

Degree	Type	Year
2500893 Speech therapy	OB	3

## Contact

Name: Debora Perez Garcia  
Email: debora.garcia@uab.cat

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

In this subject the patterns of behaviour and language associated with other 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 subject aims to offer students knowledge of the behaviour and language features associated with the following disorders: syndromic intellectual disability, autism spectrum disorders, cerebral palsy, attention deficit disorders with or without hyperactivity.

When the subject is completed, the student will be able to:

- Be sensitive to understanding the overall involvement of persons who present these disorders.
- Identify the language characteristics associated with the disorders studied.
- Meet the speech therapy needs of persons who present these disorders.

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Critically evaluate the techniques and instruments of evaluation and diagnosis in speech therapy, as well as its procedures of intervention.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Demonstrate an understanding of how the profession works, and the legal status of the speech therapist.

- Demonstrate knowledge of the limits of competence and be able to identify whether interdisciplinary treatment is required.
- Ethically commit oneself to quality of performance.
- Explore, evaluate, diagnose and produce a prognosis of development for disorders of communication and language, from a multidisciplinary perspective.
- Have a strategic and flexible attitude to learning.
- 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.
- Manage sociocultural diversity and the limitations associated with distinct pathologies.
- Master the terminology that facilitates effective interaction with other professionals.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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.
- 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. Analyse a situation and identify points for improvement.
2. Critically analyse the principles, values and procedures that govern the exercise of the profession.
3. Describe and explain the usefulness and indications of language assessment tools that best fit the characteristics of each pathology or disability.
4. Describe the main methods for the exploration of language disorders.
5. Ethically commit oneself to quality of performance.
6. Explain speech therapists' role in multidisciplinary teams and the legal framework of the profession.
7. Explain the alterations of secondary language in disorders within other areas.
8. Explain the explicit or implicit code of practice of one's own area of knowledge.
9. Explain the limitations associated with the distinct language pathologies secondary to other disorders, as well as the cultural and socioeconomic status of the patient.
10. Explain the terminology of other professions related to patients subject to their intervention.
11. Have a strategic and flexible attitude to learning.
12. Identify normal and abnormal speech patterns in patients with distinct pathologies.
13. Identify situations in which a change or improvement is needed.
14. Identify, analyze and solve ethical problems in complex situations.
15. In a well-argued manner, explain situations that require the participation of and referral to other professionals.
16. Issue both a probable diagnosis and possible differential diagnoses, from cases presented via video or through reading reports.
17. 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.
18. Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
19. Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
20. Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
21. Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
22. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

This subject is structured into the following blocks:

BLOCK 1 - General introduction: Language disturbances related to other disorders

BLOCK 2. - Intellectual disability (ID)

ID concept: Definition and evolution.

Cognitive profile and adaptive behaviour in intellectual disability.

Language characteristics in non-syndromic intellectual disability.

-LANGUAGE IN SYNDROMIC ID

The following syndromes will be studied: Down syndrome, Fragile X syndrome, Prader Willi syndrome, Angelman syndrome, Rett syndrome, Williams syndrome, dup7q11.23 duplication syndrome, 22q11 deletion syndrome & 22q11 duplication syndrome.

For each syndrome the content is: aetiology and prevalence, physical and behavioural phenotype and speech and language profile.

BLOCK 3. - Autism Spectrum Disorders (ASD)

Aetiology and prevalence, physical and behavioural phenotype and speech and language profile.

BLOCK 4. - LANGUAGE IN ATTENTION DEFICIT DISORDERS (ADHD)

Concept and subtypes, aetiology and prevalence, cognitive and behavioural profile and speech and language characteristics.

BLOCK 5. - LANGUAGE IN CEREBRAL PALSY

Aetiology and prevalence, cognitive and behavioural phenotype and speech and language characteristics.

BLOCK 6: DIAGNOSTIC COMMUNICATION & GRIEF

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practical classes	24	0.96	12, 16
Theory	21	0.84	3, 4, 6, 7, 9, 11, 12
Type: Supervised			
Supervised activity	2	0.08	11
Type: Autonomous			
Study and practical case analyses	96	3.84	3, 5, 10, 11, 14, 15, 16

---

## Group Work

- Theory classes with multimedia support Group size 1/1 (24 hours)
- Practical classes Group size 1/3 (12 hours)
  
- Individual work
- Readings related to the content of the subject. (78 hours)
- Practical case analyses (20 hours)

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 Midterm exam	35	1	0.04	3, 4, 6, 7, 9, 12, 18, 19, 21
EV2 2nd exam	35	2	0.08	3, 4, 6, 7, 9, 12, 18, 19, 21
EV3 Practical case	30	4	0.16	1, 2, 3, 5, 6, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 22

Continuous assessment:

EV1: 1st Midterm Exam. 35% of the total grade (first assessment period) Individual and on-site (1 h 30m)

EV2: 2nd Midterm Exam. 35% of the total grade (second assessment period) Individual and on-site (1 h 30m)

EV3: Practical cases. 30% of the total grade. Individual and on-line

Single assessment:

The single evaluation is requested electronically (e-formulari) in the specific period (more information on the Faculty website)

---

Name and description	Weighting	Duration	Date
EV1:1r Midterm	35%	5 h	Second assess

---

EV2: 2n Midterm 35%

---

EV3: Practical cases 30%

---

- No unique final synthesis test for students who enrol for the second time or more is anticipated.

Exams Translation:

The translation of the evaluation exams will be carried out if the requirements established in article 263 are met. Request has to be electronically in week 4 electronically (e-formulari) (more information on the Faculty website)

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

## Bibliography

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

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.

CALLEJA REINA,M (2021) *Necesidades complejas de comunicación y enfermedades minoritarias*. Mc Graw-Hill- Madrid

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

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

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

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

## ADDITIONAL REFERENCES

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

PEDROSA,E (2008) *Criaturesd'un altre planeta* Barcelona. Ed. La Magrana.

Enlaces web

<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/>

<https://sindromewilliams.org/>

<https://autismo.org.es/>

## Software

Does not apply

## Language list

Name	Group	Language	Semester	Turn
(SCC) Clinical case seminars	111	Spanish	first semester	morning-mixed
(SCC) Clinical case seminars	112	Spanish	first semester	morning-mixed
(SCC) Clinical case seminars	113	Spanish	first semester	morning-mixed
(TE) Theory	1	Spanish	first semester	morning-mixed