



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: -

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 |
| 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 |
| | | Speech Therapy Intervention in Autism Spectrum Disorders and Intellectual Disability | 6,00 | 3/2 |

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 Describe the semiology that affects learning difficulties.
- R2 Apply assessment instruments appropriate to learning disabilities.
- R3 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 will be carried out by means of practical work (individually or in small groups) and presentations on aspects related to the different contents of the subject.

The final exam will consist of a multiple-choice test and another part of short essay questions. In order to pass the course, students must pass the different assessment systems separately (attendance and active participation, practicals and exam).

Criteria for the awarding of honours: Evidence of levels of excellence in all competencies and learning outcomes. Best results from 9.5 in the final grade up to the limit for the awarding of the same.

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> | R1, R2, R3 | 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> | R1, R2, R3 | 17,00 | 0,68 |
| <p>TUTORIALS: Individual or small group meetings to personalize any aspect of the teaching-learning process</p> <p>M6</p> | R1, R2, R3 | 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> | R1, R2, R3 | 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 | R1, R2, R3 | 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 | R1, R2, R3 | 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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