

Degree	Type	Year
Trastornos de la Comunicación y del Lenguaje	OP	1

## Contact

Name: Debora Perez Garcia

Email: debora.garcia@uab.cat

## Teachers

Sonia Vilaltella Verdes

## Teaching groups languages

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

## Prerequisites

This course will cover the behavioral and language patterns associated with intellectual disability and autism spectrum disorders. Therefore, it is highly recommended that students have knowledge of typical developmental trajectories (including language development), as well as of language acquisition disorders.

## Objectives and Contextualisation

Provide students with up-to-date knowledge of the behavioral phenotype, particularly in the area of language and speech, of two neurodevelopmental disorders: intellectual disability and autism spectrum disorders. In addition, the module will address specific intervention approaches for these conditions.

## Learning Outcomes

1. CA12 (Competence) Design strategies for intervention on autism spectrum disorders and intellectual disability based on the assessment and the concurrent individual and social variables.
2. CA13 (Competence) Clearly communicate conclusions and advanced knowledge about autism spectrum disorders and intellectual disability to specialist and non-specialist audiences.
3. KA11 (Knowledge) Identify the affective states and experiential processes of people affected by autism spectrum disorders and intellectual disability and their families.
4. KA12 (Knowledge) Recognise evidence on communication and language disorders obtained from other scientific disciplines.

5. SA17 (Skill) Use assessment and exploration instruments and techniques for research on intervention in autism spectrum disorders and intellectual disability.
6. SA18 (Skill) Use the relevant elements of the history and the initial interview for research on the evaluation of autism spectrum disorders and intellectual disability.
7. SA19 (Skill) Use evidence on autism spectrum disorders and intellectual disability obtained by different professionals from scientific disciplines.
8. SA20 (Skill) Plan environments and actions to facilitate the inclusion of people affected by autism spectrum disorders and intellectual disabilities.

## Content

This course will address two neurodevelopmental disorders: intellectual disability and autism spectrum disorders (ASD). Each topic will explore fundamental aspects related to their theoretical conceptualization, the procedures and assessment tools, as well as the most appropriate intervention strategies according to individual needs.

The course will adopt a lifespan perspective, analyzing how these disorders manifest and evolve from childhood through to adulthood. A strong emphasis will be placed on the gender perspective, with the aim of identifying differences in diagnosis, symptom expression, and access to support systems.

Recent scientific research advances will also be presented to provide students with up-to-date knowledge.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	31.5	1.26	CA12, CA13, KA11, KA12, SA17, SA18, SA19, SA20, CA12
Type: Supervised			
Tutoring sessions	2	0.08	KA12, SA20, KA12
Type: Autonomous			
Case study analysis	104.5	4.18	CA12, CA13, KA11, KA12, SA17, SA18, SA19, SA20, CA12

### GUIDED ACTIVITY

#### Theoretical classes

Lectures supported by ICT tools. Students will discuss the exploration techniques used and will provide a reasoned diagnosis based on theoretical and clinical criteria. As part of the activity, videos of real or simulated cases will be viewed and used as a basis for systematic observation of behavior, identification of relevant indicators, and application of assessment protocols. Based on this analysis, students will be required to formulate an intervention plan tailored to the identified needs, justifying their decisions with empirical evidence and contextual adaptations.

### SUPERVISED ACTIVITY

Tutorials: Follow-up tutorials for the completion of the assigned tasks.

## AUTONOMOUS ACTIVITY

- Reading articles, writing assignments, studying, etc.
- Comprehension of various documents (reports, assessment protocols, etc.) and articles
- Case analysis
- Study: Creation of outlines, concept maps, and summaries

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	40%	5	0.2	CA13, KA12, SA17, SA19
EV2	40%	5	0.2	CA12, CA13, KA11, SA17, SA18, SA20
EV3	20%	2	0.08	CA12, KA12, SA18

The assessment of the course is structured as follows:

- EV1: Submission of an individual written assignment (40% of the final grade).
- EV2: Submission of an individual written assignment (40% of the final grade).
- EV3: Attendance at at least 80% of sessions and participation in activities (20% of the final grade).

A student will be considered NOT EVALUABLE if they have submitted less than 40% of the total course weight.

The course will be considered failed if the student, having submitted 40% or more of the required evidence, obtains an average grade below 5.

The course will be considered passed when the student achieves an average grade of 5 or above based on the submitted assessments.

Make-up exams: Students who have not met the established criteria to pass the course and who have been previously assessed in a set of activities representing at least two-thirds of the total course grade may be eligible to take a make-up test. To qualify, the student must have obtained a minimum grade of 3.5. Students who have already passed the course are not allowed to take a make-up exam to improve their grade.

### Feedback Types

- Assessment Type
  - EV1 (rubric) - Written submission
  - EV2 (rubric) - Written submission

- EV1 and EV2: optional tutorial (by prior appointment)

## Use of AI

Prohibited use: In this course, the use of artificial intelligence (AI) technologies is not allowed in any phase. Any assignment containing AI-generated content will be considered a breach of academic integrity and may result in partial or full penalties on the grade for the activity, or more serious sanctions in severe cases.

## Bibliography

Essential References (*Note: None of these works should be regarded as the official textbook for the course*):

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 (2021) *Discapacidad intelectual: Definición, diagnóstico, clasificación y sistemas de apoyo*, 12.ª edición

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

## Web links

<https://www.orpha.net/es/disease>

<https://ssbp.org.uk/syndrome-sheets/>

<http://www.fcsd.org>

<http://www.dincat.cat>

<http://www.nas.org.uk>

<http://www.rett.es/>

<https://sindromewilliams.org/>

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

<https://22q.es/>

<https://xfragil.cat/es/>

<https://www.sindromepraderwilli.org/>

## Software

N/A

## 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
(TEm) Theory (master)	1	Catalan/Spanish	second semester	afternoon