



## Information about the subject

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

**Faculty:** Faculty of Psychology

**Code:** 1840003 **Name:** Speech and Language Therapy Intervention in Specific Language 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:**

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## 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

## 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 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
R1, R2, R3, R4	5,00%	Attendance and participation of in-person formative activities
R2, R3, R4	30,00%	Practical work assignments assessment
R3	5,00%	SEMINARS. Participation reports and the preparation of studies or essays on the topic of the seminars will be evaluated.
R1, R2, R3, R4	55,00%	Written exam
R4	5,00%	GROUP WORK: oral presentations, online presentations, generation of grey literature.

### Observations

## 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



Universidad  
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## Course guide

Year 2023/2024

1840003 - Speech and Language Therapy Intervention in Specific Language Disorders

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	9,00	0,36
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, R4	9,00	0,36
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	R4	3,00	0,12
EXHIBITION OF INDIVIDUAL OR GROUP WORK. Written, oral or multimedia presentations on the results of the theoretical and practical study of the contents. M4	R1, R2, R4	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. M5	R1, R2, R4	4,50	0,18
EVALUATION TESTS. A set of oral and/or written tests used in the initial, formative or summative evaluation of the student. M1	R1, R2, R4	1,50	0,06



<b>TOTAL</b>	<b>30,00</b>	<b>1,20</b>
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## 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.	96,00	3,84
GROUP WORK WITHOUT TEACHER SUPERVISION. Group work on readings, essays, problem-solving, seminar material, assignments, reports, etc. to be presented in class, to complete their training activity and prepare their assessment tests.	24,00	0,96
<b>TOTAL</b>	<b>120,00</b>	<b>4,80</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1 Concept	Updating on the concept, classification and diagnosis of Specific Language Impairment
2. Assesment	Updating on the assessment of Specific Language Impairment. Assessment of knowledge of language vs. Assessment of the processes involved in the understanding and production of language
3. Intervention	Updating on intervention in Specific Language Impairment: methodological approaches (imitation, modeling, focused stimulation, milieu teaching, functional exercises to achieve formal goals, conversational recasting)
4. The Late Talker Syndrome	Intervention with late talkers
5. Language Levels Intervention	Intervention in different levels of language (phonology, morphosyntax, lexic and semantics, pragmatics)



## Temporary organization of learning:

Block of content	Number of sessions	Hours
1 Concept	1,00	2,00
2. Assesment	3,00	6,00
3. Intervention	5,00	10,00
4. The Late Talker Syndrome	1,00	2,00
5. Language Levels Intervention	5,00	10,00



## References

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Williams, A.L., McLeod, S., McCauley, R. (Eds) (2010). *Interventions for Speech Sound Disorders in children*. Baltimore, USA: Paul H. Brookes Publish Co.

Namasivayam, A. K., Coleman, D., O'Dwyer, A., & van Lieshout, P. (2020). Speech Sound Disorders in Children: An Articulatory Phonology Perspective. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.02998>

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## 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: