



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170309 **Name:** Speech and language intervention in autism spectrum disorders and in mental deficiency

Credits: 6,00 **ECTS Year:** 3 **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: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

1173A Inmaculada Baixauli Fortea (**Responsible Lecturer**)

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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

None

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 understand the factors involved in patients' pathologies and the implications for the lives of the people who suffer from them.
- R2 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.
- R3 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.
- R4 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



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
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
CE39	Select, implement and facilitate the learning of augmentative communication systems and the design and use of prostheses and the technical aids necessary adapted to the physical, psychological and social needs of patients		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		
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary			X	
CE44	Explain and support the selected treatment				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		
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
	60,00%	Written exam
	30,00%	Practical work assignments assessment
	10,00%	Attendance and participation of in-person formative activities

Observations

Continuous assessment will be carried out through the completion of tasks (evaluation of clinical cases, intervention proposals, responses to questions based on the reflective reading of documents, etc.).

The final assessment will consist of a written exam with short-answer questions and a practical question (analysis of intervention sessions or intervention proposal).

To pass the course, the student must separately pass the different assessment systems (attendance and active participation, practicals, and the exam).

Criteria for awarding Honors: Demonstrating excellence in all competencies and learning outcomes.

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	R1, R2, R3, R4	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 M2, M5, M6, M8	R1, R2, R3, R4	12,00	0,48
GROUP WORK EXHIBITION. Application of multidisciplinary knowledge M6, M7	R1, R2, R3, R4	6,00	0,24
SEMINAR. Supervised monographic sessions with shared participation M3	R1, R2, R3, R4	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, R4	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, R4	3,00	0,12
TOTAL		60,00	2,40



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 M6	R1, R2, R3, R4	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 M6	R1, R2, R3, R4	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Section I	<p>Conceptualization of Autism Spectrum Disorders (ASD). Neurobiological bases and explanatory theories.</p> <p>From assessment to intervention: assessment of language and communication in ASD. Early detection. Use of standardized instruments and communication questionnaires.</p> <p>Models of intervention in ASD: from sociopragmatic models to behavioral interventions. Combined models.</p> <p>Intervention in language and communication according to evidence based practice. Early Start Denver Model.</p> <p>Family-centered programs. Hanen program “More than words”.</p> <p>TEACCH methodology.</p> <p>Use of alternative and augmentative communication systems: Picture Exchange Communication System (PECS), Total Communication (Benson Schaeffer).</p> <p>Clinical cases analysis.</p>
Section II	<p>Linguistic profiles in different syndromes associated with intellectual disabilities: Down Syndrome, X-Fragile Syndrome, Williams Syndrome, Angelman Syndrome.</p> <p>Characteristics of language intervention in intellectual disabilities. Clinical cases analysis.</p>



Temporary organization of learning:

Block of content	Number of sessions	Hours
Section I	22,00	44,00
Section II	8,00	16,00



References

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- Bekley, S. y Bird, G. (2005). *Habla, lenguaje y comunicación en alumnos con Síndrome de Down. Recursos para padres y profesores*. Madrid: Cepe.
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- Garayzábal, E., Lázaro, M., & Moraleda, E. (2018). *Guía de intervención logopédica en el síndrome de Down*. Madrid: Síntesis.

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