

**Progress in the Social Aspects of Communication  
and Language**

Code: 45536  
ECTS Credits: 3

**2025/2026**

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

## Contact

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## Teachers

Paula Resina Curado

## Teaching groups languages

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

## Prerequisites

There are no prerequisites.

## Objectives and Contextualisation

To provide students with both theoretical and practical content that enables their qualification and specialization in the social aspects relevant to the development of language and communication.

## Learning Outcomes

1. CA19 (Competence) Work in teams in the field of social cognition and communication.
2. CA20 (Competence) Make decisions and solve problems autonomously on social cognition skills in communication and language.
3. KA16 (Knowledge) Acquire more in-depth knowledge of social cognition in communication and language
4. SA26 (Skill) Intervene on the facilitators of social cognition skills for effective communication

## Content

1. Social Cognition
2. Social Cognition and Language Skills
3. Social Cognition and Language Skills: Atypical Development
4. Maladaptive Behaviors and Communication
5. Maladaptive Behaviors and Communication: Intervention

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecture, Debate, Problem-Based Learning through clinical case studies	15.75	0.63	CA19, CA20, KA16, CA19
Type: Supervised			
Tutorías	6	0.24	CA19, CA20, CA19
Type: Autonomous			
Writing assignments, preparing oral presentations, reading relevant articles and reports, and individual study.	50.75	2.03	CA19, CA20, SA26, CA19

The face-to-face sessions will combine master lectures by expert teachers and practical exercises where the students can put the exposed theory into practice and discuss it. Subsequently, the student will perform various assessment tasks in a non-face-to-face manner.

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. Multiple choice exam	50	0	0	KA16
EV2. Project of an evidence-based intervention	20	1	0.04	CA19, CA20, SA26
EV3. Design an evidence-based intervention	30	1.5	0.06	CA19, CA20, SA26

EV1: Online multiple-choice exam (individual; 50% of the final grade). To be taken in Week 17.

EV2: Project of an evidence-based intervention (in group; 20% of the final grade). To be submitted in Week 11.

EV3: Design an evidence-based intervention (in group; 30% of the final grade). To be submitted in Week 18.

Attendance is mandatory (at least 75% of the sessions); therefore, failure to attend will mean that the course will not be passed, and the maximum grade will be 4.5.

### Type of Feedback

Assessment (EV) and Type	Week
Written - EV1	Week 18
Digital tool - EV2 and EV3	Weeks 12-13 and 19-20
In-class	-
Tutorial	-
Final Grade	

The final grade for the course will be the weighted average of the scores obtained in each of the learning assessments.

### Resits / Recovery

If the final grade for the module is below 5 (out of 10), students must resubmit the assessments that were not passed (i.e., any learning evidence with a score below 5). The maximum grade that can be obtained after resubmission is 5 out of 10.

### Definition of "Not Assessable"

Students who do not participate in any of the assessments, or who participate in several but the total weight of those assessments is less than 70% of the final grade, will receive the qualification "Not Assessable."

### Synthesis Test

For students enrolled for the second or subsequent time, the same continuous assessment process will apply. Therefore, a single non-recoverable synthesis test is not foreseen.

### Use of Artificial Intelligence (AI)

The use of AI technologies is permitted in this course exclusively for support tasks, such as literature or information searches, text correction, or translations. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these tools influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in any assessed activity will be considered academic dishonesty and may result in partial or total penalties in the activity's grade, or more severe penalties in serious cases.

## Bibliography

Barkley, R. A. (2013). *Defiant Children*. Guilford Press.

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Kazdin, A. E. (2005). *Parent Management Training*. Oxford University Press.

Morgan, G., Curtin, M., & Botting, N. (2021). The interplay between early social interaction, language and executive function development in deaf and hearing infants. *Infant Behavior and Development*, 64, 101591. <https://doi.org/10.1016/j.infbeh.2021.101591>

Tomasello, M. (2003). *Constructing a Language*. Harvard University Press.

Tomasello, M. (2008). *Origins of Human Communication*. MIT Press.

Volkmar, F. R., Paul, R., Klin, A., & Cohen, D. (2005). *Handbook of Autism and Pervasive Developmental Disorders*. Wiley.

Wellman, H. M. (2014). *Making Minds: How Theory of Mind Develops*. Oxford University Press.

## Software

Not 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
(TEm) Theory (master)	1	Catalan/Spanish	second semester	afternoon