



Information about the subject

Degree: Bachelor of Science Degree in Speech and Language Therapy

Faculty: Faculty of Psychology

Code: 1170202 **Name:** Learning difficulties

Credits: 6,00 **ECTS Year:** 2 **Semester:** 2

Module: Impairments, disorders and speech and language intervention

Subject Matter: Language pathology **Type:** Compulsory

Field of knowledge: Speech and Language Therapy

Department: Speech Therapy

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Impairments, disorders and speech and language intervention

Subject Matter	ECTS	Subject	ECTS	Year/semester
Language pathology	18,00	Language Pathologies I	6,00	1/1
		Language Pathologies II	6,00	1/2
		Learning difficulties	6,00	2/2
Deficit in the basic tools for the reception and production of language	24,00	Speech and language intervention in hearing deficiencies	6,00	3/1
		Speech and language intervention in voice disorders	6,00	3/1
		Speech Therapy Intervention in Speech Disorders	6,00	3/1
		Speech Therapy Intervention in Swallowing Disorders and Orofacial Alterations	6,00	3/2
Neuro-psycho-linguistic disorders	18,00	Speech and language intervention in aphasia and related disorders	6,00	3/2
		Speech and language intervention in specific disorders of language development	6,00	2/2



Neuro-psycho-linguistic disorders		Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability	6,00	3/2
Fluency Disorders	6,00	Speech Therapy Intervention in Stuttering	6,00	3/1
Alternative Communication	6,00	Alternative Communication	6,00	3/1

Recommended knowledge

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Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 To identify the signs and symptoms of the pathologies in professional reports or descriptions and in language or speech samples.
- R2 Describe the basic characteristics, measures or tools that allow to establish basic criteria for differential diagnosis of the pathologies treated.
- R3 Describe the semiology that affects learning difficulties.
- R4 Apply assessment instruments appropriate to learning disabilities.
- R5 Design appropriate intervention plans for people with learning difficulties.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Organize a work plan being able to carry it out within a specified period			X	
CG3	Find, evaluate, organize and manage information systems			X	
CG4	Speaking and writing fluently, appropriately and with the necessary consistency to meet the academic standards of correctness in the language of instruction				X

SPECIFIC		Weighting			
		1	2	3	4
CE4	Understand and integrate the educational foundations of speech therapy: teaching and learning processes			X	
CE5	Understand and integrate the methodological foundations for research in Speech Therapy		X		
CE11	Know the classification, terminology and description of communication disorders, language, speech, and voice, in addition to hearing and nonverbal oral functions				X



CE12	To know, recognize and discriminate between the variety of alterations: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE13	Knowing the general principles of speech therapy intervention				X
CE15	Know and apply models and intervention techniques				X
CE16	Knowing the different characteristics of speech therapy intervention in family, school, health and clinical care contexts				X
CE17	To know and carry out speech and language intervention in specific disorders of language development: specific developmental language disorders, specific language disorders, language delays, phonetic and phonological disorders; communication and language disorders associated with auditory and visual deficits, attention deficit, mental impairment, pervasive developmental disorder, autism spectrum disorders, infantile cerebral palsy and multiple impairments; specific written language disorders; dyscalculias; alterations in language development due to social deprivation and those associated with multicultural and multilingual contexts; disorders of speech fluency; aphasia and associated disorders; dysarthria; dysphonia; dysglosia; alterations of language in ageing and degenerative disorders; alterations of language and communication in mental illnesses; mutism and language inhibitions; alterations of non-verbal oral functions: atypical swallowing, dysphagia and tubal alterations.				X
CE21	Know how to design and write speech therapy reports				X
CE22	Know how to design, develop and evaluate the performance of speech therapy				X



CE34	Design, implement and evaluate actions to prevent communication and language disorders				X
CE37	Master the terminology that allows one to interact effectively with other professionals				X
CE42	Understand and appreciate the scientific underpinning in the professional development of speech therapy				X
CE43	Knowing the limits of competencies and knowing when interdisciplinary treatment is necessary		X		
CE47	Know and be able to integrate the biological (anatomical and physiological), psychological (and evolutionary development processes), linguistic and pedagogical foundations of speech therapy intervention in communication, language, speech, hearing, speech and non-verbal oral functions		X		
CE50	Understand and critically evaluate the terminology and specific methodologies used in speech therapy research	X			
CE54	Manage communication technologies and information	X			

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Use the techniques of verbal and nonverbal communication in order to optimize relevant communicative situations		X		
CT5	Recognize, analyze and obtain solutions to ethical problems in professional practice situations			X	
CT7	Having an open and flexible attitude to lifelong learning				X
CT8	Know and use of technical advances in the exercise of their profession		X		



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
	70,00%	Oral and/or written tests: exams, reports, resolution of internships.
	10,00%	Attendance, participation, continued work.
	15,00%	Performance and/or presentation of individual theoretical and practical activities.
	5,00%	Performance and/or presentation of theoretical and practical group activities.

