

Degree	Type	Year
2500893 Speech therapy	OB	2

## Contact

Name: Elisabet Jurado Viñuales

Email: elisabet.jurado@uab.cat

## Teaching groups languages

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

## Prerequisites

To have assimilated basic knowledge of evolutionary psychology. With knowledge of authors like Piaget, Vigotski

know the Catalan language at the oral level (in articulation and phonetic discrimination) and written (spelling and composition) correctly.

Have assimilated knowledge of reading and writing learning methods.

Have assimilated knowledge of general linguistics, phonetics and phonology.

Have assimilated knowledge of the evolution of language.

## Objectives and Contextualisation

Know how to differentiate and identify a disorder in the acquisition of the language of an evolutionary stage and c

Understand and know how to evaluate the appropriate objectives in the different oral and written language acquis

Know and know how to select and use effectively the different general and specific assessment techniques in ear

Learn to understand and extract conclusions from evaluation reports of acquisition disorders of oral and written la

To have a globalizing vision of the acquisition of language and its possible disorders, as well as the most appropr

## Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Demonstrate an understanding and correct use of the terminology and methodology of speech-therapy research.
- Demonstrate an understanding of how the profession works, and the legal status of the speech therapist.
- Ethically commit oneself to quality of performance.
- Have a strategic and flexible attitude to learning.
- Managing communication and information technologies.
- 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.
- Use non-verbal communication techniques to optimise communicative situations.
- 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 the results of a study on changes in the acquisition of oral or written language.
2. Demonstrate knowledge of the legal framework governing the speech-therapist profession in public education and health care.
3. Develop a written diagnosis and subsequent intervention for a case with disorders in the acquisition of oral or written language.
4. Discuss the validity of a study on changes in the acquisition of oral or written language.
5. Ethically commit oneself to quality of performance.
6. Explain the explicit or implicit code of practice of one's own area of knowledge.
7. Have a strategic and flexible attitude to learning.
8. Managing communication and information technologies.
9. Organise and plan with the aim of establishing a plan for development within a set period.
10. Project design and management.
11. Select and apply specific instruments for the appropriate evaluation of disorders in oral or written language.
12. Use non-verbal communication techniques to optimise communicative situations.
13. Working in intra- and interdisciplinary teams.

## Content

Block 1.: Disorders of the acquisition of oral language

1.1 Primary and secondary disorders. Differences

1.2 Delay of language. Definition Characteristics

1.3 L  
anguage development disorder (LDD). Definition Classification

1.4 Differential Diagnosis: SSD-DLD-LDD, LDD -ASD

Block 2: Process of evaluation of oral language

2.1 Evaluation process

2.2. Assessment of language as a product

2.3. Evaluation of the language by processes

2.4 Pre-verbal evaluation

2.5 Evaluation of LDD

Block 3.: Specific learning disorders

3.1 Disorder of reading. Definition, Characteristics and classification

3.2 Writing disorder: Definition, Characteristics and classification

Block 4.: Assessment tests for specific learning difficulties

4.1 Reading and writing tests

4.2 Tests of basic learning devices

4.3 Screening tests

4.4 Specific tests

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Attendance to theoretical (43,5h) and practical classes (24h)	67.5	2.7	3, 9, 11, 7, 13, 8, 12
Type: Supervised			
Application, correction and interpretation of some tests and oral and / or written language tests, presented in writing	15	0.6	1, 4, 3, 11
Viewing cases with application of theoretical knowledge	30	1.2	1, 10, 3, 9, 11, 7
Type: Autonomous			

Practical case action	16	0.64	1, 5, 3, 11, 7, 12
Several lectures related to the theory blocks and elaboration of summaries and conclusions in writing or oral presentation in class	54.5	2.18	1, 4

The methodology will consist of lectures with explanations of the theoretical programme, which students must ha

jointly alternated with the viewing of practical cases; as well as practical classes with case exposure and presentat

The training activities will be focused on real cases that will have to be evaluated from the observation of video m

Students will have to carry out the administration of a large evaluation test of a subject and to make the presentat

