

Intervention in Written and Spoken Language Alterations

Code: 101706
ECTS Credits: 9

2025/2026

Degree	Type	Year
Logopedia	OB	3

Contact

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Teachers

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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.
- Prepare counselling programs for families and schools.
- Prepare speech therapy reports.

Learning Outcomes

1. CM11 (Competence) Assess the response to the intervention in cases with oral and written language alterations.
2. KM19 (Knowledge) Identify situations that require referral to other specialists and completion of treatment.
3. KM20 (Knowledge) Explain the objectives, techniques and appropriate resources to develop a speech therapy treatment with alterations in oral or written language acquisition.
4. SM17 (Skill) Design a speech therapy intervention plan for different practical cases with alterations in oral or written language acquisition or learning.
5. SM18 (Skill) Prepare in writing a diagnosis and the consequent intervention for a case with alterations in oral or written language acquisition or learning.

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.
4. Intervention for dyscalculia.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Joint discussion of practical cases in group	2	0.08	
Seminars of small groups for the elaboration of intervention projects	26	1.04	
Theoretical classes	39	1.56	
Training activities	2	0.08	
Type: Supervised			
Tutorials in small groups	13	0.52	
Type: Autonomous			
Autonomous study	80	3.2	
Intervention projects	54	2.16	

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, but it will be assessed in the work submitted in the practical classes. 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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 (Assessment of Oral language)	25%	2.5	0.1	KM19, KM20
EV2 (Assessment of written language)	25%	2.5	0.1	KM19, KM20
EV3: Presentations of intervention projects	50%	4	0.16	CM11, SM17, SM18

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 (2,5p.). 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 (2,5p.). One face to face individual test takes place in the second assessment period.

EV3A: Elaboration of a speech therapy report related to difficulties at oral level, with a weight of 10% of the mark (1,0p.). To be submitted in week 5-6.

EV3B: Elaboration of an intervention related to difficulties at oral level, with a weight of 15% of the mark (1,5p.). To be submitted in week 10.

EV3C: 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 examined 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 reassessment 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 all activities is not equal to or higher than 5,0, the subject will be considered not passed.

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

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

Evidence Code	Denomination	Weight	Format (oral, written, or both)	Authorship (individual, collective, or both)	Method (in-person, virtual)
EV1	Theoretical and practical evaluation	25%	Written	Individual	In-person
EV2	Theoretical and practical evaluation	25%	Written	Individual	In-person
EV3A	Preparation of a report (oral language)	10%	Written	Collective	Virtual
EV3B	Preparation of an intervention (oral language)	15%	Oral	Collective	In-person
	Preparation of a report and an				

EV3C	intervention (written language)	25%	Written	Collective	Virtual
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The feedback will be as follows:

Type of Feedback	EV and TYPE	WEEK
Written	EV2	19-20
Digital tool	EV3A and EV3C	7-8 and 19-20, respectively
In class	EV1 and EV3B.	10
One-on-one sessions		

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.

USE OF AI

For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively in support tasks, such as bibliographic or information research, text correction or translations. The student must clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how these have influenced the process and the final result of the activity. The non-transparency of the use of AI in this assessable activity will be considered a lack of academic honesty and may lead to a partial or total penalty in the mark for the activity, or higher penalties in serious cases.

Bibliography

Some examples of recommended readings that will be referenced in the course are:

Paul, R. (2024). Language Disorders from Infancy through Adolescence. Assessment & Intervention. Mosby.

Pérez, E. (2018). Diagnóstico e intervención en la dislexia, la disortografía y la disgrafía. Lebón.

Pérez, E. (2013). Diagnóstico e intervención de las dificultades evolutivas del Lenguaje Oral. Lebón.

SUPPLEMENTARY BIBLIOGRAPHY

Acosta, V. (2012). La intervención logopédica en los trastornos específicos del lenguaje. *Revista de Logopedia, Foniatria y Audiología*, 32, 67-74.

