

SLTH 22242 Learning Disabilities- life span approach

Status	Optional (SLT)
No of Hours	30 hours
No of Credits	2
Learning Outcomes	<ul style="list-style-type: none"> • Describe the main causes and features of communication impairments and disabilities in clients with learning disabilities, including genetic, environmental and unknown causes. • Explain the impact of this impairment on communication skills and describe the probable disabling consequences for the clients across the life span • Explain how the generic therapeutic skills of an SLT need to be adapted to work with this client group • Show awareness of methods of identification and prevention of the disability and of the services in the community (both government and NGO) which might benefit this group • Outline a range of appropriate approaches and methods for assessment of and interventions for communication skills in this group (including informal and formal, direct and indirect methods) • Show understanding of and the ability to use a range of alternatives to speech communication suitable for people with learning disabilities, including Total Communication, Symbols, Communication books, Sign supported Sinhala/Tamil and Literacy. • Explain how intervention for adults and children with learning disabilities will be similar in some ways, but will also be different. • Gain a working knowledge of the developmental features, general and specific assessment and intervention strategies including the management of feeding difficulties of with people with Down Syndrome • Gain a basic knowledge of the features, general assessment and intervention strategies for people with Autistic Spectrum Disorders • Develop an understanding about attention deficiency and challenging behaviours and methods used to assess and manage these (both preventative and consequence based). • Write an assessment and intervention plan for an individual or group, showing awareness of adaptations for the clients individual contexts and needs • Explain how social model approaches to rehabilitation including working in mainstream and special schools are particularly relevant to working with this group and give examples of this type of intervention which might be applicable in Sri Lanka.
Method of Teaching and Learning	Lectures and Field work
Module Content	Description of the features and aetiology of communication difficulties related to learning disabilities; differential diagnosis from related conditions; assessment methods; intervention methods and priorities including for

	Down syndrome, ASD and ADHD; practical observation and practice with this group.
Assessment	Assignment 100%