

**COURSE DATA****Data Subject**

Code	35292
Name	Speech Therapy Intervention in Early Attention
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	3	Second term

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	19 - Speech therapy intervention in early care	Obligatory

Coordination

Name	Department
ALCANTUD MARIN, FRANCISCO	305 - Developmental and Educational Psychology

SUMMARY

About 30 years ago in Spain begin the first experiences of early childhood intervention. Since then the concept of EI has been evolving over the years to adapt to different situations, from a classical model based only on the treatment of disability from the Social Services until the current model is considered in Care Early as a means of prevention of disability and focuses on the child and its environment. From this view, we consider the totality of the child, taking into account the intrapersonal, biological, psychosocial and educational, of each individual and interpersonal related to their own environment: family, school, culture and social context (White Paper on Early Intervention). In our case, we will understand EI planned set of actions ([1]) global ([2]) and interdisciplinary ([3]) aimed at children from 0-6 years ([4]), to the family and the environment, which aim to respond as soon as possible to the needs of transient or permanent ([5]) who have children with developmental disorders or at risk of suffering. The main purpose of EI is that children with developmental disorders or at risk of suffering, receive, on a model that considers the bio-psycho-social, all that from the preventive and assistance to enhance their capacity development and welfare, allowing the integration more fully in family, school and social and personal autonomy. The development of children with developmental disorders depend heavily on the collection date and the time of onset of EI. The term "early" means starting early, ie in the moment of birth or in



early, not wait to start the intervention. Kicker is every act, word, object, action that arouses interest in the child and move it to perform an action. We can not passively transmit learning in a child. There are times that instead of "encourage" should help the child learn to inhibit their behavior, to control some behaviors. -----[1] Actions planned: those that gather and structure the different elements by an appropriate definition of objectives and goals, and a systematization of the proposed actions, and that use and have the resources necessary for such purposes. [2] global, ie, providing all aspects of himself and those of their environment (family, health, educational, social, etc.). [3] Interdisciplinary involvement is coordinated among professionals in the areas of Health, Education and Social Services. [4] The law ¿? Sets the right to receive care from 0 to 6 years but we are waiting for legislative development in Valencia. [5] Transitory: are those needs that have a limited lifetime in the child's life, with an incidence varying function, according to its evolution. Standing 6: Those present needs throughout the life of the person, but with a functional effect varies, depending on your progress.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

1203 - Degree in Speech Therapy :

R4-OBLIGATION TO HAVE SUCCESSFULLY COMPLETED THE COURSE

35276 - Basic Psychological Processes and Language Psychology

35278 - Psychology of Development and Language Acquisition

Other requirements

OUTCOMES

1203 - Degree in Speech Therapy

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Design, implement and evaluate actions to prevent communication and language disorders.



- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.
- Select, implement and facilitate the learning of augmentative communication systems, as well as the design and use of prostheses and technical aids adapted to the physical, psychological and social conditions of the patient.
- Advise families and other persons in the social environment of users, encourage their participation and collaboration in the speech therapy, address the peculiarities of each case and bear gender perspective in mind.
- Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.
- Explain and argue the treatment selected for each patient.
- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.
- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.
- Have an adequate speech production, language structure and voice quality.
- Evaluate ones own professional intervention in order to optimise it.
- Apply speech therapy through early intervention with the most appropriate and effective methods, techniques and resources.

LEARNING OUTCOMES

To detect cases early identification and early intervention needs.

Apply techniques and intervention programs in early intervention cases in various areas of development: prenatal intervention, cognitive intervention, intervention in- sensory, emotional and social competence intervention.

Apply early stimulation techniques in the visual-auditory, motor and perceptual-manipulative areas. Precursors of the theory of mind.

Apply techniques early stimulation in preventing disorders, detection of language difficulties, understanding and stimulating production.



DESCRIPTION OF CONTENTS

1. Framework for Early Childhood Intervention

Definition and Background. Levels, Early detection and intervention models. Areas of activity in Early Intervention. Scientific-theoretical foundations in Early Intervention. The Centers for Child Development and Early Intervention (CDIAT) Regulatory framework.

2. Early detection

Risk indicators. Biological risk. Social risk. Preterm and low birthweight. Chronic diseases. Deficits.

3. Early intervention in different areas of development.

Prenatal intervention. Cognitive intervention. Sensory intervention. Emotional intervention. Intervention in the social area.

4. Early intervention on language development

Prevention. Detection. Stimulation.

5. Early language stimulation.

Requirements for the development of language stimulation programs. Major intervention programs in developing psycholinguistic and techniques used.

6. Family and Early Intervention

The family as a developmental context. Intervention in the family context. The central role of families in early intervention.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Laboratory practices	15,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Various methods were combined active. The concepts of each block are introduced during a participatory classroom, combining exposure of examples and case studies. The timing is not chronological, and the activities to be extracted and the contents of the different blocks simultaneously. The sessions are always theoretical and practical. The student participation is considered essential so that teachers propose in advance the topic of discussion. The practical activities will be individual or group to meet specific competencies. Given the characteristics of the degree course and is indispensable skills and competencies serve as the spit exhibition attitudinal, creative and interpretative, cooperative work, attitudes and values implicit in the development of practical activities. It will use the Virtual Classroom E-Learning platform placed at our disposal by the University of Valencia as a complement to the lectures. We will use the virtual mentoring via email and try to give timely feedback to all work submitted by students.

