

**Intervention in Written and Spoken Language
Alterations**

Code: 101706
ECTS Credits: 9

| 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

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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

Students will require previous knowledge of the following subject: Language disorders and evaluation of the acquisition of oral and written language

Objectives and Contextualisation

Carrying out the intervention in a child with an evolutionary difficulty in oral and written language, will require decisions on which objectives to work and how to prioritize them and sequence them throughout the entire development process. Students will also have to design the intervention, selecting the activities, the materials and the aid necessary for children to construct language. This decision-making process on what and how to work requires having some knowledge which is provided by the content of this subject. Students will also need to recover other knowledge already studied in previous subjects. How to specify all the knowledge, new and old, to design and perform the intervention, will be covered.

Our work, however, cannot take place in an isolated context. It is necessary to place it in the context of the child's daily life so that the results of the intervention are generalized towards a wider set of people and situations. For that reason, it is necessary to participate in the natural environment of the child: the family and the school. You will have to enhance this participation and, in some cases, create it so that it can be carried out properly.

The purpose of the subject is to provide the necessary tools that you as a future speech therapist can use in the evolutionary difficulties of oral and written language. The proposed objectives are:

- Understand theoretical models of intervention in oral and written language.
- Know the theoretical contributions that will allow you to decide what and how to intervene, depending on the levels of the language and children's difficulties.
- Prioritize and sequence the objectives of the intervention.
- Analyse intervention processes.
- Prepare intervention programmes for the difficulties of oral and written language.
- Reflect on the variables that influence the treatment.
- Understanding the work of the speech therapist from the perspective of multidisciplinary.
- Prepare counselling programs for families and schools.

Competences

- Act appropriately with respect to the professions ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Design and carry out speech-therapy treatment, whether individual or at group level, establishing objectives and phases, with more efficient and suitable methods, techniques and resources, attending to the distinct developmental phases of human beings.
- Ethically commit oneself to quality of performance.
- Identify, analyze and solve ethical problems in complex situations.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Project design and management.
- 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.
- Working in intra- and interdisciplinary teams.

Learning Outcomes

1. Define the objectives, techniques and resources suitable to preparing speech therapy with disorders in the acquisition of oral or written language.
2. Design a plan for speech therapy intervention in different case studies with disorders in the acquisition of oral or written language.
3. Ethically commit oneself to quality of performance.
4. Identify situations requiring referral to other specialist.
5. Identify, analyze and solve ethical problems in complex situations.
6. Organise and plan with the aim of establishing a plan for development within a set period.
7. Project design and management.
8. Select and apply specific techniques for the appropriate evaluation of disorders in oral or written language.
9. Specify criteria for terminating treatment in intervention projects.
10. Working in intra- and interdisciplinary teams.

Content

1. Intervention in oral and written language: Introduction. Intervention models. Contributions for the selection of the objectives of intervention.
2. Criteria for decision-making: what and how to intervene. The prioritization and the sequencing of targets. Activities and materials. Strategies for intervention. The environment of intervention.
3. Intervention in the levels of the oral language: objectives, activities, materials and strategies.
 1. Intervention in the communication
 2. Intervention in understanding.
 3. Intervention in the lexical organization.
 4. Intervention in the morphosyntactic organization.
 5. Intervention in the use of language.
4. The speech therapy advice. Family counselling. School counselling.
5. Intervention in the evolutionary difficulties of written language: practical cases.
6. Programmes for intervention in writing and reading.
7. The A.C.O.S. programme.
8. Intervention in alterations in the written language: practical cases.

Methodology

At the methodological level, the subject will require individual work of compulsory readings and carrying out activities practices. But being a very practical subject, it will be important to work on a group of cases and

analyses with joint discussion. Therefore, the subject will be carried out through lectures, cooperative work, practical sessions, group tutorials, case studies, reading articles, everything organized in three types of teaching activities: theoretical classes, discussion seminars and intervention project development seminars.

Attendance at seminars of small groups for the production of intervention projects is NOT obligatory.

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

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|---|-------|------|-------------------|
| Type: Directed | | | |
| Joint discussion of practical cases in grup | 6 | 0.24 | 1, 10 |
| Seminars of small groups for the elaboration of intervention projects | 22 | 0.88 | 7, 2, 6, 10 |
| Teoric classes | 39 | 1.56 | 1, 9, 4, 8 |
| Type: Supervised | | | |
| Tutorials in small groups | 15 | 0.6 | 7, 2 |
| Type: Autonomous | | | |
| Autonom study | 80 | 3.2 | 1, 7, 9, 4, 6, 8 |
| Intervention projects | 54 | 2.16 | 7, 2, 5, 10 |

Assessment

The assessment system is organized into three evaluation activities of two different types, ALL OBLIGATORIES:

EV1: Assessment of Oral language (theory and practice), with a weight of 35% of the mark (3,5p.). One face to face test takes place of individual evidence work is required in the first assessment period.

EV2: Assessment of written language (theory and practice), with a weight of 35% of the mark (3,5p.). One face to face individual test takes place in the second assessment period.

EV3: Presentations of intervention projects, with a weight of 30% of the grade (3p.). Two are one group intervention project in the first assessment period.

Evidence EV1 and EV2 must be approved together with a 5 to add the result of the EV3.

The subject will be considered not passed when the sum of evidences EV1 and EV2 does not reach 4 and one evidence must be approved.

Once the recovery is made, the subject will be considered approved when the average mark of all the evidence is equal to or greater than 5. The course will be considered suspended when the average grade of all the evidence is not equal to or greater than 5. When the student has submitted evidence of learning with a weight equal to or greater than 4 points (40%), it cannot be recorded as not evaluable.

Reassessment tests: students who have not achieved the criteria established to pass the subject and that have been previously assessed on a set of activities whose weight equals to a minimum of two thirds of the total rating of the subject can opt to take the reassessment tests.

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>

<tdvalign="top" width="104">Format (oral,written or both)

<tdvalign="top" width="134">Denomination

| Evidence code | Weight | Authorization (individual, group or both) | Via (face to face, virtual or both) | | |
|---------------|---------------------------------------|---|-------------------------------------|------------|--------------|
| EV1 | Theoretical and practical evaluation | 35% - 3,5p | Written | individual | Face to face |
| EV2 | Theoretical and practical evaluation | 35% - 3,5p. | Written | individual | Face to face |
| EV3 | Presentation of intervention projects | 30% - 3p. | Written | group | Face to face |

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|----------------------------|
| EV1(Assessment of Oral language) | 35% | 2.5 | 0.1 | 3, 1, 7, 2, 9, 5, 6, 8, 10 |
| EV2 EV2 (Assessment of written language) | 35% | 2.5 | 0.1 | 3, 1, 2, 6, 8 |
| EV3: Presentations of intervention projects | 30% | 4 | 0.16 | 1, 9, 4, 8, 10 |

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www.revneurol.com

www.disfam.net

Software

No aplicable.