

Academic Year/course: 2022/23

31104 - Early Intervention in Communication and Language

Syllabus Information

Academic Year: 2022/23

Subject: 31104 - Early Intervention in Communication and Language

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The course aims to develop skills to offer, from their professional role, adequate responses to the needs of children in early childhood that promote adaptation to their contexts and healthy development. In particular, the student will be more competent to develop a professional practice in accordance with the detection and attention to the demands of the school population from 0 to 6 years old, their families and teachers, consistent with scientific development and practical reality in the domain of communication and language.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the results of subject learning provides training and competence to contribute to some extent to its achievement:

Objective 3: Health and well-being

Objective 4: Quality education

Goal 10: Reduction of inequalities

1.3. Recommendations to take this course

The participation of the students in the activities is essential for the acquisition of the contents of the subject.

2. Learning goals

2.2. Learning goals

- Know developmental milestones to advise members of the educational community at the early intervention, prevention and attention to alarm signs in the communication and language development.
- Acquire theoretical and methodological knowledge related to educational moments and processes in the 0-6 years stage, in order to apply and promote the development of language in different natural settings.
- Can collaborate with early care professionals in the design and implementation of actions aimed at stimulating language promoting inclusive preschool education.
- Plan training activities aimed at families related to the development of communication and language, the detection of alarm signals and delays, as well as stimulation in the family environment.

3. Assessment (1st and 2nd call)

3.1. Assessment tasks (description of tasks, marking system and assessment criteria)

Evaluation Process

Continuous assessment

Students must obtain a minimum of 5/10 in each of the two evaluation instruments:

A) An exam of short answer questions about contents.

The grade of this test will represent 50% of the final grade

B) An evaluation portfolio.

The grade of the portfolio will represent 50% of the final grade

Global assessment

This includes a final exam about the contents of the program. This exam will combine short and essay questions. The grade will be obtained following criteria in use.

Evaluation criteria:

- Relevance and thoroughness of presented concepts.
- Adequacy and coherence in the application of theoretical knowledge to items proposed.
- Spelling and linguistic correctness

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. It is based on social constructivism model. It focuses on the learner activity and teacher and peers mediation.

4.2. Learning tasks

- Lectures (30h): Theory sessions and seminars of topics
- Practice sessions (30h) to simulation work, discussion and presentation of working portfolio.
- Seminar (3h) to build working portfolio
- Autonomous work (60h)
- Group work (24h)
- Tutorials

All learning activities are structured from a critical reflection of the Sustainable Development Goals (ODS) linked to the subject that contributes to training and awareness of the student about the possibilities of participating in its achievement.

4.3. Syllabus

1. Early Intervention: Main concepts and services, communication and language intervention

2. Early identification and evaluation of children with communication disorders and language delay: the signs of difficulty, assessment strategies, materials, and settings.

3. Early intervention programmes for children with communication disorders and language delay: Language development programs, strategies and resources. Intervention in school.

4. Family oriented early intervention: Family-Centered and Natural Environments approaches

4.4. Course planning and calendar

Further information concerning the timetable, classroom, office hours, assessment dates and other details regarding this course will be provided on the first week of class.

4.5. Bibliography and recommended resources

http://biblos.unizar.es/br/br_citas.php?codigo=26634&year=2020