

Language in Neurodevelopmental Disorders

Code: 44394
ECTS Credits: 6

Degree	Type	Year	Semester
4315497 Communication and Language Disorders	OT	0	2

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: spanish (spa)

Teachers

Sonia Vilaltella Verdes

External teachers

Cristina Mumbardó Adam

Prerequisites

In this subject the patterns of behaviour and language associated with intellectual disability and autism spectrum 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 objective of this module is to provide the student with updated knowledge of the behavioral phenotype, especially in the area of language and speech, of two neurodevelopmental disorders: Intellectual Disability and Autism Spectrum Disorders.

Specific aspects of speech therapy intervention for these disorders will also be addressed.

Competences

- Adjust and monitor speech therapy plans, depending on the evaluation and individual and social variables concurrent versus new and complex problems.
- Apply the scientific method in professional practice.
- Collect, analyze and critically use sources of information necessary for the evaluation and speech therapy.
- Update, relate critically and apply to the professional activity of different theoretical frameworks on the processes of learning and acquisition of communicative processes.

Learning Outcomes

1. Adequately interpret sources of non-speech therapy information on neurodevelopment disorders used by other professionals and detect the need for additional or complementary explorations.
2. Ask relevant questions and adequately defined research objectives and hypotheses to solve problems in the context of research practicum.
3. Establish the speech therapy intervention objectives from an interdisciplinary perspective in the area of neurodevelopment disorders.
4. Gain a deeper knowledge of the processes involved in language and speech acquisition in people with neurodevelopment conditions.
5. Identify the important elements of anamnesis and the initial interview for the process of evaluating language and speech of people with neurodevelopment disorders.
6. Identify, select and design the most appropriate speech therapy intervention strategies for each case, considering the personal, family and social context of people with intellectual disability.
7. Use and critically interpret the most important instruments and techniques for evaluation and exploration in speech therapy interventions in communication disorders in people with intellectual disabilities or TEA.

Content

This course will address two developmental disorders: intellectual disability and autism spectrum disorders. For each topic, aspects related to conceptualization, assessment and intervention will be worked on.

Methodology

"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".

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			
Theoretical and practical activities	25	1	4, 3, 2, 5, 6, 1, 7
Type: Supervised			
Tutoring	25	1	4, 3, 5, 6, 1, 7
Type: Autonomous			
Reading papers and reports; writing reports and assignments and personal study	100	4	4, 3, 2, 5, 6, 1, 7

Assessment

Assessment activities are as follows:

EV1, individual submission of written assignment 40% of the total grade

EV2, individual submission of written assignment 40% of the total grade

EV3 Presence and participation in at least 80% of scheduled activities, 20% of the total grade

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

The subject is failed when students who having submitted evidences with a weight of 40% or more (evaluable) 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

To be eligible for reassessment students must:

- Have submit evidences with a weight equal to, or greater than, 66.6% of the total grade
- Have achieved a grade lower than 5 points and greater or equal to 3,5 points
- No unique final synthesis test for students who enrole 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
EV 1 Submission of written and/or oral presentation of assignments.	40	0	0	4, 3, 2, 5, 6, 1, 7
EV 2 Submission of written and/or oral presentation of assignments.	40	0	0	4, 3, 2, 5, 6, 1, 7
EV 3 Presence and participation in scheduled activities	20	0	0	4, 3, 2, 6

Bibliography

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

BIBLIOGRAFIA FONAMENTAL (Cap d'aquestes refrències es pot considerar com a manual de l'assignatura)

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

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

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

Martos, J. & Pérez, M. (2002). Autismo: un enfoque orientado a la formación en logopedia. Nau Llibres.

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

PUYUELO et al. (1999) Casos clínicos en logopedia 2. Barcelona Ed Masson

PUYUELO et al. (2001) Casos clínicos en logopedia 3. Barcelona Ed Masson

ADDITIONAL REFERENCES

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

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.

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

Rogers, S. J., Estes, A., Lord, C., Munson, J., Rocha, M., Winter, J., ... & Sugar, C. A. (2019). A multisite randomized controlled two-phase trial of the Early Start Denver Model compared to treatment as usual. *Journal of the American Academy of Child & Adolescent Psychiatry*, 58(9), 853-865.
<https://doi.org/10.1016/j.jaac.2019.01.004>

Rollins, P. R. (2018). Setting the stage: Creating a social pragmatic environment for toddlers with ASD and their caregivers. *Revista De Logopedia, Foniatria y Audiología*, 38(1), 14-23.
<https://doi.org/10.1016/j.rlfa.2017.11.001>

TORRES J, CONESA MI, BRUN C (2003) Trastornos del lenguaje en niños con necesidades educativas especiales. Ed Ceac

Web links

<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/>

Software

Does not apply