



COURSE DATA

DATA SUBJECT

Code: 35296
Name: Speech Therapy Intervention in Speech Disorders
Cycle: Undergraduate Studies
ECTS Credits: 6
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 speech disorders	COMPULSORY

COORDINATION

DIAZ HINAREJOS SOFIA

SANCHEZ DELGADO MARIA PURIFICACION

SUMMARY

Intervention in Speech Disorders is a compulsory subject for the Speech Therapy degree, worth 6 ECTS credits, distributed between 4.5 for theory and 1.5 for practical work. This subject aims to familiarize students with the different speech therapy techniques, instruments, and intervention models for the rehabilitation of various speech disorders, addressing both articulatory and rhythmic difficulties. This subject will also provide students with the knowledge to design a speech therapy intervention program for individuals with speech disorders. Furthermore, this subject aims to provide students with the necessary knowledge to design an evaluative research process aimed at assessing the effectiveness and efficiency of the speech therapy intervention program.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

1203 - Degree in Speech Therapy
 Obligation to have previously passed the subject(s) 35289 - Speech Disorders



OTHER REQUIREMENTS

Tere are no.

COMPETENCES / LEARNING OUTCOMES

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Be familiar with speech therapy as regards phonetic and phonological disorders; fluency disorders; dysarthria; and dysglosia.

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.

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.

Know how to perform speech therapy in speech disorders.

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

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.

Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.

DESCRIPTION OF CONTENTS

1. Basic Principles in Speech Therapy Intervention

Theoretical foundation of speech therapy intervention.



Principles of individualization, wholeness, functionality, and motivation.
Phases of the therapeutic process: assessment, planning, intervention, and follow-up.
Role of the speech therapist and professional ethics.

2. Basic Components of the Intervention Program

General and specific therapeutic goals.
Intervention strategies and techniques.
Scheduling, sessions, and success criteria.
Adaptation to the patient's needs.

3. Programs for Prevention and Stimulation in Speech Disorders

Early detection of speech alterations.
Preventive activities in school and family contexts.
Stimulation of phonetic-phonological development.
Interdisciplinary collaboration.

4. Family-Oriented Intervention Programs

Family involvement in the therapeutic process.
Training and guidance for parents/guardians.
Strategies for reinforcement at home.
Effective communication between speech therapist and family.

5. Intervention Programs for Functional Dyslalias: Behavioral and Phonetic Models

Functional dyslalia: definition and characteristics.
Behavioral approach: reinforcement, modeling, shaping.
Phonetic model: phonological awareness, auditory and articulatory discrimination.
Progressive exercises based on the altered phoneme.

6. Resources and Materials for Treating Functional Dyslalias

Types of resources: visual, auditory, manipulative, and technological.
Use of mirrors, worksheets, phonological cards, apps, and software.
Criteria for selecting effective resources.

7. Selection and Creation of Materials for Functional Dyslalia Intervention

Adapting materials based on age and type of dyslalia.
Designing personalized worksheets, games, and digital resources.
Quality and functionality criteria for materials.

8. Intervention Programs for Organic Dyslalias

Organic dyslalias: causes (malformations, ankyloglossia, cleft palate...).



Complementary surgical and orthodontic approaches.
Post-surgical phonetic-phonological rehabilitation.
Coordination with other health professionals.

9. Resources and Materials for Treating Organic Dyslalias

Adapted materials for anatomical alterations.
Prosthetic devices, mirrors, orofacial motor exercises.
Use of visual and auditory feedback software.

10. Selection and Creation of Materials for Organic Dyslalia Intervention

Design of materials adapted to physical limitations.
Progressive activities focused on articulation and accuracy.
Inclusion of oral motor techniques and respiratory reeducation.

11. Intervention Programs for Stuttering: Reflective and Diversive Approaches

Stuttering: definition, types, and characteristics.
Reflective techniques: breath control, slow speech, desensitization.
Diversive techniques: distraction, rhythm use, singing, rephrasing.
Individual and group therapy.

12. Resources and Materials for Treating Stuttering

Voice recordings, metronomes, mirrors, rhythm apps.
Materials for breathing training and relaxation.
Language games that reduce communicative pressure.

13. Selection and Creation of Materials for Stuttering Intervention

Designing resources that reduce anxiety and improve fluency.
Progressive materials based on stuttering phases.
Motivating activities, role-play, conversational scripts.

14. Basic Concepts on Program Evaluation

Formative and summative evaluation.
Effectiveness and efficiency indicators.
Quality criteria in speech therapy programs.
Quantitative and qualitative methodologies.

