

Degree	Type	Year
Logopedia	OB	3

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Teachers

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Teaching groups languages

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Prerequisites

It is recommended to review the key concepts from the course: Language Disorders Associated with Other Pathologies and Interventions in Oral and Written Language.

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.
- Manage communication 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.
- To be able to resolve doubts and other issues during the preparation of the project.

Learning Outcomes

1. CM14 (Competence) Generate examination and diagnosis reports, as well as the appropriate treatment guidelines for each user according to their pathology.
2. KM31 (Knowledge) Establish in a reasoned manner the participation, referral to other professionals and/or termination of services based on the cases raised.
3. KM32 (Knowledge) Explain in a reasoned way the speech therapy treatment for cases with language disorders secondary to other pathologies or disability.
4. SM26 (Skill) Design interventions by selecting the techniques and resources or systems available for the most appropriate speech therapy intervention based on practical cases.
5. SM28 (Skill) Explain the limitations associated with the different language pathologies secondary to other alterations, as well as the patient's cultural and socioeconomic status.
6. SM29 (Skill) Select the most appropriate augmentative and alternative communication systems for each case.

Content

Part A: Early intervention

Part I: THEORETICAL FRAMEWORK

- Origins of Early Intervention. The White Paper on Early Intervention. Objectives.
- Early intervention in Catalonia. Characteristics and evolution of the Catalan model.
- Areas of intervention and professional roles

- Specific model of a CDIAP

Part II: INITIAL CARE PROCESS, ASSESSMENT AND DIAGNOSIS

- Welcome interview, medical history and social history
- Neuropediatric examination
- Biopsychosocial diagnosis
- ODAT 0-6 classification and UCCAP diagnostic organization for the CDIAP network of Catalonia
- Feedback interview with the family

Part III: THERAPEUTIC PLAN AND COMPLETION OF THE CARE PROCESS

- Work objectives with the child
- Work objectives with the family
- Discharge from the 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 (AAC): 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	CM14, KM31, KM32, SM26, SM28, SM29, CM14
theoric concepts	55.5	2.22	CM14, KM31, KM32, SM26, SM28, SM29, CM14

Type: Supervised

Follow-up tutorials for group work	18	0.72	CM14, KM32, SM26, SM29, CM14
One to one attention (in person or online) for the students that ask for it	16.5	0.66	CM14, KM32, SM26, SM28, CM14
Participation on the activities and forums on the Virtual Campus	10	0.4	CM14, KM31, KM32, SM26, SM28, SM29, CM14
Type: Autonomous			
Autonomy search for information	10	0.4	CM14, KM31, KM32, SM28, CM14
Reading articles and chapters of books	34	1.36	CM14, KM31, KM32, SM26, SM28, SM29, CM14
Study of the subject and preparation for the test	34	1.36	CM14, KM32, SM26, SM28, SM29, CM14
Team work for the completion of the final work	35	1.4	CM14, KM31, KM32, SM26, SM28, SM29, CM14

Bloc A and B

The different topics of the program will be introduced through a presentation by the corresponding lecturer and will be further explored with documents that students must read individually, along with examples of materials and assessment activities. Students must read the documents corresponding to the required or recommended readings during the module being taught.

The practical seminars consist of following practical cases and completing a group project during the sessions. A space will be enabled on Moodle to complement these practical tasks with additional readings.

Since the course includes a significant practical component, it is essential that students participate actively and consistently in class. All mandatory practical activities will be carried out during class sessions and in groups.

Methodology of theoretical classes:

The different topics of the program will be introduced through a presentation by the corresponding lecturer and will be further explored with documents that students must read individually, along with examples of materials and activities.

Students' individual work:

Students' individual work will consist of reading and studying the required or recommended readings listed in each teaching unit. Practical activities will be carried out in an integrated manner and will involve the preparation of practical assignments, which will require students to reflect on and apply the knowledge acquired in theoretical classes. This will be complemented by comprehensive readings of various documents (reports, assessment protocols, articles, or book chapters) for the writing of group assignments.

Practical sessions:

Various group-based practical activities will be carried out. These will focus on the application and use of the knowledge acquired in the theoretical credits and the analysis of cases reported in the literature or recorded on video. Integrated practical sessions will be conducted in groups of four students. Each group must submit each practical assignment or report on the specified due date.

Practical project:

Students must complete a written practical project based on a real or fictional case. This project will be carried out in groups of four and will include follow-up tutoring. Each group will present their completed project to the rest of the class.

