



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: Personality, Assessment and Therapeutic Intervention

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



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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



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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

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



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- 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

Basic references:

- Alcantud, F. (coord.) (2003). *Intervención psicoeducativa en niños con trastornos generalizados del desarrollo*. Madrid: Pirámide.
- Alcantud, F. (coord.). (2013). *Trastornos del espectro autista. Detección, diagnóstico e intervención temprana*. Madrid: Pirámide.
- Bekley, S. y Bird, G. (2005). *Habla, lenguaje y comunicación en alumnos con Síndrome de Down. Recursos para padres y profesores*. Madrid: Cepe.
- Miller, J.F., Leavitt, L.A. & Leddy, M. (2000). *Síndrome de Down: comunicación, lenguaje, habla*. Barcelona: Masson.
- Rodríguez Santos, F. (2016). *Guía de intervención logopédica en los Trastornos del Espectro del Autismo*. Madrid: Síntesis.
- Garayzábal, E., Lázaro, M., & Moraleda, E. (2018). *Guía de intervención logopédica en el síndrome de Down*. Madrid: Síntesis.

Complementary references:

- Baixauli, I., Roselló, B., Berenguer, C., Colomer, C. y Grau, M.D. (2017). *Intervenciones para promover la comunicación social en niños con Trastornos del espectro autista*. *Revista de Neurología*, 64, S39-S44.
- Baixauli, I., Gascón, N., De Carlos, M., & Colomer, C. (2018). *Intervención comunicativa en el Trastorno del Espectro Autista mediante el programa More than words*. *Revista de Neurología*, 66(Supl 1), 77-82.
- Cornago, a., Navarro, M. & Collado, F. (2012). *Manual de teoría de la mente para niños con autismo*. Ed. Psylicom.
- Del Río, M.J. y Torrens, V. (2006). *Lenguaje y comunicación en trastornos del desarrollo*. Madrid, Pearson-Prentice Hall.
- De Carlos, M., & Baixauli, I. (2016). *Parent-implemented Hanen program More than words in Angelman syndrome: A case study*. *Child Language Teaching and Therapy*, 32(1), 35-51.
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- Fuentes, J., Ferrari, M.J., Boada, L., Touriño, E., Artigas, J., Belinchón, M., Muñoz, J., Hervás, A., Canal, R., Hernández, J.M., Díez, A., Idiazábal, M.A., Mulas, F., Palacios, S., Tamarit, J., Martos, J. & Posada, M. (2006). *Guía de buena práctica para el tratamiento de los trastornos del espectro autista*. *Revista de Neurología*, 43, 425-438.
- García Sánchez, J.N. (1999). *Intervención psicopedagógica en los trastornos del desarrollo*. Madrid, Pirámide.
- Greenspan, S & Wieder, S. (2006). *Engaging Autism: Helping children relate, communicate and*



- think with the DIR Floortime Approach. New York: DeCapo Press.
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- Jiménez, A. (2013). Lenguaje expresivo en adolescentes con síndrome de Down. Madrid, Cepe.
- Jiménez, A. (2014). La comunicación oral en el síndrome de Down. Madrid: Cepe.
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- Kumin, L. (2001). Classroom language skills for children with Down Syndrome: a guide for parents and teachers. Ed. Woodbine House.
- Kumin, L. (2015). Síndrome de Down. Habilidades tempranas de comunicación. Una guía para padres y profesionales. Madrid: Cepe.
- Mesibov, G. B., Shea, V. & Schopler, E. (2005). The TEACCH Approach to Autism Spectrum Disorders. New York: Kluwer Academic/Plenum Publishers.
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- Paul, R. (2008). Interventions to improve communication in autism. Child and Adolescent Psychiatric Clinics of North America, 17, 835-856.
- Perera, J., & Rondal, J.A. (2009). Cómo hacer hablar al niño con Síndrome de Down y mejorar su lenguaje. Madrid: Cepe.
- Prizant, B., Wetherby, A., Rubin, E., Laurent, A. & Rydell, P. (2006). The SCERTS Model. Baltimore: Brookes Publishing.
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- Riviere, A. y Martos, J. (comp.). (1998). El tratamiento del autismo: nuevas perspectivas. Madrid, APNA.
- Rogers, S. & Dawson, G. (2010). Early Start Denver Model for young children with autism. New York, The Guilford Press.
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- Troncoso, M.V. y Del Cerro. M.M. (1998). Síndrome de Down: lectura y escritura. Barcelona, Masson.



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
- Blackboard Collaborate Ultra
- 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
- Blackboard Collaborate Ultra
- 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: