UAB
Universitat Autònoma de Barcelona

Intervention in Written and Spoken Language Alterations

Code: 101706
ECTS Credits: 9

2024/2025

Degree	Type	Year
2500893 Speech therapy	OB	3

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

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

Good communicative and spelling skills are important. It is also recommended to be able to read studies in English on topics related to the contents of the subject.

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.

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- 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 idees.
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: General aspects.
    1. Models of intervention.
    2. Speech therapist in oral and written language intervention.
2. Oral language intervention:
    1. Different linguistic domains and communicative skills.
    2. Selection, prioritization and sequencing of the aims: What, when and why?
    3. Intervention techniques, strategies, activities and materials: How? Prioritization and sequencing of objectives. Activities and materials. Strategies for intervention. Evidence-based practice in different language disorders or difficulties.
    4. Where and with whom? The intervention setting and working with other professionals: Speech therapy, family and school counselling.
3. Intervention in written language difficulties:
    1. Reading: From decoding to comprehension of written language.
    2. Writing: From encoding to structuring a text.
    3. Selection, prioritization and sequencing of intervention objectives: What, when and why?
    4. Intervention techniques, strategies, activities and materials: How? Prioritization and sequencing of objectives. Activities and materials. Strategies for intervention. Evidence-based practice in literacy disorders or difficulties.
    5. Where and with whom? The intervention setting and working with other professionals: Speech therapy, family and school counselling.

Activities and Methodology

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	1, 2, 3, 5, 6, 10, 11, 12, 13, 17, 20
Teoric classes	39	1.56	4, 7, 8, 14, 15, 16, 18, 19
Training activities	2	0.08	18
Type: Supervised			
Tutorials in small groups	13	0.52	5, 11
Type: Autonomous			

Autonom study	80	3.2	4, 8, 10, 11, 15, 16
Intervention projects	54	2.16	5, 9, 11, 20

At the methodological level, the subject will require individual work of compulsory readings and carrying out practical activities. 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 mandatory. It will be obligatory to do the practical activities.

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

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Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1(Assessment of Oral language)	30%	2.5	0.1	1, 4, 5, 6, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20
EV2 EV2 (Assessment of written language)	30%	2.5	0.1	3, 4, 5, 6, 8, 10, 13, 15, 16, 18, 19
EV3: Presentations of intervention projects	40%	4	0.16	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 20

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

EV1: Assessment of Oral language (theory and practice), with a weight of 30% of the mark (3,0p.). 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 30% of the mark (3,0p.). One face to face individual test takes place in the second assessment period.

EV3A: Elaboration of an intervention related to difficulties at oral level, with a weight of 20% of the mark (2,0p.). A collective intervention project will be presented in the first evaluation period.

EV3B: Elaboration of an intervention related to difficulties at written level, with a weight of 20% of the mark (2,0 points). A collective intervention project will be presented in the second evaluation period.

The subject will be considered as not passed if the mean of the activities EV1 and EV2 is not higher than 4,0 or both marks in these two activities (EV1 and EV2) are also below 5,0.

At the end of the course, students who have not passed the subject may be assessed again (in the activities not passed). The maximum mark in the reassessment will be 5,0 points. The format will be the same as the failed part.

Reassessment tests: students who have not passed the criteria established to pass the subject and who have been previously assessed in a set of activities, the weight of which is equivalent to a minimum of two thirds of the total grade for the subject, may opt to take the reassessment tests.

Once the recovery has been made, the subject will be considered passed when the average mark of all the evidence is equal to or higher than 5,0.

The subject will be considered as not passed when the final mark of all the activities is not equal to or higher than 5,0. When the student has completed activities with a value of 4,0 or higher and the average mark of allactivities is not equal to or higher than 5,0, the subject will be considered not passed.

No unique final test for students who enrole for the second time or more is anticipated.

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

Evidence code	Weight	Authorization (individual, group or both)	Via (face to face, virtual or both)		
EV1	Theoretical and practical evaluation	30%	Written	individual	Face to face
EV2	Theoretical and practical evaluation	30%	Written	individual	Face to face
EV3	Presentation of intervention projects	40%	Written	group	Face to face

This subject offersthe option of single assessment

EXAMINATION-BASED ASSESSMENT

It will take place on the same day as EV2, wherethe EV1 must be done and the delivery and presentation of the project, which in the case of single assessment will be individual, and the oral presentation of the project.

The maximum duration of the single assessment examination is 5 hours

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Software

No aplicable.

Language list

Name	Group	Language	Semester	Turn
(SEM) Seminars	111	Catalan	first semester	morning-mixed
(SEM) Seminars	112	Catalan	first semester	morning-mixed
(SEM) Seminars	113	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed