



COURSE DATA

DATA SUBJECT

Code: 35292
Name: Speech Therapy Intervention in Early Attention
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	3	Second quarter

SUBJECT-MATTER

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

COORDINATION

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SUMMARY

Early intervention is defined as a set of planned, comprehensive, and interdisciplinary actions aimed at children aged 0-6, their families, and their environment, with the goal of responding as quickly as possible to the temporary or permanent needs of children with developmental disorders or who are at risk of developing them.

From this biopsychosocial perspective, children and their families are considered holistically, taking into account both intrapersonal aspects (biological, psychosocial and educational factors specific to each individual) and interpersonal aspects (environmental factors such as family, school, culture and social context). The aim of early intervention is to enhance the developmental capacity and well-being of children and their families, enabling their full integration into the family, school and social environment, as well as their personal autonomy, from a preventive and care perspective.

The presence of speech and language therapists in the interdisciplinary and transdisciplinary teams at Early Intervention Centres is essential in order to achieve the full participation of children with disabilities in society and in the educational community. Speech and language therapy intervention in early intervention



requires a thorough knowledge of the methodological foundations of the profession at this early stage, as well as general knowledge of other sciences and intervention methodologies for children aged 0-6 years.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1203 - Degree in Speech Therapy

Obligation to have previously passed the subject(s)

- 35276 - Basic Psychological Processes and Language Psychology
- 35278 - Psychology of Development and Language Acquisition

OTHER REQUIREMENTS

No enrolment restrictions have been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

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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.

Apply speech therapy through early intervention with the most appropriate and effective methods, techniques and resources.

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.

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.

Evaluate ones own professional intervention in order to optimise it.

Explain and argue the treatment selected for each patient.

Have an adequate speech production, language structure and voice quality.

Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is



necessary.

Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

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.

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 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.

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.

DESCRIPTION OF CONTENTS

1. Introduction to the study of early intervention

Definition, background and objectives of early intervention.
Target groups and areas of action.
Types of intervention paradigms.
Scientific and theoretical basis of early intervention
Levels of prevention in early intervention
Functions of child development and early intervention centres.
Legal and regulatory framework.

2. Early detection and assessment

Biological and social risk factors and indicators.
Detection in the prenatal, perinatal, postnatal and preschool stages.
Early warning signs.
Obtaining early diagnoses: chronic diseases and other deficits.
Early assessment of language and play.



3. Early intervention in language development

Detection of language difficulties.
Areas of language intervention.
Stimulation of comprehension.
Stimulation of production.
Functional objectives of intervention.
Tools for early speech therapy intervention.

4. Introduction to early language stimulation

Requirements for the development of language stimulation programmes.
Main intervention programmes in psycholinguistic development.
Techniques used in the main intervention programmes.

5. Early intervention in different areas of development.

General characteristics of early stimulation in the visual-auditory, perceptual-manipulative and motor areas.
Prenatal intervention.
Sensory-motor intervention.
Cognitive intervention.
Socio-affective intervention.

6. Family and Early Intervention

The family as the central context for development.
Intervention based on the Family-Centred Early Intervention Model.
Professional and communication skills for working with families.
Guidelines for providing emotional support to families.
Promoting quality of life for families.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Laboratory	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	10,00
Preparation of lessons	10,00
Preparation for assessment activities	22,50
Resolution of case studies	10,00
Total hours	67,50

TEACHING METHODOLOGY

Various active methods will be combined to generate meaningful learning among students. The concepts in each block are introduced during the theory classes and worked on in the practical classes in a participatory manner, combining the presentation of examples and case studies, as well as the writing of reports and other activities, both individually and in pairs and groups. Given the characteristics of the course and the degree, it is essential to focus on skills such as presentation, creativity and interpretation, cooperative work, and the attitudes and values implicit in the development of practical activities.

The Virtual Classroom e-learning platform provided by the University of Valencia will be used to complement the face-to-face classes. Tutoring will be used and feedback will be given on the work submitted by students, especially group work.

EVALUATION

- Oral or written presentation of reports, individual or group work (40%). To pass the course, students must attend at least 80% of the practical classes. The content and activities carried out in the practical face-to-face classes can be retaken by means of a written test to be taken at the end of the official final exam.
- Exam aimed at assessing theoretical and/or applied knowledge (60%). Recoverable in the second exam session.
- In the second exam session, the marks for the practical activities will be maintained. For those who have not passed this part, it can be recovered in the second exam session by means of an exam.
- Honours will be determined by the total mark obtained. In the event of a tie in the total score, the best exam mark will be used. If the tie continues, it will be determined by the best practical work.
- The assessment of the subject and any appeals against the grade obtained will be subject to the provisions of the University of Valencia's Assessment and Grading Regulations for Bachelor's and Master's Degrees (ACGUV 108/2017 of 30 May 2017).

In the event of fraudulent practices, the procedures set out in the Protocol for dealing with fraudulent practices at the University of Valencia (ACGUV 123/2020) will be followed: <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic



- AAVV (2005). *Libro Blanco de la Atención Temprana*. Real Patronato de Prevención y de Atención a Personas con Minusvalía.
- Escorcía-Mora, C. T., Rodríguez-García, L., y García-Sánchez, F. A. (2023). *Guía de intervención logopédica en Atención Temprana Centrada en la Familia*. Editorial Síntesis.
- Alcantud, F. y Alonso, Y. (2025). *Intervención temprana en niños y niñas con trastornos del neurodesarrollo: procesos y programas*. Ed. Síntesis.
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- Bellido González, M. & Hervás Torres, M. (2024). *Atención temprana en la infancia basada en la evidencia*. Editorial Aula Magna McGraw Hill.

Complementary

- Arnaiz Sancho, V. et al. (2022). *Retos de futuro en el cuidado del desarrollo infantil*. Federación Española de Asociaciones de Profesionales de Atención Temprana (GAT).
- Aranda, R.E. (2008). *Atención temprana en Educación Infantil*. WK Educación.
- Buceta Cancela, M. (2011). *Manual de atención temprana*. Síntesis.
- Enesco, I. (2003). *El desarrollo del bebé. Cognición, emoción y afectividad*. Alianza Editorial.
- Alcantud, F. (2008). *Mi hija tiene Parálisis Cerebral Infantil*. Madrid. Ed Sintesis.
- Millá, M.G. (2005). *Atención temprana: desarrollo infantil, diagnóstico, trastornos e intervención*. Promolibro.
- Giné, C. G., Mestre, J. M. M., & Lebrero, P. (2015). *La atención temprana. Un compromiso con la infancia y sus familias: Nueva edición revisada*. Editorial UOC.
- Candel, I. (1999). *Programas de atención temprana*. CEPE.
- McWilliam, R. A. y Younggren, N. (2019). *Escala de Implicación, Autonomía y Relaciones Sociales (MEISR)*. Research Edition.