Note: A 15-minute period within a scheduled class session, as determined by the academic calendar of the programme or institution, will be allocated for students to complete the surveys evaluating both the teaching performance of the faculty and the content and delivery of the subject/module.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Ev1. Part A and B. Evidence1-Written work and oral presentation	30%	0	0	CM14, KM31, KM32, SM26, SM28, SM29
Ev2. Part A and B: Evidence 2- Oral and written presentations works applied to practical classes	20%	0	0	CM14, KM31, KM32, SM26, SM28, SM29
Ev3A. Part A: Evidence 3A- Written theoretical presentation test	15%	0	0	KM32, SM28, SM29
Ev3B. Part B: Evidence 3B-Face-to-face theoretical written test	35%	0	0	KM32, SM28, SM29

Terminology: EV = Evidence

Continuous Assessment

- Group Written Assignment EV1. Students must complete a group project on one of the pathologies covered in the theoretical classes. They must develop an intervention proposal, and the project will be assessed based on: an oral presentation (10% of the grade); attendance and participation in the presentation sessions (5% of the grade); and the written report (15% of the grade). The total grade for this EV1 will account for 30% of the grade for this part of the course. The submission of the written report and presentations is scheduled between weeks 13 and 15 of the semester.
- Practical Class Assignments - Group Work EV2. This evidence is assessed based on the completion of all assignments/reports for each practical session (15% of the grade) and attendance and participation in the sessions (5% of the grade). The grade obtained from the evaluation of activities, participation, and attendance in the seminar practical sessions represents 20% of the final grade. These assignments must be submitted via the Moodle platform within 15 days of the practical session.
- Individual Theoretical Exam EV3. To pass this part of the course, students must take two theoretical exams: EV3A, covering Block A during the first evaluation period of the second semester, and EV3B, covering Block B during the second period. These exams will account for 50% of the final grade (Block A 15% and Block B 35%). A minimum score of 5.0 out of 10 is required in each part. Students who do not pass one or both parts must take the resit exam during the official resit period of the second semester, on dates set by the faculty (published on the website).

Observation

EV	week	Return
EV1 • Written group assignment • Group oral presentations • Individual attendance and participation	Submission between weeks 15 and 16	• Rubric • Follow-up tutorial
EV2 • Applied work in the 6 seminars (group assignments) • Attendance and participation	Submission within 15 days from the date of the seminar Grup 111: set (2, 4, 6, 9, 11, 14); Grup 112: set (1, 3, 5, 9, 11, 14); Grup 113: set (2, 4, 6, 10, 13, 15)	In class and via submission on Moodle
EV3 2 individual written examinations conducted in person	On the days and weeks set by the faculty for the assessment periods established in the academic calendar of the course.	On Moodle and with the possibility of a tutorial

Single Assessment

For students who opt out of continuous assessment. The single assessment must be requested online (via e-form) during the specific period (more information on the faculty website).

This single assessment will consist of the following evidence, completed and/or submitted on the scheduled day of the second evaluation period:

- EV3. Written Theoretical Exam consisting of two parts: EV3A, covering Block A (15% of the grade), and EV3B, covering Block B (35% of the grade). Duration: 3 hours.
- EV1. Written Assignment. Students must complete an individual project on one of the pathologies covered in the theoretical classes. They must develop an intervention proposal, and the project will be assessed based on: an oral presentation (10% of the grade) given on the day of the evaluation; attendance and participation in the presentation sessions (5% of the grade); and the written report (15% of the grade), which must be submitted on the day of the evaluation. The total grade for this EV1 will account for 30% of the grade for this part of the course. Presentation duration: 10 minutes.
- EV2. Practical Class Assignments. This evidence will be assessed based on the completion of 6 written reports (one for each practical session), accounting for 15% of the grade, and attendance and participation in the sessions (5% of the grade). The grade obtained will represent 20% of the final grade. These reports must be completed and submitted on the day of the evaluation. Duration: 3 hours.

Total time for the single assessment: 6 hours and 10 minutes.

<td rowspan="7" width="207">6h 10m

TAULA D'ACTIVITATS D'AVALUACIÓ ÚNICA

Name and description of the evidence

EV3A: Theoretical written test referring to Block A

EV3B: Theoretical written test related to Block B

EV1A: Written work. The student must do an individual work on one of the pathologies treated in the theoretical classes. They 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 session of the course)

EV2B: Attendance and participation in seminar sessions.

Bibliography

Bloc A

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Links:

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<http://www.firstsigns.org/> (Informació exemplificada amb vídeos sobre els indicadors de risc de dificultats de comunicació basats en investigacions científiques)

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Books/Referents Manuals:

- https://www.pluralpublishing.com/publication_wfslp.htm
- <http://products.brookespublishing.com/Routines-Based-Early-Intervention-P229.aspx>
- <https://www.sintesis.com/guia-de-intervencion-132/guia-de-intervencion-logopedica-en-las-dislalias-ebook>

Software

Not applicable or without specific software

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	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