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
Ev. 1. Multiple choice exam corresponding to topics 1 and 2	25%	4	0.16	1, 6, 11, 7, 8, 12
Ev. 2. Multiple choice exam corresponding to topics 3 and 4	25 %	4	0.16	1, 5, 2, 3, 9, 11, 7, 12
Ev. 3. Collective discussions: individual and collective authorship, oral and written format, face-to-face (first and second evaluation period)	30%	24	0.96	1, 5, 4, 10, 9, 11, 7, 13, 8,

Ev. 4. Assessment test administration	20 %	10	0.4	1, 9, 11, 13, 8, 12
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To pass the subject :

All the approved learning evidences must be graded with at least 5,0 out of 10.

The final grade will be the average of the grades with the weighting specified below. The evaluation will be carried out as follows:

Ev. 2. Multiple choice examination of Blocs 1 and 2 (25% of the final grade) (first assessment period) individual evaluation

Ev. 4 .Multiple choice examination of blocks 3 and 4 (25% of the final grade) (second assessment period) individual evaluation

Ev. 3. Attendance at the practical seminars and continuous evaluation related to active participation (30% of the final grade) group and face to face

Ev. 1. Test and the oral presentation in class (20% of the final grade) group and face to face

Students who have provided learning evidence with a weighting of less than 4 points (40%) will be considered an insufficient grade.

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

pautes generals d'avaluació: <https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

THE TRANSLATION OF THE FACE-TO-FACE ASSESSMENT TESTS WILL BE DELIVERED IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET AND THEIR APPLICATION IS MADE. APPLICATION WEEK 4 ONLINE (EFORM) (more information on the Faculty website). website)

Unique evaluation

THE SINGLE ASSESSMENT IS REQUESTED APPLY ELECTRONICALLY (E-FORMULARI) IN THE SPECIFIC PERIOD (more information on the Faculty website)

To pass the subject :

All the approved learning evidences must be graded with at least 5,0 out of 10.

The final grade will be the average of the grades with the weighting specified below. The evaluation will be carried out as follows:

SINGLE ASSESSMENT ACTIVITIES TABLE

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Name and description of the service

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Ev1: Exam A (1st Partial)

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Ev : Exam A (2n Partial)

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Ev3: Collective discussions: individual and collective authorship, oral and written format, face-to-face (first and second evaluation)

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Ev 4: Delivery of evaluative test administration

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The same resit system as the continuous assessment will be applied.

## Bibliography

Manuals de referència :

El Trastorno de Desarrollo del Lenguaje. Una revisión y guía práctica. Jurado, E. Ed. Amazon

El lenguaje del niño. Desarrollo, evaluación y trastornos. Narbona, J. y alt. Editorial Masson 2001

El Trastorno de Desarrollo del Lenguaje. Una revisión y guía práctica. Jurado, E. Ed. Amazon

Trastornos del lenguaje Rondal, A y Seron, X Editorial Paidós 1995

Evaluación del lenguaje Puyuelo, Rondal, Wiig Editorial Masson 2000

Psicología de la escritura. Cuetos, F Ed. Wolters Kluwer, 2008

Psicología de la lectura. Cuetos, F. Ed. Wolters Kluwer 2008

Dislexia. Su naturaleza, evaluación y tratamiento. Thomson, ME Editorial Alianza 1991

Trastorno Específico del lenguaje. Mendoza, E. Editorial Pirámide

Desenvolupament i avaluació del llenguatge oral. Andreu, LI (coord) Ed. UOC 2013

El trastorno específico del lenguaje. Andreu, LI. (coord) Ed. UOC 2014

Lectures complementàries

El habla del niño Bruner J. E. Paidós 1986

Avaluació del desenvolupament fonològic en nens catalanoparlants de 3 a 7 anys. Bosch,L. Publicacions ICE 1987

Evaluación fonológica del habla infantil Bosch, L. Editorial Masson 2003

La evaluación del lenguaje.Triadó, C., Forn, M. Anthropos. 1989

During the fourth quarter, more bibliography and articles will be given to the topics worked.

## Software

It does'nt apply

## Language list

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