

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

Code: 104148

Credits: 9

2026/2027

Degree programme	Type	Course
Speech therapy	OB	3

Contact lecturer

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Group languages

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

Prerequisites

Objectives

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.

- Learn about different family-centered intervention models and know how to apply them in the field of early intervention.
- 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 performing a correct assessment and intervention for users requiring alternative or complementary supports that enable and improve their communication and language.
- Introduce students to the knowledge of Augmentative and Alternative Communication (AAC) so that they are able to make criteria-based decisions based on a sound assessment prior to a potential evaluation and intervention.
- Develop a global perspective on communication and language difficulties in individuals with motor disorders, neurological conditions, intellectual disability, multiple disabilities, and autism spectrum disorders.
- Learn to identify environmental difficulties faced by AAC users and generate solutions within the field of speech and language therapy.
- Manage communication and information technologies.
- Know the origin and theoretical foundations of the Picture Exchange Communication System (PECS).
- Learn the phases on which the PECS system is based and its purpose.
- Know how to select candidates for PECS and the specific characteristics of its intervention in different populations.
- Know how to resolve doubts and other issues during the preparation of the assignment.

Learning outcomes

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

Contents

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 AAC.

- 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)
- 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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
practices	12	0.48	CM14, KM31, KM32, SM26, SM28, SM29
Team work for the completion of the final work	35	1.4	CM14, KM31, KM32, SM26, SM28, SM29
Study of the subject and preparation for the test	34	1.36	CM14, KM32, SM26, SM28, SM29
Autonomy search for information	10	0.4	CM14, KM31, KM32, SM28
One to one attention (in person or online) for the students that ask for it	16.5	0.66	CM14, KM32, SM26, SM28
Reading articles and chapters of books	34	1.36	CM14, KM31, KM32, SM26, SM28, SM29
Participation on the activities and forums on the Virtual Campus	10	0.4	CM14, KM31, KM32, SM26, SM28, SM29
theoric concepts	55.5	2.22	CM14, KM31, KM32, SM26, SM28, SM29
Follow-up tutorials for group work	18	0.72	CM14, KM32, SM26, SM29

Blocks A and B

The different topics included in the programme will be introduced through presentations delivered by the corresponding lecturer and further developed through documents that students will be required to read independently, as well as through examples of assessment materials and activities. Students will be expected to read the documents corresponding to the compulsory or recommended readings during the module being taught.

The practical seminars will consist of the follow-up and analysis of practical cases, as well as group work carried out during the sessions. A space will be provided on Moodle to complement these practical activities with additional readings.

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

Methodology of Theoretical Classes

The different topics included in the programme will be introduced through presentations delivered by the corresponding lecturer and further developed through documents that students will be required to read independently, as well as through examples of materials and activities. As an innovative teaching methodology, gamification will be used during these sessions to review and consolidate the contents of Didactic Modules I, II, III, and IV of Block B. This activity will allow students to revisit key concepts through game-based learning dynamics.

Independent Student Work

Students' independent work will consist of reading and studying the compulsory or recommended readings specified in each teaching unit. Practical activities will be integrated into the course and will involve the preparation of practical assignments requiring students to reflect upon and apply the knowledge acquired

during theoretical classes. Students will also be expected to complement their learning through the critical reading of various documents (reports, assessment protocols, articles, or book chapters) in order to prepare the assignments, which will be completed in groups.

Seminars

Various group-based practical activities will be conducted. These activities will focus on the application and use of the knowledge acquired in the theoretical components of the course, as well as on the analysis of cases reported in the literature or presented in video format. Each group must submit the corresponding seminar assignment or report by the specified deadline.

Practical Assignment

Students will be required to complete a written practical assignment based on a real or fictional case. This assignment will be carried out in groups of four students and will include tutorial supervision and follow-up. Each group will also be required to deliver an oral presentation of their work to the rest of the class.

Note: Fifteen minutes of a class session, within the timetable established by the institution or degree programme, will be reserved for students to complete the surveys evaluating the teaching performance of the lecturer and the course/module itself.

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

Terminology: EV = Evidence

Continuous Assessment

- Group Written Assignment EV1. Students must complete a group assignment on one of the disorders/pathologies covered in the theoretical classes. They will be required to develop an intervention proposal. The assignment will be assessed based on: Oral presentation (10% of the final grade). Attendance and participation in the presentation sessions (5% of the final grade). Written report (15% of the final grade). The overall grade for EV1 will account for 30% of the final course grade. Submission of the written assignment and oral presentations is scheduled for Week 15 of the semester.

- Practical Class Assignments - Group Work EV2. This evidence will be assessed based on: Completion of the assignments/reports for each session (a total of six seminars), regardless of attendance at the seminar (15% of the final grade). Attendance and participation in all sessions (5% of the final grade). The grade obtained for activities, participation, and attendance in all practical seminar sessions will account for 20% of the final course grade. These assignments must be submitted through the Moodle platform within 15 days of the corresponding practical session.
- Individual Theoretical Exam EV3. To pass this component of the course, students must complete two theoretical examinations: EV3A, corresponding to Block A, during the first assessment period of the second semester.
- EV3B, corresponding to Block B, during the second assessment period. These examinations will account for 50% of the final grade (20% for Block A and 30% for Block B). Students must obtain a minimum score of 4.0 out of 10 in each examination. Students scoring below 4.0 in either part will be required to take the resit examination for the failed component. Assessment and resit periods will be those established by the Faculty and published on the Faculty website.

Note: In accordance with Faculty assessment regulations, grades will be expressed with one decimal place. Rounding up to the next whole-number qualitative grade will be applied when a student is within one tenth of that threshold (e.g., 4.85 4.9 = 5.0)

Resit System for Continuous Assessment

In accordance with Faculty regulations, students may take the resit assessment if they have been assessed in activities representing at least two-thirds (66.6%) of the total course grade and have not achieved the minimum grade required to pass the course.

- Recoverable Evidence. The individual in-person theoretical examinations (EV3A and EV3B), representing 50% of the final grade, may be retaken.
- Non-Recoverable Evidence (Excluded) The following components are excluded from the resit process: EV1 (30%) EV2 (20%) These components are excluded because they constitute continuous and supervised assessment activities that already incorporate opportunities for feedback and improvement during the semester.
- Passing. To pass, students must: Obtain an overall grade of at least 5.0 points. Obtain a grade of 4.0 points or higher in each in-person assessment component contributing 20% or more to the final grade (EV3A and EV3B).

Note: Hours devoted to presentations or classroom activities with collective feedback are counted under the Methodology section as guided teaching hours.

Observation

Feedback Type	EV and Type	Week
In class and Moodle	EV1 Written Assignment and Oral Presentation	15 and 18
In class and Moodle	EV2,	2, 3, 4, 5, 6, 9, 10, 11, 12, 14, 16, 17 y 19
Moodle and optional tutorials	EV3	9 and 20

Single Assessment

Students who opt out of continuous assessment may apply for single assessment. Applications must be submitted online through the designated electronic form during the specified period (see Faculty website for details).

Students undertaking the single assessment must complete and submit the following assessment components

on the date established for the second assessment period, except for components linked to attendance.

- EV3. Written Theoretical Exam consisting of two parts: EV3A, covering Block A (20% of the grade), and EV3B, covering Block B (30% of the grade). Duration: 3 hours.
- EV1. Written Assignment. Students must complete an individual assignment on one of the disorders/pathologies covered in the theoretical classes and develop an intervention proposal. Assessment will be based on: Oral presentation delivered on the assessment day (10%). Attendance and participation in the scheduled presentation sessions (5%). Written assignment submitted on the assessment day (15%). EV1 represents 30% of the final course grade. 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.

TAULA D'ACTIVITATS D'AVALUACIÓ ÚNICA

Name and description of the evidence	value	Duration in hours (of the face-to-face event) Second evaluation period	Completion/delivery date
EV3A: Theoretical written test referring to Block A	20%		
EV3B: Theoretical written test related to Block B	30%		
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	15%		
EV1B: Oral presentation of written work	10%		
EV1C: attendance and participation in presentation sessions	5%		
EV2A: Works related to the practical classes. Completion of 6 written reports/works (1 for each practical session of the course).			
	15%		
EV2B: Attendance and participation in seminar sessions.			
	5%		

Resit System for Single Assessment

According to Faculty regulations, students undertaking single assessment may sit the resit examination if they have not met the criteria required to pass the course and have previously been assessed in activities representing at least two-thirds (66.6%) of the total course grade.

- Recoverable Evidence. EV3 (written in-person theoretical examination) may be retaken. It represents 50% of the final grade and will take place on the date established in the Faculty resit calendar. The maximum grade obtainable in a recovered assessment component is 5.0 points.
- Non-Recoverable Evidence (Excluded). Due to their nature as process-based assignments and supervised case-application activities carried out throughout the semester, the following are excluded

from the resit process: EV1 (30%) EV2 (20%)

- **Passing the Course.** To pass the course, students must: Obtain an overall grade of at least 5.0 points. Obtain a grade of 4.0 points or higher in each in-person assessment component contributing 20% or more to the final grade (EV3A and EV3B).

Review of Grades

The review of the final grade follows the same procedure as that established for continuous assessment.

Regulations Applicable to Both Continuous and Single Assessment

- **Assessable Student.** Students who have submitted learning evidence accounting for at least 4.0 points (40%) of the course grade will be considered assessable.
- **Non-Assessable Student.** Students who have submitted learning evidence representing less than 4.0 points (40%) of the total course grade will be recorded as "Not Assessable."

Students who have submitted evidence representing 40% or more of the final grade cannot be recorded as "Not Assessable" and will receive the numerical grade corresponding to their performance.

- **Passing the Course.** Students will pass the course if they: Obtain a minimum overall grade of 5.0 points on a 0-10 scale. Obtain a grade of 4.0 points or higher in each in-person assessment component contributing 20% or more to the final grade (EV3A and EV3B). Submit all scheduled learning evidence (EV1 and EV2).

Failure to meet these requirements will result in a maximum recorded grade of 4.5 points.

- **Use of AI.** For this course, the use of Artificial Intelligence (AI) technologies is permitted exclusively for support tasks, such as: Literature and information searches. Text proofreading and editing. Translation tasks.

Students must clearly identify any parts generated using AI technologies, specify the tools used, and include a critical reflection on how these tools influenced both the process and the final outcome of the activity.

Failure to disclose the use of AI in assessed activities will be considered a breach of academic integrity and may result in partial or total penalties in the grade for the activity, as well as more severe sanctions in serious cases.

Second and subsequent enrolments. Students enrolled for the second time or beyond are not expected to be assessed through a single, non-recoverable synthesis exam.

Important. THE DELIVERY OF THE TRANSLATION OF THE IN-PERSON ASSESSMENT TESTS WILL BE CARRIED OUT IF THE REQUIREMENTS ESTABLISHED IN ARTICLE 263 ARE MET AND THE REQUEST IS SUBMITTED ONLINE (E-FORM) DURING WEEK 4 (more information on the Faculty website).

Pautes d'avaluació de les titulacions de la facultat

https://www.uab.cat/doc/DOC_PautesAvaluacio_2026

Bibliography

Bloc A

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Links:

<http://www.uccap.com/> (Unió Catalana de Centres de Desenvolupament Infantil i Atenció Precoç)

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

<http://www.gat-atenciontemprana.org> (Federación Estatal de Asociaciones de Profesionales de Atención Temprana -GAT).

<http://www.um.es/atemp/> (Asociación Atención Temprana Murcia).

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<http://www.asperger.es/catalunya> (Associació síndrome d'Asperger)

<http://www.xfragilcatalunya.org> (Associació catalana SXF)

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<http://paidos.rediris.es/genysi/> (Grupo de estudios natalógicos)

<http://zerotothree.org> (National Center for Clinical Infants Programs)

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www.teachmetotalk.com

www.touchpoints.org (Brazelton Touchpoints Center)

<http://abansprimeresparaules.upf.edu/>

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

<http://www.zerotothree.org/> (Informació per a pares, professionals i responsables polítics sobre el desenvolupament primerenc).

<https://gatatenciontemprana.files.wordpress.com/2014/01/cartelcalendario-desarrollo-0-a-18.pdf>

(Fulletó sobre les fites del desenvolupament en infants de 0 a 18 anys).

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

www.thecommunicationtrust.org.uk/whatworks (Es poden trobar estratègies d'intervenció comprovades empíricament, per dificultats de comunicació, parla i llenguatge per diferents edats).

<http://es.helpisinyourhands.org/> (Eina digital per a l'estimulació precoz del Trastorn de l'Espectre Autista)

<https://impactautismoavila.org> (Projecte imPACT)

www.esdm.co (Early Start Denver Model)

www.communicationmatrix.org

www.mytobiidynavox.com/support/professional-resources

Part B:

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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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	1	Catalan	second semester	morning-mixed
(SEM) Seminars	111	Catalan	second semester	morning-mixed
(SEM) Seminars	112	Catalan	second semester	morning-mixed
(SEM) Seminars	113	Catalan	second semester	morning-mixed