

Specific Disorders of Communication and Oral & Written Language

Code: 43612
ECTS Credits: 6

Degree	Type	Year	Semester
4315497 Communication and Language Disorders	OT	0	1

Contact

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Use of Languages

Principal working language: catalan (cat)

Other comments on languages

If there are non-competent students with the Catalan language, it will be done in Spanish

Teachers

Rocio Concha Ortiz

Sonia Vilaltella Verdes

External teachers

Ignasi Ivern

Mireia Sala

Prerequisites

For the correct development of the module, students will be required to have previous knowledge about specific c

Objectives and Contextualisation

Expand the professional training of speech therapy, providing it with the theoretical and practical contents that en

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. Conduct a systematic review in the context of specific disorders of communication and oral and written language to synthesize the best available scientific evidence.
2. Critically interpret the results of assessment instruments and techniques most relevant to exploration and speech therapy intervention in specific communication disorders and oral and written language.
3. Critically use the tools and techniques relevant evaluation and exploration for speech therapy intervention in specific communication disorders and oral and written language.
4. Deepen the understanding of the cognitive processes involved in learning literacy and its disorders.
5. Deepen the understanding of the processes involved in the acquisition of spoken language and its disorders.
6. Establish the objectives of speech therapy from an interdisciplinary perspective in the field of specific disorders of communication and oral and written language.
7. Identify and select the most appropriate in each case, taking into account the personal, family and social context of speech therapy intervention strategies.
8. Identify the characteristics of the family and social environment to determine their influence on the process of intervention in specific disorders of communication and oral and written language.
9. Identify the relevant elements of the history and the initial interview for the assessment process.
10. Properly interpret the language of sources of information on specific speech therapy no communication disorders and oral and written language used by other professionals.
11. Recognizing the need for additional scans, complementary sources gathered information about specific disorders of communication and oral and written language.
12. Selected so argued, based on screening criteria and quality, relevant documentary sources for the purpose of research, evaluation or speech therapy intervention in the context of specific disorders of communication and oral and written language.
13. Speech therapy design strategies tailored to the specifics of each case, taking into account the personal, family and social context.

Content

1. Evaluation of oral language I: Update on oral language: acquisition, processing and specific difficulties. Language
2. Assessment of written language I: Update on written language: acquisition and processing
3. Intervention in oral language: speech therapy intervention, family counseling
4. Evaluation of oral language II: Update and evaluation instruments for specific disorders
5. Assessment of the written language II: Updating and assessment instruments
6. Intervention in written language: Speech therapy intervention, family counseling

Methodology

The module will be organized into theoretical contents, which will be based on activities conducted in the form of

The proposed teaching and assessment methodologies may experience some modifications as a result of the re-

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			
Expository class, Debate, Problem-based learning: resolution of clinical cases	31.5	1.26	4, 5, 13, 6, 9, 7, 8
Type: Supervised			
Tutorials	13	0.52	7
Type: Autonomous			
Elaboration of written works, preparation of oral presentations of works, reading of articles and reports of interest, personal study	101.5	4.06	5, 13, 1, 6, 10, 2, 11, 12

Assessment

We will conduct a diagnostic evaluation, in order to obtain information about the initial situation of the student in relation to the teaching plan of the module, and a formative assessment, to collect continuous information regarding the development of the learning process. The latter will be carried out through three Evidences of Learning (EVA):

EVA 1: Individual work. Non-contact delivery. 40%

EVA 2: Group work (Oral). Face-to-face activity. 30%

EVA 3: Group work (Written). Non-contact delivery. 30%

The final grade will correspond to the weighted average between EVA 1, 2 and 3. The subject will be considered passed if the weighted average of the project is equal to or greater than 5 and the grade of each project is equal to or greater than 4. Otherwise, the grade of the continuous assessment will not be higher than 4.5. Continued recovery foresees the possibility of re-evaluating all those projects with a grade lower than 4. the student will be able to repeat the activities under the supervision of the teachers before the end of the semester.

The dynamics of the module require an attendance at 80% of the sessions, in order to guarantee their appropriate evaluation. If this percentage of attendance is not reached without any justified reason, the module will not be evaluated and the final grade will be considered as not presented.

It is not foreseen that the students of 2nd or subsequent matrícula will evaluate by means of a single proof of synthesis no recoverable.

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

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EVA 1. Individual work. Non-contact delivery	40%	2	0.08	13, 1, 6, 7, 8, 10, 2, 11, 3
EVA 2. Team work (Oral).	30%	1	0.04	9, 7, 10, 2, 11, 12, 3
EVA 3. Team work (Write).	30%	1	0.04	4, 5, 13, 6, 7, 8

Bibliography

Basic bibliography: Basic knowledge to follow the blog:

Pérez Pérez, E. (2018). Diagnóstico e intervención en la Dislexia, en la Disortografía y en la Disgrafía. Barcelona, Ed. Lebón.

Pérez Pérez, E. (2013). *Diagnóstico e intervención en las dificultades evolutivas del lenguaje*. Barcelona, Ed. Lebon.

Additional bibliography: During the master's sessions, the obligatory reading articles will be indicated in the supplementary bibliography.

Acosta, V. (2012). La intervención logopédica en los trastornos específicos del lenguaje. *Revista de logopedia, foniatria y audiología*, 32:67-74.

Aguado, G.; Ripoll, J.C. (2016). Fuentes de evidencia sobre la eficacia de la intervención logopédica. A M.T.Martín-Aragoneses & R. López Higes (Eds.). *Claves de la logopedia en el siglo XXI*. (pp 277-286). Madrid. UNED.

Andreu, L. (Ed.) (2012). *Desenvolupament i avaluació del llenguatge oral*. Barcelona: UOC.

Clark, M.; Kamhi, A. (2011). Child language disorders. In: J.H. Stone,; M. Blouin (eds.), *International Encyclopedia of Rehabilitation*. New York.

Clemente, M. (2008). *Enseñar a leer; bases teóricas y propuestas prácticas*. Madrid: Pirámide.

Conti-Ramsden, G.; Botting, N. (2008). Emotional health in adolescents with and without a history of specific language impairment (SLI). *Journal of Child Psychology and Psychiatry*, 49(5): 516-525.

Cuetos, F. (2012). *Neurociencia del Lenguaje*. Madrid: Ed. Panamericana.

Cuetos, F., González, J.; De Vega, M. (2015). *Psicología del lenguaje*. Madrid: Médica Panamericana.

Del Río, M.J. (2006). Consideraciones sobre el uso de los procedimientos naturalistas para la intervención en logopedia. *Revista de Logopedia, Foniatría y Audiología*. Vol. 26. nº 3, 139-145.

Del Río, M.J. (2006). *Lenguaje y comunicación en los trastornos del desarrollo*. Madrid: Prentice-hall.

- Garriga, E.; Sala, M. (2015). Avaluació, diagnòstic i intervenció en la dislèxia. *Aloma*, 33 (1), 31-42.
- Giró, M.; gonzález, C.; Pérez Pérez, E. (2003). Intervención en un caso con Trastorno Específico del Lenguaje (4-6 años). *Revista de Logopedia, Foniatría y Audiología*. Vol. XXIII. Octubre-Diciembre.
- Gracia, M. (2003.) *Comunicación y lenguaje en primeras edades. Intervención con familia*. Milenio. Lleida
- Ivern, I. (2015). Processos cognitius que intervenen en l'aprenentatge del llenguatge escrit i dislèxia. *Aloma*, 33 (1), 15-24.
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- Kristen, M.; Kamhi, A. (2010) Child Language Disorders. International Encyclopedia of Rehabilitation. Búfalo, N.Y.
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- Lozano, E.; Galián, M.D.; Cabello, F. (2009). Intervención familiar en niños con Trastornos del Lenguaje. *Electronic Journal of Educational Psychology*, 19, 7(3), 1419-1448.
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- Montfort, I; Monfort, M.; Juárez-Sánchez, A. (2014). Investigación y práctica profesional en logopedia. *Revista de Neurología*, 58 (supl 1): S111-S115.
- Pérez Pérez, E. (2010). Quan el llenguatge dificulta l'escolaritat. *EDUCAT. Revista de Psicopedagogia*, nº 4: 18-26.
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- Ripoll, J.C; Aguado, G. (2016). Eficacia de las intervenciones para el tratamiento de la dislexia: una revisión. *Revista de Logopedia, Foniatría y Audiología*, 36, 85-100.
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- Serra, M. (2002). Trastornos del lenguaje: preguntas pendientes en investigación e intervención. *Revista de Logopedia, Foniatría y Audiología*, XXII (2): 63-76.
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- Thompson, P.A., Hulme, Ch., Nash, H.M., Gooch, D., Hayiou-Thomas, E. & Snowling, M. J. (2015). Developmental dyslexia: predicting individual risk. *The Journal of Child Psychology and Psychiatry*, doi:10.1111/jcpp.12412.

Thordardottir, E. (2007). Effective intervention for specific language impairment. En E. Thordardottir (ed.), *Encyclopedia of language and literacy development* (pp. 1-8). London, Canadian language and literacy research network.

Software

No applied.