EVALUATION

- Oral presentation or written reports, individual works or in group (40%). In order to pass the subject it will be needed to assist to a minimum of 80% of the applied classes and, if there are absences, these have to be due to reasons well documented. Contents and activities done in the face-to-face classes are not recoverable and they will be developed exclusively in the official schedule of class.
- Exam to assess the basic theoretical and/or applied knowledge (60%). Recoverable in second call.
- In the second call, the marks for the practical activities will be maintained.
- In the case of not having attended the practical classes, the student will be able to pass the course only with the mark of the exam, which is also recoverable in the second call.
- The awarding of an honours degree will be determined by the total mark obtained. In case of a tie in the total score, it will be the best exam mark and if there is still a tie, it will be determined by the best practical work.

The qualification of the subject as well as the review of and appeal to the allotted grades will abide to what is stipulated in the *Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster* (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_reglament_avaluacio_qualificacio.pdf



REFERENCES

Basic

- Alcantud, F. (2003). Intervención Psicoeducativa en niños con Trastornos Generalizados del Desarrollo. Madrid, Ed. Piramide.
- Alcantud, F. & Alonso, Y. (2021). Intervención Temprana en Trastornos del Espectro del Autismo. Universitat de Valencia
- Candel, I. (1993). Programas de atención temprana. Madrid: CEPE.
- Gómez-Artiga, A; Viguer, P; Cantero, M.J. (2003). Intervención Temprana. Desarrollo óptimo de 0 a 6 años. Madrid: Pirámide.
- Sansalvador, Jordi. (1999). Estimulación precoz en los primeros años de vida. CEAC, S.A.
- Román, J.M.; Sánchez, S.; Secadas, F. (1999). Desarrollo de habilidades en niños pequeños. Madrid: Ediciones Pirámide S.A.

Additional

- Alcantud, F. (2008). Mi hija tiene Parálisis Cerebral Infantil. Madrid. Ed Síntesis.
- Serra, E.; Viguer, P. (1992). Educación infantil: un ambiente optimizador para niños de 0 a 3 años. Valencia. Nau Llibres.
- Shonkoff, J. Y Meisels, S.J. (1990). Early childhood intervention: The evolution of a concept. En S. J. Meisels y J. P. Shonkoff (Eds.). Handbook of early childhood intervention. Cambridge University Press.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

TEACHING GUIDE ADDENDUM FORM

Name of the subject	35292 Speech therapy intervention in early care
Degree	DEGREE IN LOGOPEDIA (Speech therapist)



1. CONTENTS

All the theoretical content programmed in the teaching guide for the classroom sessions will be maintained. However, due to the pandemic situation and the development of teaching in a hybrid way, all Early Care services will be presented with the thread of a single pathology, in this case Autism Spectrum Disorders will be treated as an example.

2. WORKLOAD AND TIME PLANNING OF TEACHING

The teaching guide provides 30 hours of theory classes and 15 hours of practice. Depending on the moment in which we change to a 100% online modality, the remaining class sessions will be transferred to synchronous video-conference sessions. This action can be complemented with work time and autonomous learning of the students with the material provided through the virtual classroom.

The practice sessions will be adapted to the online format and will be extended for the time determined by the Academic Committee of the Degree in accordance with the guidelines received from the Rector's Office. The workload will be adapted to the model in force at any given time.

3. TEACHING METHODOLOGY

Replacement of the classroom theory class by synchronous video conferencing through the creation of video conferencing tasks in the virtual classroom and develop these for Blackboard Collaborate on the days and times indicated by the Faculty. The same materials foreseen in the original guide for face-to-face teaching will be used. Use of the forums in the virtual classroom to raise and answer questions. Tutoring system: the virtual tutoring program is maintained and tutorials are introduced through videoconferences synchronously to the face-to-face tutoring schedules and according to the availability of the professor.

4. EVALUATION

As a result of this hybrid teaching situation, the weight of the final exam is reduced from 60% to 40%. The final evaluation test: will be written with questions from four alternatives. It will be taken on the day and time proposed by the Faculty of Psychology and Speech Therapy. In case it cannot be done in person, it will be done using the computer resources of the University of Valencia. In this case, the time that must be included in the activity "Examination" in the virtual classroom will be the final time for the delivery of the test. The teacher will be able to arrange a videoconference to contrast ANY information regarding the exam or in the evaluation activities. In the event of a network failure, problems with the Internet connection or ANY other computer incident, an individual oral examination will be held by videoconference. If a person does not have the necessary means to establish a connection, access the virtual classroom and take the test on the corresponding day and time, he/she must follow the instructions of the Faculty in this regard.

The variation in the presence of the practical sessions could lead to changes in the weighting of the evaluation systems. If the weighting contemplated in the addendum is modified due to this circumstance, it will be notified by the faculty publicly through the virtual classroom no later than one week after the end of the practical sessions.



The final exams will be held in accordance with the regime determined by the agreements of the Governing Council in force at any given time.

5. BIBLIOGRAPHY

No changes with respect to the bibliography of the teaching guide of the subject. If necessary, additional bibliographic information accessible online will be provided.