



COURSE DATA

DATA SUBJECT

Code: 35296
Name: Speech Therapy Intervention in Speech Disorders
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

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

There are no.

COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

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 used to determine the final grade for the course will be obtained through two basic procedures: individual final assessment (final exam) and continuous/progress assessment (activities carried out in face-to-face classes, reports and/or individual and group assignments, classroom activities, attendance at conferences, seminars or workshops, etc.).

Minimum requirements:

- Pass the examination.



- Submit the portfolios on time and in the required format.
- Pass each portfolio individually.
- Given the characteristics of the subject and the degree programme, a high level of proficiency in both spoken and written language will be required.
 - To pass the first examination session, students must achieve at least 50% of the maximum score on the written exam and at least 50% of the maximum score in each portfolio. Students who pass the portfolios in the first examination session will retain those grades for the second session. In the second examination session, the exam will vary depending on the part(s) not passed in the first session.

Examinations:

The course examination accounts for 60% of the final grade. It may include practical case development, open-ended questions, and multiple-choice questions.

Portfolios:

Portfolios account for 40% of the final grade. Their weighting is as follows:

- Portfolio 1: 10%
- Portfolio 2: 15%
- Portfolio 3: 15%

Attendance at practical sessions is mandatory, and students must attend at least 80% of classes in order to pass the course. Absences must be due to duly documented force majeure reasons (unexpected health condition, death of a relative up to the third degree, court summons, official examination, or accompanying a first-degree relative for medical reasons).

The contents and activities carried out during face-to-face classes may be recovered through a written test that will take place after the official final examination.

Early examination session:

Regarding the possibility of a student requesting an early examination session, as established by current regulations, assessment will consist of a compulsory theoretical-practical knowledge examination (worth 85% of the final grade) and a final report (worth 15% of the final grade). The report (which will include a written assignment and its oral presentation) will deal with specific course content determined by the teaching staff.

Copying or plagiarism:

Any clear case of copying or plagiarism in any task that forms part of the assessment will result in failure of the course and will subsequently be subject to the appropriate disciplinary procedures.

It should be noted that, in accordance with Article 13(d) of the University Student Statute (Royal Decree 1791/2010, of 30 December), students have the duty to refrain from using or cooperating in fraudulent procedures in assessment tests, assignments, or official university documents.

During office hours, teaching staff may require individual or group interviews in order to verify the level of participation and achievement of the objectives established for any completed task. Refusal to undergo such verification will result in failure of the corresponding task or activity.

Fraudulent practices will be dealt with in accordance with the Protocol for Action against Fraudulent Practices at the University of Valencia (ACGUV 123/2020):

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

Fraudulent conduct in assessment tests and plagiarism in assessed work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) that has not been previously and expressly authorised by the



teaching staff for the preparation of assessment materials may result in such materials not being considered the student's own work and will be dealt with in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV No. 9747, 18 December 2023).

Grading system:

The grading of the course will be governed by the Assessment and Grading Regulations of the University of Valencia for Bachelor's and Master's Degrees (ACGUV 108/2017, 30 May 2017).

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

In accordance with these regulations, grades will be expressed on a numerical scale from 0 to 10, with one decimal place, together with a corresponding qualitative grade.

REFERENCES

Basic references

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Supplementary references

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