

## 31104 - Early Intervention in Communication and Language

### Syllabus Information

**Academic year:** 2024/25

**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

The subject aims to develop competences to respond to the needs related to the development of communication and language in the school population from 0 to 6 years old, their families and educational agents; promoting the adaptation to their contexts and a healthy development.

### 2. Learning results

1. Knows the basic aspects of development to advise members of the educational community at the level of early care , with special emphasis on prevention and attention to warning signs in the communicative and language development of children.
2. Acquires theoretical and methodological knowledge related to moments and educational processes in the 0- 6 years stage , in order to apply and promote the best communicative and language development in different scenarios.
3. It can collaborate with early care professionals in the design and implementation of actions aimed at language stimulation oriented to promote inclusive educational proposals.
4. It plans training activities aimed at families related to the development of communication and language, the detection of warning signs and possible difficulties, as well as stimulation in the family environment.
5. Is able to establish the criteria of attention to students in order to promote an optimal development of language at the stage of early childhood education.

### 3. Syllabus

1. Conceptual and organizational aspects of early intervention in the field of communication and language: - Terminological/conceptual controversies; theoretical perspectives; organization of early intervention; fundamentals of early intervention
2. Detection and evaluation processes in the communicative and language areas: Skills and warning signs; evaluation models ; Techniques and instruments.
3. Intervention programs in the field of communication and language: Intervention from the school; Intervention resources.
4. The family as the axis of early attention in communication and language: Roles, strategies and programs; the Model of family-centered intervention.

### 4. Academic activities

- Follow-up and participation in master classes (28h)
- Participation in group sessions of case studies, projects and problem solving ( 28h )
- Individual study of documents, articles and materials (60h)
- Seminar for the development of the portfolio (4h.)
- Conducting supervised work (28h)
- Individual academic tutoring
- Assessment test (2h)

All learning activities are based on a critical reflection of the Sustainable Development Goals (SDGs) linked to the subject, which contributes to the training and awareness of students on the possibilities linked to the subject that contributes to the training and awareness of students on the possibilities of participating in their achievement participate in their achievement.

## 5. Assessment system

A **continuous summative assessment** system is proposed for the students with attendance, at least, to all the practical sessions of the subject and that implies the realization of the following activities, with their corresponding evaluation criteria and qualification:

-Written test of questions on the contents of the program. In which the following criteria are considered: a) understanding of the concepts, ability to analyze and apply them; b) adequate and accurate use of technical vocabulary; c) ability to correctly handle the language: expression, spelling. It represents 50% of the final grade in the subject.

-Portfolio with the following evidence: 1. Project on early detection: evolutionary profiles and warning signs. 2. case study: Assessment and consulting 3. Inquiry work on communication and language intervention resources.

It represents 50% of the final grade in the course, with the following weighting of the evidences: 1. 15%; 2. 20%; 3. 15%.

The evaluation criteria applied are: rigor, adequacy and relevance of the concepts used, multi-referentiality and critical sense in the proposals; as well as quality in the communication. The levels of demand are specified as follows:

**APPROVED.** When the proposals lack conceptual errors, consider basic references, in a coherent format and an understandable exposition.

**NOTABLE.** When the proposals are pertinent by broadening the type of contextual, conceptual and methodological references that support the actions; they are also transmitted in a motivating manner.

**OUTSTANDING.** When the proposals are excellent in combining innovation, feasibility and substantiation in a balanced way, with a presentation that promotes audience participation.

In order to pass the course, it is necessary to obtain a grade of 5 in the written test and in the portfolio, respectively.

However, the student who has not passed the subject, but has passed the portfolio, may reserve the grade obtained in it and not take the practical part of the global test, in the first call of the year.

### **Global test and second summons.**

Students who do not opt for continuous assessment or who do not pass the course by this procedure or who would like to improve their grade, will have the right to take the overall test, according to the Regulations of the Learning Assessment Standards of the University of Zaragoza.

The overall evaluation system consists of a written test with two parts, one on the conceptual aspects of the program, the other on the application of the same. The evaluation criteria considered are: relevance and thoroughness of the concepts presented; adequacy and coherence in the application of theoretical knowledge to the situations presented; spelling and linguistic correctness.

In the second round, the student must take the global test.

**Fifth and sixth calls** Students of fifth and sixth summons must be aware that their evaluation is made before a court, not being able to waive this right. However, they may choose to take the global test together with the rest of the students in the group and subsequently place it in an envelope to be handed in to the examining board (art. 23 of the Agreement of December 22, 2010, of the Governing Council, which approves the Regulations of the Learning Evaluation Standards of the University of Zaragoza). In either case, the same evaluation criteria and evaluation requirements specified as a global test for the subject will be applied.

*Finally, it should be noted that the University's Coexistence Rules Regulations of Zaragoza will apply to irregularities committed in assessment tests through academic fraud, as well as the application of Article 30 of the Learning Assessment Rules Regulations regarding irregular practices other than academic fraud.*

## 6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

10 - Reduction of Inequalities