



## Information about the subject

**Degree:** Official Master's Degree in Specialised Speech and Language Therapy Intervention

**Faculty:** Faculty of Psychology

**Code:** 1840002 **Name:** Speech and Language Therapy Intervention in Autism Spectrum Disorders

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 2

**Module:** Speech and Language Therapy in Language Developmental Disorders

**Subject Matter:** Speech Therapy Intervention in Developmental Language Disorders **Type:**

Compulsory

**Department:**

**Type of learning:** Blended

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

**Lecturer/-s:**

LOGOP	<u>Inmaculada Baixauli Fortea</u> ( <b>Responsible Lecturer</b> )	INMACULADA.BAIXAULI@UCV
	Beatriz Desamparados Bori Espinosa	beatriz.bori@ucv.es
	<u>Maria Motos Muñoz</u>	maria.motos@ucv.es
	Mercedes De Carlos Isla	mercedes.decarlos@ucv.es
	Nerea Gascon Herranz	nerea.gascon@ucv.es



## Module organization

### Speech and Language Therapy in Language Developmental Disorders

Subject Matter	ECTS	Subject	ECTS	Year/semester
Speech Therapy Intervention in Developmental Language Disorders	18,00	Speech and Language Therapy Intervention in Autism Spectrum Disorders	6,00	1/2
		Speech and Language Therapy Intervention in Dyslexia	6,00	1/2
		Speech and Language Therapy Intervention in Specific Language Disorders	6,00	1/2

## 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 Students know how to plan and implement speech-language pathology assessment and intervention in accordance with evidence-based practice.
- R2 Know and are able to manage the materials and technological resources used in speech therapy intervention in developmental language disorders.
- R3 Know how to use and implement augmentative and alternative communication systems.
- R4 Prove skills to cooperate with other professionals in the process of speech therapy intervention in developmental language disorders.



## 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):

BASIC		Weighting			
		1	2	3	4
CB6	Possess and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.		X		
CB7	Students are able to apply their acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their area of study.		X		
CB8	Students are able to integrate knowledge and deal with the complexity of making judgements based on information which, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgements.		X		
CB9	Students know how to communicate their findings - and the ultimate knowledge and reasons behind them - to specialist and non-specialist audiences in a clear and unambiguous way.			X	
CB10	Possess the learning skills to enable them to continue studying in a largely self-directed or autonomous manner.		X		
GENERAL		Weighting			
		1	2	3	4
G1	Make decisions and take responsibilities.		X		
G2	Search, evaluate, organize and manage information systems.			X	
SPECIFIC		Weighting			
		1	2	3	4



E6	Have a critical attitude and apply scientific methodology for the selection, development, and implementation of instruments and methods for the exploration, evaluation, and diagnosis of human communication disorders.									X
E7	Students prove to be able to select or design treatments for human communication disorders based on scientific evidence and to argue the selection criteria based on variables focused on the individual or the environment.									X
E9	Analyse interdisciplinary information to integrate it into the framework of global treatments for people with communication disabilities.									X
E14	Students prove to be able to use scientific evidence to select, argue and implement the most appropriate model of assessment and intervention for communication difficulties associated with Pervasive Developmental Disorders, as well as to measure its effectiveness and communicate the results in scientific reports									X
E15	Students prove to be able to use scientific evidence to select the most appropriate communication systems and technical aids in each case, as well as to measure their effectiveness and communicate the results in scientific reports.									X

TRANSVERSAL		Weighting			
		1	2	3	4
T3	Have the flexibility to work within teams made up of other professionals from the same field.				X
T4	Plan and execute action plans by adequately managing time, material and professional resources available.			X	
T5	Know and use the appropriate form for the publication of scientific, clinical, or research papers in the area of speech therapy knowledge.			X	



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

Assessed learning outcomes	Granted percentage	Assessment method
	10,00%	Attendance and participation of in-person formative activities
	30,00%	Practical work assignments assessment
	0,00%	SEMINARS. Participation reports and the preparation of studies or essays on the topic of the seminars will be evaluated.
	60,00%	Written exam
	0,00%	GROUP WORK: oral presentations, online presentations, generation of grey literature.

### Observations

#### CRITERIA TO AWARD THE MENTION OF DISTINCTION:

Better results from 9.5 in the final grade, and show levels of excellence in practical activities, as well as in attendance and active participation in class.

According to the general normative, only one Distinction may be granted to a student in a course of 20 students, not on the grounds of a fraction of 20, unless the number of students enrolled is under 20 in which case only one Distinction may be granted.

#### OTHER RELEVANT ASPECTS ABOUT ASSESSMENT:

In order to pass the course, the student must pass the different evaluation systems separately (attendance and active participation, virtual learning tasks).



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      Theoretical class
- M2      Practical lesson
- M3      Seminar
- M4      Group work exhibition
- M5      Tutorships



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
THEORETICAL CLASS (face-to-face or online). Presentation of contents by the teacher. Analysis of competences. Explanation and instruction in the skills derived from the competences. M1	R1, R2, R3	15,00	0,60
PRACTICAL CLASS IN PERSON. Group work sessions supervised by the teacher. Observation and participation in assessment sessions and speech therapy intervention in real contexts. Analysis and discussion of clinical cases. M2	R1, R2, R3	17,00	0,68
SEMINARS (face-to-face or online). Monographic sessions with the participation of students, teachers and professionals, focusing on specific aspects related to the competences of the module. M3	R1, R2, R3	3,00	0,12
TUTORIALS (face-to-face or online). Small group or personalised attention, for instruction and guidance by the teacher, with the aim of reviewing and discussing the materials and topics presented in the classes, seminars, readings, completion of assignments, reports, etc. M1, M2	R1, R2, R3	20,00	0,80
EVALUATION TESTS. A set of oral and/or written tests used in the initial, formative or summative evaluation of the student. M2	R1, R2, R3	3,00	0,12
<b>TOTAL</b>		<b>58,00</b>	<b>2,32</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
AUTONOMOUS WORK OF THE STUDENT. Student's personal study. Individual preparation of readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented or handed in at classes, to complete their training activity and to prepare their assessment tests. M1, M2	R1, R2, R3	92,00	3,68
<b>TOTAL</b>		<b>92,00</b>	<b>3,68</b>





## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1. Introduction.	Current conceptualization of ASD. Review of diagnostic criteria: from pervasive developmental disorders to autism spectrum disorders.
2. Assessment of ASD	Internationally agreed instruments for the assessment of ASD. Introduction to the ADOS-2
4. Early intervention models in ASD.	DENVER Model
5. Intervention programmes in social communication	"Talkability" programme (Hanen Center)
6. Procedures to promote social communication	Steps to design social stories Design of activities to promote social communication
7. Management of challenging behavior in ASD	Functional analysis of behavior Procedures used to behavior management



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Introduction.	5,00	10,00
2. Assessment of ASD	5,00	10,00
4. Early intervention models in ASD.	4,00	8,00
5. Intervention programmes in social communication	5,00	10,00
6. Procedures to promote social communication	5,00	10,00
7. Manegement of challenging behavior in ASD	5,00	10,00



## References

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