Observations

Continuous Assessment:

Continuous assessment will be carried out through the completion of practical activities (individually or in small groups) and presentations on topics related to the various contents of the course.

Ordinary Assessment:

To pass the course, it will be essential to pass each of the following assessment components independently:

- **Written exam (60%):** The exam will consist of a multiple-choice section and a section with short-answer questions.
- **Practical work (30%):** All assignments must be submitted in order to be considered in the final grade.
- **Attendance, participation, and continuous work (10%):** A minimum of 40% attendance is required, as well as completion of the activities proposed in class.

Alternative Assessment:

In duly justified cases where the student is unable to meet the minimum attendance requirement of 40% established for this course, and therefore cannot be assessed through the standard continuous assessment system, they must consult the current regulations and request the alternative or single assessment modality from the teaching staff. This request will allow for the adaptation of both the learning activities and the assessment methods to the student's situation. If the request is accepted, the evaluation will be carried out as follows:

- **Theoretical exam (80%):** The exam will include multiple-choice questions and short-answer questions.
- **Practical work (20%)**

In this modality, it is also necessary to pass both the written exam and the practical assignments



independently in order to pass the course.

Distinction (Matrícula de Honor):

The grade of "Matrícula de Honor" (Distinction with Honors) will be awarded to those students who demonstrate an excellent level of achievement in all the competencies and learning outcomes established for the course.

Citation and Attribution Criteria for the Use of Artificial Intelligence Tools:

Any use of artificial intelligence (AI) tools must be explicitly declared in the submitted document, either through a footnote or in an appendix.

The declaration must include the name of the tool used, the purpose of its use (e.g., grammar checking, idea organization, writing example), and the part(s) of the work in which it was employed. The responsible use of AI will be considered within the assessment criteria related to originality and academic integrity.

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded.

Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participative lectures: strategies focused on the transmission of information from teachers to students. Student participation is promoted with hybrid methodologies, in order to consolidate knowledge and encourage critical thinking.
- M2 Practical Class. Classroom practice, laboratory practice and/or simulations: methodologies based on student interaction with problems, technologies, samples or analysis equipment, in order to incorporate experimentation to knowledge.
- M3 Case studies and analysis of clinical histories: students build knowledge from information on cases provided to them. In addition to providing the material, the teacher acts as a guide in the search for the solution.



- M6 Service-Learning: methodology that merges the learning process of students with the intention of providing a real and solidary service in society. Students participate in the selection of objectives and design of actions. Teachers act as guides to develop knowledge in the process.



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<p>THEORETICAL CLASSES. Lectures, expository and participative classes. They focus on the approach, analysis and development of competences: explanation and orientation towards the acquisition of the necessary knowledge, instruction in the derived skills and acquisition of professional aptitudes.</p> <p>M1</p>	R3, R4, R5	35,00	1,40
<p>PRACTICAL CLASSES. Individual or group work sessions supervised by the teacher. Analysis of materials related to the subjects: reports, statistics, scientific literature, tests and evaluation tests, problem solving, visualization of clinical histories, simulation of cases, etc.</p> <p>M2</p>	R3, R4, R5	17,00	0,68
<p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M6</p>	R3, R4, R5	6,00	0,24
<p>EVALUATION: Set of tests in oral, written, or other audiovisual media. It includes the final exams (exams and presentation of work) and all the elements of continuous evaluation that contribute in a weighted way to the final grade (presentation of work, scheduled activities, questionnaires, etc.) The public presentation of the Final Degree Project is included.</p> <p>M1</p>	R3, R4, R5	2,00	0,08
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
GROUP WORK: Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or delivered in theory classes, practical classes or small group tutorials. M2	R3, R4, R5	30,00	1,20
AUTONOMOUS WORK: Personal study of the student. Individual preparation of readings, essays, problem solving, seminar material, papers, reports, etc. to present or deliver in class, complete their training activity and prepare their evaluation tests. M3	R3, R4, R5	60,00	2,40
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Block 1. Introduction	Lesson 1: Specific Learning Difficulties Lesson 2: Reading model and initial reading and writing instruction
Block 2. Reading Difficulties	Lesson 3: Dyslexia assessment Lesson 4: Dyslexia intervention
Block 3: Difficulties in written expression	Lesson 5: Assessment of dysgraphia Lesson 6: Intervention in dysgraphia
Block 4: Mathematical learning difficulties	Lesson 7: Assessment of dyscalculia Lesson 8: Intervention in dyscalculia
Block 5: Emotional and motivational aspects	Theme 9: Motivation and self-esteem in children with learning difficulties



Temporary organization of learning:

Block of content	Number of sessions	Hours
Block 1. Introduction	3,00	6,00
Block 2. Reading Difficulties	12,00	24,00
Block 3: Difficulties in written expression	10,00	20,00
Block 4: Mathematical learning difficulties	4,00	8,00
Block 5: Emotional and motivational aspects	1,00	2,00



References

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