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

Code: 104148
ECTS Credits: 9

2024/2025

Degree	Type	Year
2500893 Speech therapy	OB	3

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Teaching groups languages

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

Prerequisites

there are no prerequisites

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.

Activities and Methodology

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

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Part A and B. Evidence1-Written work and oral presentation	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

Terminology: EV = Evidence

Continuous Evaluation

- Written group work EV1: The students will have to do a group work on one of the pathologies treated in the theoretical classes. They will have to develop an intervention proposal and the work will be evaluated: from an oral presentation (10% of the grade); attendance and participation in the presentation sessions (5% of the grade) and the writing of the written work (15% of the grade). The total grade of this EV1 will represent 30% of the grade of this part of the course. The delivery of the written work and expositions of this evidence is scheduled between week 13 and 15 of the semester.

- Work applied to the practical classes group work EV2: This evidence is evaluated based on the total completion of the work/reports of each practical session (15% of the grade) and the attendance and participation in the sessions (5% of the grade). The grade obtained in the qualification of the activities, participation and attendance in the practical seminar sessions represent 20% of the final grade. The delivery of these works will be done through the Moodle platform and will be done within a period of 15 days from the completion of the practice.

- Individual theoretical test EV3: To pass this part of the course it will be necessary to take two theoretical tests: EV3A referring to Block A (Early Attention) during the first evaluation period of the second semester and EV3B referring to Block B(Intervention and SAAC's) during the second period. These exams will represent 50% (A 15% and B 35%) of the final grade. A minimum of 5.0 out of 10 is required in the results in each of the parts. Students who do not pass one or both parts will have to go to make up in the established period of make-up in the second semester on the dates established by the faculty (and which are published on thewebsite).

Single Evaluation

For students who renounce having a continuous evaluation. The single evaluation is requested electronically (e-f

This single evaluation will consist of the following evidence carried out and/or delivered on the established day of the second evaluation period:

- EV3: Theoretical written test that will consist of 2 parts: EV3A referring to Block A (Early Care) with a weight of 15% of the grade and EV3B referring to Block B (Intervention and SAAC's) with a weight of 35% of the grade. Time for completion 3h.

- EV1: Written work. The student will have to do an individual work on one of the pathologies treated in the theoretical classes. They will have to develop an intervention proposal and the work will be evaluated: from an oral presentation (10% of the grade) carried out on the day of the evaluation; attendance and participation in the presentation sessions (5% of the grade) and the writing of the written work (15% of the grade) which will be delivered on the day of the evaluation. The total grade of this EV1 will represent 30% of the grade of this part of the course. Time for the realization of the exposition: 15 minutes.

- EV2: Work related to the practical classes: This evidence will be evaluated based on the completion of 6 written reports/works - 1 for each practical session - (15% of the grade) and the attendance and participation in the sessions (5% of the grade). The grade obtained represents 20% of the final grade. The realization and delivery of these reports/written works will be done the day of the evaluation. Time for the realization:2h and 45 minutes.

Total timefor the realization of the single evaluation: 6 hours.

TAULA D'ACTIVITATS D'AVALUACIÓ ÚNICA

Name and description of the evidence
EV3A: Theoretical written test referring to Block A (Early Attention)
EV3B: Theoretical written test related to Block B (Intervention and SAAC's).
EV1A: Written work. The student must do an individual work on one of the pathologies treated in the theoretical classes. Th will have to develop an intervention proposal
EV1B: Oral presentation of written work
EV1C: attendance and participation in presentation sessions
EV2A: Works related to the practical classes. Completion of 6 written reports/works -1 for each practical sessionof the cours
EV2B: Attendance and participation in seminar sessions.

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Bloc A

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Links:

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

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

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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)

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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)

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

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Software

Not applicable or without specific software

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