Calder, S. D., Claessen, M., Ebbels, S., & Leitão, S. (2020). Explicit grammar intervention in young school-aged children with Developmental Language Disorder: An efficacy study using single-case experimental design. *Language, Speech, and Hearing Services in Schools*, 51(2), 298-316. https://doi.org/10.1044/2019_LSHSS-19-00060

Cirrin, F. M., & Gillam, R. B. (2008). Language intervention practices for school-age children with spoken language disorders: A systematic review. *Language, Speech, and Hearing Services in Schools*, 39(1). [https://doi.org/10.1044/0161-1461\(2008/012\)](https://doi.org/10.1044/0161-1461(2008/012))

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Escorcia Mora, C. T., García Sánchez, F. A., Orcajada Sánchez, N., & Sánchez López, M. C. (2016). Perspectiva de las prácticas de atención temprana centradas en la familia desde la logopedia. *Revista de Logopedia, Foniatria y Audiología*, 36(4), 170-177. <https://doi.org/10.1016/J.RLFA.2016.07.002>

Finestack, L. H., & Satterlund, K. E. (2018). Current practice of child grammar intervention: A survey of speech-language pathologists. *American Journal of Speech-Language Pathology*, 27(4), 1329-1351. https://doi.org/10.1044/2018_AJSLP-17-0168

Frizelle, P., Tolonen, A. K., Tulip, J., Murphy, C. A., Saldana, D., & McKean, C. (2021). The impact of intervention dose form on oral language outcomes for children with Developmental Language Disorder. *Journal of Speech, Language, and Hearing Research*, 64(8), 3253-3288. https://doi.org/10.1044/2021_JSLHR-20-00734

Gillam, S. L., Gillam, R. B., Magimairaj, B. M., Capin, P., Israelsen-Augenstein, M., Roberts, G., & Vaughn, S. (2024). Contextualized, multicomponent language instruction: From theory to randomized controlled trial. *Language, Speech, and Hearing Services in Schools*, 1-22. https://doi.org/10.1044/2024_LSHSS-23-00171

Girolametto, L., Weitzman, E., & Greenberg, J. (2012). Facilitating emergent literacy: Efficacy of a model that partners speech-language pathologists and educators. *American Journal of Speech-Language Pathology*, 21 (1), 47-63. [https://doi.org/10.1044/1058-0360\(2011/11-0002\)](https://doi.org/10.1044/1058-0360(2011/11-0002))

Loeb, D. F., Davis, E. S., & Lee, T. (2021). Collaboration between child play therapy and speech-language pathology: Case reports of a novel language and behavior intervention. *American Journal of Speech-Language Pathology*, 30(6), 2414-2429. https://doi.org/10.1044/2021_AJSLP-20-00310

Marvin, C. A., & Privratsky, A. J. (1999). After-school talk: The effects of materials sent home from preschool. *American Journal of Speech-Language Pathology*, 8(3), 231-240. <https://doi.org/10.1044/1058-0360.0803.231>

Pepper, J., & Weitzman, E. (2004). It Takes Two To Talk: A Practical Guide For Parents of Children With Language Delay. Hanen Centre.

Ruston, H. P., & Schwanenflugel, P. J. (2010). Effects of a conversation intervention on the expressive vocabulary development of prekindergarten children. *Language, Speech, and Hearing Services in Schools*, 41(3), 303-313. [https://doi.org/10.1044/0161-1461\(2009/08-0100\)](https://doi.org/10.1044/0161-1461(2009/08-0100))

Weitzman, E., & Greenberg, J. (2020). Learning Language and Loving It : A Guide to Promoting Children's Social, Language, & Literacy Development in Early Childhood Settings. Hanen Centre.

Weitzman, E., & Greenberg, J. (2010). ABC and Beyond: Building Emergent Literacy in Early Childhood Settings. Hanen Centre.

Software

No applicable.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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