

**Intervention in Written and Spoken Language
Alterations**

Code: 101706
ECTS Credits: 9

Degree	Type	Year	Semester
2500893 Speech therapy	OB	3	1

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

Other comments on languages

The language can be changed by spanish if it need for the group.

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 profession's ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- Innovate in the methods and processes of this area of knowledge in response to the needs and wishes of society.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Project design and management.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- 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. Analyse a situation and identify points for improvement.
2. Communicate in an inclusive manner avoiding the use of sexist or discriminatory language.
3. Critically analyse the principles, values and procedures that govern the exercise of the profession.
4. Define the objectives, techniques and resources suitable to preparing speech therapy with disorders in the acquisition of oral or written language.
5. Design a plan for speech therapy intervention in different case studies with disorders in the acquisition of oral or written language.
6. Ethically commit oneself to quality of performance.
7. Explain the explicit or implicit code of practice of one's own area of knowledge.
8. Identify situations requiring referral to other specialist.
9. Identify, analyze and solve ethical problems in complex situations.
10. Organise and plan with the aim of establishing a plan for development within a set period.
11. Project design and management.
12. Propose new experience-based methods or alternative solutions.
13. Propose new ways of measuring visibility, success and failure in the implementation of innovative proposals or ideas.
14. Propose projects and actions that are in accordance with the principles of ethical responsibility and respect for fundamental rights and obligations, diversity and democratic values.
15. Select and apply specific techniques for the appropriate evaluation of disorders in oral or written language.
16. Specify criteria for terminating treatment in intervention projects.

17. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
18. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
19. Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
20. 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. It will be obligatory to deliver the practical activities.

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	2	0.08	4, 20
Seminars of small groups for the elaboration of intervention projects	26	1.04	3, 1, 6, 2, 11, 5, 10, 13, 12, 17, 20
Teoric classes	39	1.56	4, 16, 7, 8, 14, 19, 18, 15

Training activities	2	0.08	18
Type: Supervised			
Tutorials in small groups	13	0.52	11, 5
Type: Autonomous			
Autonom study	80	3.2	4, 11, 16, 8, 10, 15
Intervention projects	54	2.16	11, 5, 9, 20

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)

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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	1, 6, 4, 11, 5, 16, 9, 10, 13, 14, 19, 18, 15, 20
EV2 EV2 (Assessment of written language)	35%	2.5	0.1	3, 6, 4, 5, 16, 8, 10, 13, 19, 18, 15
EV3: Presentations of intervention projects	30%	4	0.16	1, 6, 2, 4, 11, 5, 16, 7, 8, 9, 10, 13, 12, 14, 17, 15, 20

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Asociación Dislexia y Familia. Cómo pueden aprender los alumnos con dislexia.

www.revneurol.com

www.disfam.net

Software

No aplicable.