

Language Impairments in Autism Spectrum Disorders and Intellectual Disability

Code: 45533

Credits: 6

2026/2027

Degree programme	Type	Course
Communication and Language Disorders	OP	1

Contact lecturer

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Teaching staff

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Group languages

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

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

- CA12 (Design strategies for intervention on autism spectrum disorders and intellectual disability based on the assessment and the concurrent individual and social variables.) Design strategies for intervention on autism spectrum disorders and intellectual disability based on the assessment and the concurrent individual and social variables.
- CA13 (Clearly communicate conclusions and advanced knowledge about autism spectrum disorders and intellectual disability to specialist and non-specialist audiences.) Clearly communicate conclusions and advanced knowledge about autism spectrum disorders and intellectual disability to specialist and non-specialist audiences.

- KA11 (Identify the affective states and experiential processes of people affected by autism spectrum disorders and intellectual disability and their families.) Identify the affective states and experiential processes of people affected by autism spectrum disorders and intellectual disability and their families.
- KA12 (Recognise evidence on communication and language disorders obtained from other scientific disciplines.) Recognise evidence on communication and language disorders obtained from other scientific disciplines.
- SA17 (Use assessment and exploration instruments and techniques for research on intervention in autism spectrum disorders and intellectual disability.) Use assessment and exploration instruments and techniques for research on intervention in autism spectrum disorders and intellectual disability.
- SA18 (Use the relevant elements of the history and the initial interview for research on the evaluation of autism spectrum disorders and intellectual disability.) Use the relevant elements of the history and the initial interview for research on the evaluation of autism spectrum disorders and intellectual disability.
- SA19 (Use evidence on autism spectrum disorders and intellectual disability obtained by different professionals from scientific disciplines.) Use evidence on autism spectrum disorders and intellectual disability obtained by different professionals from scientific disciplines.
- SA20 (Plan environments and actions to facilitate the inclusion of people affected by autism spectrum disorders and intellectual disabilities.) Plan environments and actions to facilitate the inclusion of people affected by autism spectrum disorders and intellectual disabilities.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Lectures	31.5	1.26	CA12, CA13, KA11, KA12, SA17, SA18, SA19, SA20
Case study analysis	111.5	4.46	CA12, CA13, KA11, KA12, SA17, SA18, SA19, SA20
Tutoring sessions	2	0.08	KA12, SA20

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	Weight	Hours	ECTS	Learning outcomes
EV2	40%	2	0.08	CA12, CA13, KA11, SA17, SA18, SA20
EV3	20%	1	0.04	CA12, KA12, SA18
EV1	40%	2	0.08	CA13, KA12, SA17, SA19

The assessment of the course is structured as follows:

- EV1: Submission of an individual written assignment and oral presentation in class (40% of the final grade).
- EV2: Submission of an individual written assignment and oral presentation in class (40% of the final grade).
- EV3: Attendance at at least 80% of sessions and class participation and/or the initiation of discussion threads in the course forum (20% of the final grade).

Assessable Student Status:

Students who have submitted assessment evidence representing less than 40% of the total course grade will be recorded as "Not Assessable".

Passing the Course:

To pass the course through continuous assessment, students must obtain: A weighted average grade of 5.0 or higher across all assessment activities; and a minimum grade of 5.0 out of 10 in each assessment activity (EV1 and EV2) whose contribution to the continuous assessment grade is equal to or greater than 20%. If these requirements are not met, the maximum grade that may be recorded on the academic transcript will be 4.5.

Resit Assessments (During the Resit Period):

Students who do not meet the criteria established for passing the course may be eligible to take one or more resit assessments. The course will be considered passed when the student obtains a grade of 5.0 or higher in the resit assessment. Students who have already passed the course may not take resit assessments for the purpose of improving their grade.

Feedback Types

Tipo de retroalimentación	EV y TIPO	SEMANA
Written	EV1, EV2 (Rubric)	5,16
Digital tool	EV3 (virtual campus)	17
Tutorial	EV1, EV2 (by prior appointment)	6,17

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

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