15. Methodological Framework for Intervention Program Evaluation

Phases: objectives, tools, schedule, results analysis.
Data collection techniques: observation, interviews, records.
Evaluation of therapeutic impact.



16. Preparation of Speech Therapy Reports

Report structure: personal data, anamnesis, evaluation, diagnosis, intervention, follow-up.
 Technical yet understandable language.
 Role of the report in coordination with other professionals.
 Legal and ethical aspects of report writing.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	45,00
Laboratory	15,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	15,00
Individual or group project	30,00
Independent study and work	15,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
Total hours	90,00

TEACHING METHODOLOGY

- In-person classes: Oral presentations, participatory lectures, and discussion.
- Practical classes: Exercise and problem-solving. Case studies.
- Scheduled individual and group tutorials.
- Group work. Cooperative learning. Project-oriented learning. Preparation of exercises, assignments, and portfolios.
- Study, preparation, and completion of exams and assessment (written tests/portfolio/observation).

EVALUATION

The information needed to obtain the final grade for the course will be obtained through two basic procedures: individual final assessment (final exam) and continuous or progress assessment (activities completed in person, reports and/or individual and group work, activities completed in class, attendance at lectures, seminars, or workshops, etc.).

Minimum requirements:

- Pass the exam.



- Submit portfolios in a timely manner.

- Pass each portfolio.

Given the characteristics of the subject and the degree program, a high level of oral and written proficiency will be required.

- To pass the first sitting, the following minimum requirements apply: achieve 50% of the maximum grade on the written exam and 50% of the maximum grade on each portfolio. Students who pass one of the sections in the first sitting, i.e., either the exam or the practicals, will have that grade retained for the second sitting.

In the second sitting, the exam will vary depending on the part or parts not passed in the first sitting.

Exams:

The subject exam is worth 60% of the final grade. It may include case studies, open-ended questions, and multiple-choice questions.

Portfolios:

Portfolios are worth 40% of the final grade. The value of each portfolio is as follows: Portfolio 1: 10%

Portfolio 2: 15%

Portfolio 3: 15%

Attendance at practical sessions is mandatory, and passing the subject requires attending at least 80% of the classes. Non-attendance must be due to well-documented reasons of force majeure (supervening health condition, death of a relative up to the third degree, court summons, official exam, accompanying a first-degree relative for medical reasons). Content and activities taught in in-person classes are considered recoverable through a written test to be administered after the official final exam.

Early Examination:

Regarding the possibility of students requesting an early examination, as established in current regulations, the assessment will consist of a mandatory theoretical and practical knowledge exam (which will account for 85% of the final grade) and a final report (15% of the final grade). The report (which will include a written assignment and an oral presentation) will cover the specific content of the subject as determined by the teaching staff.

Cheating or Plagiarism:

Clear cheating or plagiarism of any assignment that is part of the assessment will result in the student being unable to pass the subject, and the student will then be subject to the appropriate disciplinary procedures. Please note that, in accordance with Article 13. d) of the University Student Statute (RD 1791/2010, of December 30), students are required to refrain from using or cooperating in fraudulent procedures in assessment tests, in assignments completed, or in official university documents.

During office hours, faculty may request individual or group interviews to verify the degree of participation and achievement of the objectives set for any assignment. Failure to accept such verification will result in failure to pass the assignment or activity in question. In the event of fraudulent practices, the procedures established in the Protocol for Action against Fraudulent Practices at the University of Valencia (ACGUV 123/2020) will be followed:

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

REFERENCES

Basic



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- De las Heras y Rodríguez, Gema (2015). Guía de intervención logopédica en las dislalias. Madrid: Síntesis.
- Fernández-Zuñiga, A. (2005). Guía de intervención logopédica en tartamudez infantil. España: Síntesis.
- Gallego Ortega, J. L. (2019). Nuevo Manual de Logopedia Escolar. Los problemas de comunicación y lenguaje del niño. Málaga: Aljibe.
- Martín Espino, J.D. (2004). Logopedia escolar y clínica. Últimos avances en evaluación e intervención. Madrid: CEPE.

Supplementary

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- Villegas Lirola, F. (2010). Manual de logopedia: evaluación e intervención de las dificultades fonológicas. España: Editorial Pirámide.
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- SANTACREU, J. y FORJAN, M.X. (2001). Tratamiento conductual de la tartamudez. Valencia: Promolibro.