



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170313 **Name:** Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability

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:

Psychology

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:



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 hearing deficiencies	6,00	3/1
		Speech and language intervention in voice disorders	6,00	3/1
		Speech Therapy Intervention in Speech Disorders	6,00	3/1
		Speech Therapy Intervention in Swallowing Disorders and Orofacial Alterations	6,00	3/2
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in specific disorders of language development	6,00	2/2



Neuro-psycho-linguistic disorders		Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability	6,00	3/2
Fluency Disorders	6,00	Speech Therapy Intervention in Stuttering	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/1

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 explore, evaluate, and diagnose patients with specific instruments.
- R2 To understand the factors involved in patients' pathologies and the implications for the lives of the people who suffer from them.
- R3 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.
- R4 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.
- R5 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):

GENERAL		Weighting			
		1	2	3	4
CG1	Analysis and synthesis			X	
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction			X	
CG5	Make decisions and being responsible for them			X	
SPECIFIC		Weighting			
		1	2	3	4
CE10	To carry out an evaluation after the intervention.		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
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	15,00%	Performance and/or presentation of individual theoretical and practical activities.
	5,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Minimum Attendance Requirement: Students are required to attend at least 50% of the sessions.

Types of Assessment:

Regular Assessment:

- Attendance of at least 50% of the classes is mandatory.
- **Continuous assessment** (40% of the final grade) is based on the completion of tasks such as:
 - Clinical case evaluations.
 - Intervention proposals.
 - Responses to questions based on reflective reading of assigned texts, among others.
- **Final assessment** (60% of the final grade) will consist of a written exam including:
 - Short-answer questions.
 - One practical question (e.g., analysis or proposal for intervention).
- In order to pass the course, students must independently pass each of the following assessment components:
 - Attendance and active participation.
 - Practical assignments.
 - Final exam.

Single or Alternative Assessment:

- Designed for students who, due to justified and documented reasons, are unable to meet the minimum attendance requirement.
- The student must request this assessment modality in writing from the course instructor, who will also respond in writing.
- This assessment will include the same tasks and exams as the regular assessment, in addition



to a **complementary written exam** to determine whether the student has achieved the learning outcomes covered during in-person classes.

Criteria for Awarding Honors (Matrícula de Honor): Honors will be awarded to students who demonstrate an exceptional level of performance in all the competencies and learning outcomes of the course.

Citation and Attribution Criteria:

- Any use of AI tools must be explicitly declared in the submitted document (e.g., in a footnote or appendix).
 - The name of the tool, its purpose (e.g., grammar revision, idea organization, writing example), and the part of the work in which it was used must be specified.
- Responsible use of AI will be assessed as part of the criteria for originality and academic integrity .

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:

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|----|---|
| M1 | Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking. |
| M2 | Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge. |
| M3 | Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution. |



- M4 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M5 Internships in real environments (in-company learning): students participate in the action of their specialty in work centers, approaching the role of the speech therapist.
- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R1, R2, R3, R4, R5	30,00	1,20
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2, M3, M6</p>	R1, R2, R3, R4, R5	20,00	0,80
<p>SEMINARS. Monographic sessions with the participation of students, teachers and professionals. They focus on specific aspects related to the competencies of the module, subject or subject. They can be held in the classroom, in other academic environments or in other different ones.</p> <p>M1, M3</p>	R1, R2, R3, R4	2,00	0,08
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M1, M2, M3, M4, M5, M6</p>	R1, R2, R3, R4, R5	5,00	0,20
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M1, M3, M6</p>	R1, R2, R3, R4	3,00	0,12



TOTAL		60,00	2,40
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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 delivered in theory classes, practical classes or small group tutorials. M2, M3, M6	R1, R2, R3, R4, R5	20,00	0,80
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M1, M3, M6	R1, R2, R3, R4, R5	70,00	2,80
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. Intervention in Autism Spectrum Disorders.	Conceptualization of Autism Spectrum Disorders (ASD). Neurobiological foundations and explanatory theories. From assessment to intervention: evaluation of communication and language in ASD. Early detection. Use of standardized instruments and communication questionnaires. Intervention models in ASD: from sociopragmatic approaches to behavioral interventions. Combined models. Intervention in the area of communication and language according to best practice guidelines. Early Start Denver Model. Family intervention and counseling programs. Hanen Program "More Than Words." TEACCH Method. Clinical case analysis.
Section II. Intervention in Intellectual disability	Language peculiarities in various syndromes associated with intellectual disability. Characteristics of speech and language therapy intervention in intellectual disability. Clinical case analysis.

Temporary organization of learning:

Block of content	Number of sessions	Hours
Section I. Intervention in Autism Spectrum Disorders.	20,00	40,00
Section II. Intervention in Intellectual disability	10,00	20,00



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.
- Bruinsma, Y. et al. (2024). *Intervenciones naturalistas basadas en el desarrollo y la conducta (NDBI) para el autismo*. Autismo Ávila.
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- 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

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