte práctica para superar la asignatura.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.



## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 On-Campus Class
- M2 Practical Class
- M3 Seminar
- M4 Laboratory
- M5 Individual Work
- M6 Group Work
- M7 Work Exhibition
- M8 Clinical Case Analysis
- M9 Prácticas en clínicas y centros





## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
ON-CAMPUS CLASS. Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge M1, M2, M5, M6, M7, M8	R1, R2, R3	24,00	0,96
PRACTICAL CLASSES. Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity M1, M2, M5, M6, M7, M8	R1, R2, R3	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M7	R1, R2, R3	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3	6,00	0,24
OFFICE ASSISTANCE. Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, papers, etc. M5, M6	R1, R2, R3	9,00	0,36
ASSESSMENT. Set of oral and/or written tests used in initial, formative or additive assessment of the student M5, M6, M7, M8	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK. Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M1, M2, M6, M8	R1, R2, R3	36,00	1,44
INDEPENDENT WORK. Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform M2, M5, M8	R1, R2, R3	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1. Methodological aspects regarding treatment of development language disorders	<ol style="list-style-type: none"><li>1.Stablishing goals in the treatment of language intervention disorders .</li><li>2.Steps of the language intervention process: goals, contents and activities,</li><li>3.Use of support systems: learning procedures, augmentative systems and recasting strategies.</li><li>4.Methods of intervention in developmental language disorders. Incidental/milieu teaching/ enhanced milieu teaching. Recasting.Functional exercises/formal exercises. The assessment of intervention efectivity.</li></ol>
2. Intervention with families. Hanen programme “It takes two to talk”.	-
3. Intervention in language levels: morphosyntactic level	<ol style="list-style-type: none"><li>1.Approaches to intervention: implicit and explicit.</li><li>2.Procedures used to select intervention goals.</li><li>3.Intervention accordign to the phases of acquisition and use of morphosyntax.</li><li>4.Intervention in concrete morphosyntax goals.</li></ol>
4. Intervention in language levels: lexical and semantic level	<ol style="list-style-type: none"><li>1. Learning words and reasoning about the meaning of the words. Proposals of intervention</li><li>2. Guidelines to learn vocabulary when sharing books</li></ol>
5.Intervention to promote pragmatic abilities development	<ol style="list-style-type: none"><li>1.Characteristics of the intervention addressed to children with social communication (pragmatic) disorders: formal approaches.</li><li>2.Goals of the intervention in pragmatics : inferential comprehension and narrative abilities.</li></ol>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Methodological aspects regarding treatment of development language disorders	6,00	12,00
2. Intervention with families. Hanen programme "It takes two to talk".	6,00	12,00
3. Intervention in language levels: morphosyntactic level	6,00	12,00
4. Intervention in language levels: lexical and semantic level	6,00	12,00
5. Intervention to promote pragmatic abilities development	6,00	12,00



## References

### Bibliografía básica:

Acosta, V., & Moreno, Ana M. (1999). *Dificultades del lenguaje en ambientes educativos*. Masson.

Juárez, A., & Monfort, M. (2016). *Estimulación del lenguaje oral. Quince años después*. Entha.

Pepper, J., & Weitzman, E. (2004). *Hablando...nos entendemos los dos*. The Hanen Centre.

### Bibliografía complementaria:

Acosta, V. (2012). La intervención logopédica en los trastornos específicos del lenguaje. *Revista de Logopedia, Foniatría y Audiología*, 32, 67-74.

Acosta, V., Moreno, A., & Axpe, A. (2012). Intervención logopédica sobre habilidades narrativas en niños con Trastorno Específico del Lenguaje. *Infancia y Aprendizaje*, 35, 2, 201-2013.

Acosta, V., Del Valle, N., & Ramírez, G. (2018). La intervención en habilidades narrativas en alumnado con dificultades del lenguaje. Una oportunidad para el trabajo colaborativo entre logopedas, profesorado y familias. *Revista de Logopedia, Foniatría y Audiología*, 38, 41-44.

Bardige, B.S. (2016). *Talk to Me, Baby! How You Can Support Young Children's Language Development*. Brookes Publishing.

Cervera-Mérida, J., & Ygual-Fernández, A. (2006). Intervención logopédica en los niveles de la lengua. En: Garayzábal, E. (Ed.) *Lingüística clínica y logopedia*. A. Machado Libros.

Galván-Bovaira, M.J. & Del Río, M.J. (2010). Intervención naturalista. *Revista de Logopedia, Foniatría y Audiología*, 30, 165-166.

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Mendoza, E. (2016). *Trastorno específico del lenguaje*. Pirámide.

Monfort, I. (2019). Intervención en pragmática: avances y retos. *Revista de Logopedia, Foniatría y Audiología*, 39, 101-104.

Monfort, M., & Juárez, A. (1987). *El niño que habla*. Cepe.

Monfort, M., & Juárez, A. (1997). *Los niños disfásicos. Descripción y tratamiento*. Cepe.

Monfort, M., Juárez, A., & Monfort, I. (2004). *Niños con trastornos pragmáticos del lenguaje y la comunicación. Descripción e intervención*. Entha Ediciones.



- Monfort, I., & Monfort, M. (2014). Investigación y práctica profesional en logopedia. *Revista de Neurología*, 58(Supl 1), 111-115.
- Monfort, I., & Monfort, M. (2013). Inferencias y comprensión verbal en niños con trastornos del desarrollo del lenguaje. *Revista de Neurología*, 56(Supl.1), 141-146.
- Monfort, I., & Monfort, M. (2010). La comprensión de preguntas: una dificultad específica en niños con trastornos pragmáticos de la comunicación y el lenguaje. *Revista de Neurología*, 50(Supl 3) 107-111.
- Monfort, M. (2005). Intervención logopédica en los trastornos de comprensión. *Revista de Neurología*, 40(Supl 1), 127-130.
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- Wallach, G. (2008). *Language intervention for school-age students: setting goals for academic success*. Mosby.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:





## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: