2022/2023

Intervention in Language Disorders Associated with Other Pathologies: Interaction and Communicative Factors in Augmentative and Alternative Communication

Code: 104148
ECTS Credits: 9

Degree	Type	Year	Semester
2500893 Speech therapy	OB	3	2

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 student may request that the examination be translated from Catalan to Spanish whenever addressed formally and in writing to the coordinator / time of the faculty and do it for a maximum of four week semester course.

Teachers

Eulàlia Noguera Llopart

Sonia Vilaltella Verdes

Prerequisites

Students are recommended to review the concepts of the following subject: Language Disorders related to other Pathologies and Interventions on Oral and Written Language.

Objectives and Contextualisation

The subject comprises two main parts:

Part A: Early intervention

Part B: Intervention in language disorders related to other pathologies and Augmentative and Alternative Communication Systems

GOALS:

Part A:

- Broaden knowledge of the method of direct and systematic observation in children between 0 and 6 years.

- Know how to prepare a therapeutic plan, learn strategies and intervention procedures, and finally, find out how the care process ends in a CDIAP.
- Get to know the Hanen Program and know how to apply it in collaboration with the family.
- Understand the field of early care in Catalonia and work at the Early Childhood and Early Childhood Development Centers (CDIAP), the care process from the initial demand to the abatement process.
- Broaden knowledge of diagnosis and its most important procedures and techniques in this field.
- Learn the main intervention tools for children and their families.
- Resolution of doubts and other questions in the preparation of the final project.

Part B:

- Provide knowledge, resources and procedures with the aim of carrying out a correct evaluation and intervention of users that require supports, alternative or complementary, that make possible and improve their communication and their language.
- Bring the student closer to the knowledge of alternative and augmentative communication systems so that he is able to make judicious decisions based on a good assessment in the face of a possible intervention.
- Develop a global perspective on the difficulties of users with motor disorders, neurological impairments; intellectual disability, multiple disabilities and autism spectrum disorders, in relation to communication and language.
- Learn to identify the difficulties of the environment presented by SAAC users and generate solutions in the field of speech therapy.
- Managecommunication and information technologies.
- Know the origin and theoretical bases of the Communication System for Image Exchange (PECS)
- Learn the phases on which the PECS system is based and its purpose
- Know how to select candidates to work PECS and peculiarities of their intervention in different populations.
- Resolution of doubts and other questions for the preparation of the final project.

Competences

- Act appropriately with respect to the profession's ethical code: respect professional confidentiality, apply professional criteria in the completion and referral of treatment.
- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.
- 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.
- Explain and justify the selected treatment.
- Manage sociocultural diversity and the limitations associated with distinct pathologies.
- Managing communication and information technologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Organise and plan with the aim of establishing a plan for development within a set period.
- Prepare and write reports on examination and diagnosis, monitoring, termination and referral
- Project design and management.
- Select, implement and facilitate the learning of augmentative communication systems and the design and use of prostheses and necessary technical aid adapted to the physical, psychological and social conditions of the patients concerned.
- 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 alternative and augmentative communication systems.
2. Describe and explain in a reasoned manner appropriate speech-therapy treatment for studied cases.

3. Establish criteria for termination and referral in cases under discussion.
4. Ethically commit oneself to quality of performance.
5. Explain the limitations associated with the distinct language pathologies secondary to other disorders, as well as the cultural and socioeconomic status of the patient.
6. Explain the main aspects of the code of ethics for speech therapists.
7. Explain the terminology of other professions related to patients subject to their intervention.
8. In a well-argued manner, explain situations that require the participation of and referral to other professionals.
9. In a well-argued manner, explain what intervention techniques seem most appropriate to the particular cases presented.
10. Issue both a probable diagnosis and possible differential diagnoses, from cases presented via video or through reading reports.
11. Managing communication and information technologies.
12. Organise and plan with the aim of establishing a plan for development within a set period.
13. Project design and management.
14. Select the most appropriate alternative and augmentative communication systems in each case.
15. Write examination and diagnosis reports as well as treatment guidelines adapted to each user according to their pathology.

Content

Part A: Early intervention

Part I: Theoretical framework Origins of Early Care. The White Paper on Early Attention.

Goals: Early care in Catalonia. Characteristics and evolution of the Catalan model. New decree of law 261/2003 of October 21.

Areas of action and functions of the professionals

Specific model of a CDIAP.

Part II:

Entrevista d'acollida, història clínica i història social Exploració neuropediàtrica Diagnòstic biopsicosocial Classificació 0-6 de l'ODAT Entrevista de devolució a la família

Part III:

INITIAL ASSISTANCE PROCESS, EVALUATION AND DIAGNOSIS

Intervention goals with the child. Intervention goals with the family, Discharge from CDIAP. Report.

PART B: Intervention in Language Disorders related to other pathologies and AACS.

Part I:

- Content module I: Communication and Language; concept review; Cognitive skills and factors related to communication and language in CAA users; Communication functions; role of the adult and the family.
- Content module II: Augmentative and Alternative Communication (ACL): pathologies (intellectual disability; motor disorders; neurological impairments; multiple disabilities); Key concepts around CAA and SAAC.
- Content module III: Decision making to potential users of SAAC.
- Content module IV: Evaluation and Intervention: Theoretical reference frameworks; assessment tools; communicative environments and pedagogical resources and other services to enhance the CAA
- Content module V: Work with case studies (in relation to modules I to IV)

Part II:

- Content module VI: Intervention in ASD on Communication and Language.

- Content module VII: Picture Exchange Communication System (PECS)

The different topics of the program will be introduced from an exhibition by the corresponding teacher, and will be deepened with documents that students must read individually and with examples of materials and activities of evaluation and intervention. Students must read the documents corresponding to the compulsory and / or recommended readings throughout the module that is being taught.

The personal work of the student will consist of the reading and study of the compulsory or recommended readings reviewed in each teaching unit. The practical activities will be carried out in an integrated way and will consist of the elaboration of the group works from which will derive the need to make comprehensive readings of proposed documents.

Methodology

The different program topicswill be introduced by an explanation given by the corresponding teacher and will be looked at in more depth with documents that students will have to read individually and with examples of materials and assessment activities.

Students must read the documents corresponding to the compulsory readings before or after the same week in which the subject has been introduced.

Practical seminars consist of monitoring cases based on video views and group work undertaken during the sessions.

A space will be enabled in Moodle to complement these practical work readings.

Given that the subject comprises a significant amount of practical work, it is essential that students participate actively and follow the classes.

They will carry out all mandatory practical activities, which will be carried out in groups.

Methodology of the lectures:

The different subjects of the program will be introduced by an explanation by the corresponding teacher, and will be looked at in more depth with documents that the students will have to read individually and with examples of materials and activities.

The personal work of the student will consist in the reading and study of the obligatory works reviewed in each teaching unit.

Practical activities will be carried out comprehensively and will consist of preparing material that will mean a need for comprehensive readings of different documents (reports, evaluation protocols, etc.) and articles or chapters of books, drafting of work and group work.

Practice

Several group practice activities will be carried out.

These will be organized around the application and use of the knowledge obtained in lectures and the analysis of cases reported in the literature or video footage.

The comprehensive practices will be carried out in groups of 4 students, and will remain fixed throughout the course.

Each group must submit each work or work report on the corresponding and specified date.

Practical work:

Students will have to carry out a written practical work on a real or fictitious case. This work will be carried out in a group of 4 people and will have a follow-up tutoring of the work. Each group must make a presentation of the work done to the rest of the groups.

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			
practices	12	0.48	4, 1, 2, 13, 10, 3, 8, 6, 7, 5, 12, 14, 11
theoric conceps	55.5	2.22	9, 5, 12, 11
Type: Supervised			
Follow-up tutorials for group work	18	0.72	4, 1, 2, 10, 11
One to one attention (in person or online) for the students that ask for it	16.5	0.66	4, 6, 12, 11
Participation on the activities and forums on the Virtual Campus	10	0.4	4, 1, 2, 13, 8, 6, 14, 11
Type: Autonomous			
Autonomy search for information	10	0.4	4, 8, 15, 14, 11
Reading articles and chapters of books	34	1.36	4, 3, 6, 11
Study of the subject and preparation for the test	34	1.36	1, 2, 13, 12, 14, 11
Team work for the completion of the final work	35	1.4	4, 2, 13, 10, 3, 8, 9, 6, 7, 5, 12, 15, 14

Assessment

Terminology: EV = Evidence

Individual Test:

In order to pass this part of the subject, two tests on Part A -EV3A- (Early Intervention) during the first assessment period of the second semester and Part B - EV3B- (Intervention and SAACS) during the second period, will be required. These exams will represent 50% (A: 15% and B 35%) of the final grade.

Written work- EV1-:

Students will have to do group work on one of the pathologies treated in the theoretical classes. They will have to develop a proposal for intervention and the work will be evaluated by means of two activities: from an oral presentation (10% of the note) where the sessions are mandatory and by means of the writing of the written work (20% of the note). The delivery of this evidence is scheduled between week 13 and 15 of the semester

The grade of these two assessments will represent 30% of the mark of this part of the subject.

Groups Works on the practical classes -EV2-:

The average obtained in the grade of the activities carried out during the practical seminar sessions, represents the 20 % of the final grade. A minimum of 90% of attendance at the practical classes (seminars + exhibitions) is required to opt for the evaluation of this part of the subject. The delivery of these works will be done through the Moodle platform and will be done every 15 days.

Students who have submitted assessments with a weight equal to or greater than 4 points (40%) will be evaluated.

Students who obtain a course mark of 5 or more points (scale 0-10) will achievea passin the subject, aslong as they haveattended 90% of the practical sessions and handed in all the work.

It will be essential to have obtained at leastone 5-point grade in each exam (Part A and Part B).

Re-assessment:

Re-assessment tests:

Those students that have not met the criteria topass the subject and who have previously been assessed on a set of activities will be able to undertake any of the re-assessment tests whose weight is equal to a minimum of two thirds of thetotal grade of the subject. The maximum grade that students can obtain in re-assessment is 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
Ev1. Part A and B. Evidence1-Written work and oral presentation in group	30%	0	0	4, 1, 2, 13, 10, 3, 8, 9, 6, 7, 5, 12, 15, 14, 11
Ev2. Part A and B: Evidence 2- Oral anb written presentials works applied to practical classes	20%	0	0	4, 1, 2, 13, 10, 3, 8, 9, 6, 7, 5, 12, 15, 14, 11
Ev3A. Part A: Evidence 3A- Written theoric presential test	15%	0	0	4, 1, 2, 13, 10, 3, 8, 9, 6, 7, 5, 12, 15, 14, 11
Ev3B. Part B: Evidence 3B-Face-to-face theoretical written test	35%	0	0	4, 1, 2, 13, 10, 3, 8, 9, 6, 7, 5, 12, 15, 14, 11

Bibliography

Bloc A

Fonametal Bibliography:

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- PEPPER, J. I WEITZMAN, E. (2007). *Hablando nos entendemos los dos. Una guía pràctica para padres de niños con retraso del lenguaje.* Toronto: The Hanen Program.
- SUSSMAN, F. (2012). More than words. A parent's guide to Building interaction and Language skills for children with Autism Spectrum Disorder or social communication difficulties. Toronto: The Hanen Program

Complementary Bibliography:

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- CABRERA, M.C., SÁNCHEZ, C. (1985). *La estimulación precoz - Un enfoque práctico.* Madrid: Siglo XXI
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- GARDINI, M.; MAS, C. (2001) *Observar, conocer y actuar. Método de intervención en la relación y el comportamiento del niño.* Madrid: PIRÁMIDE.
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- GENERALITAT DE CATALUNYA (2010). *Recull de procediments d'atenció directa per als centres de desenvolupament infantil i atenció precoç (CDIAP). Taula Tècnica d'Atenció Precoç.* Col·lecció eines 10. ICASS
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- HEGDE, M. N., & MAUL, C. A. (2006). *Language Disorders in Children: An Evidence-based Approach to Assessment and Treatment.* Boston: Pearson/Allyn & Bacon.
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- LÓPEZ, G.; MONSALVE, C.; ABAD, J. *Necesidades educativas en el Síndrome X Fràgil.* Asociación Síndrome X Fràgil
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- Llibre Blanc de l'Atenció Precoç

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Links:

http://www.uccap.com/ (Unió Catalana de Centres de Desenvolupament Infantil i Atenció Precoç)

http://www.acapcat.com/ (Associació Catalana d'atenció Precoç).

http://www.gat-atenciontemprana.org (Federación Estatal de Asociaciones de Profesionales de Atención Temprana -GAT).

http://www.um.es/atemp/ (Asociación Atenció Temprana Murcia).

http://www.um.es/facpsi/maltrato/ (Asociación Murciana de apoyo infancia maltratada).

http://www.asperger.es/catalunya (Associació síndrome d'Asperger)

http://www.xfragilcatalunya.org (Associació catalana SXF)

http://www.ctv.es/USERS/jgab/ (Asociación Síndrome X Fràgil de Madrid)

http://paidos.rediris.es/genysi/ (Grupo de estudios natalógicos)

http://zerotothree.org (National Center for Clinical Infants Programs)

http://biblioteca.consultapsi.com/DSM/Dsm.htm (Manual Diagnóstico y estadístico de los trastornos mentales)

http://biblioteca.consultapsi.com/ICD10/cie1.htm (Sistema clasificación internacional de enfermedades)

http://www.gencat.net/benestar/apreco (Generalitat de Catalunya)

http://www.gencat.net/diari/4002/03294122.htm (Decret 261/2003 del 21 d'octubre)

http://iier.isciii.es/autismo/pdf/aut_lbap.pdf (Libro Blanco de la Atención Precoç)

http://www.xtec.es/recursos/socials/50dh/infant.htm (Drets de l'infant 1959)

http://www.autismo.com/

http://www.walearning.com/products/language-is-the-key/ El lenguaje es la clave (Interaccions constructives al voltant dels llibres i del joc amb materials i mètodes dissenyats especialment pels pares).

www.hanen.org

https://www.youtube.com/watch?v=_-NBZNqs648 (Jocs del Falda. Escola d'educació especial l'Arboç. Fundació el Maresme)

www.teachmetotalk.com

www.touchpoints.org (Brazelton Touchpoints Center)

http://abansprimeresparaules.upf.edu/

http://www.firstsigns.org/ (Informació exemplificada amb vídeos sobre els indicadors de risc de dificultats de comunicación basats en investigacions científiques)

http://www.zerotothree.org/ (Informació per a pares, professionals i responsables polítics sobre el desenvolupament primerenc).

https://gatatenciontemprana.files.wordpress.com/2014/01/cartelcalendario-desarrollo-0-a-18.pdf

(Fulletó sobre les fites del desenvolupament en infants de 0a 18 anys).

http://www.parentingscience.com/baby-development.html (Informació sobre el desenvolupament infantil basada en la investigació científica)

www.thecommunicationtrust.org.uk/whatworks (Es poden trobar estratègies d'intervenció comprovades empíricament, per dificultats de comunicación, parla i llenguatge per diferents edats).

Part B:

Fonamental Bibliography:

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Books/Referents Manuals:

- https://www.pluralpublishing.com/publication_wfslp.htm
- http://products.brookespublishing.com/Routines-Based-Early-Intervention-P229.aspx
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Software

Not applicable or without specific software