

**Language Alterations Associated with Other Pathologies**

Code: 101722  
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## Contact

Name: Carme Brun Gasca  
Email: Carme.Brun@uab.cat

## Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Prerequisites

In this subject the patterns of behaviour and language associated with other disorders will be dealt with, therefore, in order to take this subject, it is highly recommended that students have previously studied the milestones of typical development (including language) as well as the specific language disorders.

Also a good command of reading skills in English is desirable.

## Objectives and Contextualisation

The subject aims to offer students knowledge of the behaviour and language features associated with the following disorders: intellectual disability, autism spectrum disorders, cerebral palsy, attention deficit disorders with or without hyperactivity.

When the subject is completed, the student will be able to:

- Be sensitive to understanding the overall involvement of patients who present these disorders.
- Identify the language characteristics associated with the disorders studied.
- Meet the speech therapy needs of patients who present these disorders.

## Competences

- Critically evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Demonstrate an understanding of how the profession works, and the legal status of the speech therapist.
- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.

- Ethically commit oneself to quality of performance.
- Explore, evaluate, diagnose and produce a prognosis of development for disorders of communication and language, from a multidisciplinary perspective.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Manage sociocultural diversity and the limitations associated with distinct pathologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Use the exploratory techniques and instruments pertaining to the profession, and register, synthesise and interpret the data provided by integrating this into an overall information set.

## Learning Outcomes

1. Describe and explain the usefulness and indications of language assessment tools that best fit the characteristics of each pathology or disability.
2. Describe the main methods for the exploration of language disorders.
3. Ethically commit oneself to quality of performance.
4. Explain speech therapists role in multidisciplinary teams and the legal framework of the profession.
5. Explain the alterations of secondary language in disorders within other areas.
6. Explain the limitations associated with the distinct language pathologies secondary to other disorders, as well as the cultural and socioeconomic status of the patient.
7. Explain the terminology of other professions related to patients subject to their intervention.
8. Have a strategic and flexible attitude to learning.
9. Identify normal and abnormal speech patterns in patients with distinct pathologies.
10. Identify, analyze and solve ethical problems in complex situations.
11. In a well-argued manner, explain situations that require the participation of and referral to other professionals.
12. Issue both a probable diagnosis and possible differential diagnoses, from cases presented via video or through reading reports.

## Content

This subject is structured into the following blocks:

BLOCK 1 - General introduction: Language disturbances related to other disorders

BLOCK 2. - Intellectual disability (ID)

ID concept: Definition and evolution.

Cognitive profile and adaptive behaviour in intellectual disability.

Language characteristics in non-syndromic intellectual disability.

-LANGUAGE IN SYNDROMIC ID

The following syndromes will be studied: Down syndrome, Fragile X syndrome, Prader Willi syndrome, Angelman syndrome, Rett syndrome, Williams syndrome, 22q11 deletion syndrome.

For each syndrome the content is: aetiology and prevalence, physical and behavioural phenotype and speech and language profile.

BLOCK 3. - Autism Spectrum Disorders (ASD)

Aetiology and prevalence, physical and behavioural phenotype and speech and language profile.

BLOCK 4. - LANGUAGE IN ATTENTION DEFICIT DISORDERS (ADHD)

Concept and subtypes, aetiology and prevalence, cognitive and behavioural profile and speech and language characteristics.

## BLOCK 5. - LANGUAGE IN CEREBRAL PALSY

Aetiology and prevalence, cognitive and behavioural phenotype and speech and language characteristics.

### Methodology

Group Work

- Theory classes with multimedia support Group size 1/1 (24 hours)
- Practical classes Group size 1/3 (12 hours)
- Individual work
- Readings related to the content of the subject. (78 hours)
- Practical case analyses (20 hours)

"N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty".

### Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical classes	24	0.96	12, 9
Theory	21	0.84	2, 1, 4, 5, 6, 9, 8
Type: Supervised			
Supervised activity	2	0.08	8
Type: Autonomous			
Study and practical case analyses	96	3.84	3, 1, 12, 11, 7, 10, 8

### Assessment

Assessment activities are as follows:

1st Interim Exam 35% of the total grade (week 10)

2nd Interim Exam 35% of the total grade (week 18)

Practical cases 30% of the total grade (week 16)

Assessment is continuous

Students who have submitted less than the 40% of evidences will be Non-Assessable (NA).

The learning evidences are all face-to-face and in written format, except for the Practical cases exercise.

The subject is failed when students who having submitted evidences with a weight of 40% or more (evaluatable) have an average grade less than 5.

The subject is passed when the student has an average grade of 5 or more from the three evidences

Reassessment (week 19):

To be eligible for reassessment students must:

- Have submit evidences with a weight equal to, or greater than, 66.6% of the total grade (that is, at least two exams)
- Have achieved a grade lower than 5 points and greater or equal to 3 points
- No unique final synthesis test for students who enrol for the second time or more is anticipated.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Interim 1st exam EV1	35	1	0.04	2, 1, 4, 5, 6, 9
Interim 2nd exam EV2	35	2	0.08	2, 1, 4, 5, 6, 9
Practical case EV3	30	4	0.16	3, 1, 12, 11, 7, 10, 8

## Bibliography

CORE REFERENCES (None of this references can be considered a handbook for the subject)

AAVV(2006) *Síndrome X frágil: Libro de consulta para familias y profesionales*. Centro Español de Documentación sobre Discapacidad.

BRUN,C y ARTIGAS J. (2005) *Síndrome de Angelman: del gen a la conducta*. Ed Nau Llibres Valencia. Colección Logopedia e Intervención. Serie: Patologías.

HAGERMAN, R.J i HAGERMAN, P. (2002) *Fragile X syndrome. Diagnosis, Treatment and Research*. The Johns Hopkins University Press. Baltimore.

O'BRIEN, G. & YULE, W. (1995) *Behavioural Phenotypes*. MacKeith Press. Cambridge University Press.

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ADDITIONAL REFERENCES

AAIDD Asociación Americana de Discapacidades Intelectuales y del Desarrollo (2011) *Discapacidad Intelectual*. Psicología. Alianza Editorial

GARAYZÁBAL,E.,FERNÁNDEZ,M.,DÍEZ-ITZA,E (2010) Guía de intervención logopédica en el síndrome de Williams. Síntesis. Madrid

LOPEZ,MA (2017) Intervención logopédica en el síndrome de X frágil. EOS MADrid

PEDROSA,E (2008) Criatures d'un altre planeta Barcelona. Ed. La Magrana.

POSTIGO,E, CALLEJA,M i GABAU,E (2018) Disability and communication.Madrid Mc Graw Hill Education

Enlaces web

<http://www.ssbp.co.uk> - SSBP: Society for the Study of Behavioural Phenotypes,

<http://www.ssbp.co.uk/files/syndromes.htm> -

<http://www.fcsd.org> Fundació catalana síndrome de Down

<http://www.dincat.cat>

<http://www.nas.org.uk> National Autistic Society UK

<http://www.rett.es/>