



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412018 **Name:** Pathology and intervention in specific disorders of language development

**Credits:** 6,00 **ECTS Year:** 4 **Semester:** 2

**Module:** Mention in Specific Educational Needs and Attention to Diversity

**Subject Matter:** Specific Educational Needs and Attention to the Diversity **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

**Lecturer/-s:**



## Module organization

### Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specific Educational Needs and Attention to the Diversity	42,00	Design and assessment of programmes and plans of socio-educational action	6,00	This elective is not offered in the academic year 24/25
		Developmental and educational aspects of students with hearing impairments	6,00	4/2
		Developmental and educational aspects of students with visual impairments and motor impairments	6,00	4/2
		Educational intervention for problems of social maladjustment	6,00	This elective is not offered in the academic year 24/25
		Educational intervention in specific learning difficulties	6,00	3/1
		Educational intervention in students with intellectual disabilities and on the autism spectrum	6,00	3/2
		Pathology and intervention in specific disorders of language development	6,00	4/2



## Recommended knowledge

No prerequisites are required

## 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 The student knows and identifies the different speech and language pathologies, as well as their differential characteristics.
- R2 The student relates the pathologies of language development with their possible consequences in learning and social integration.
- R3 The student knows the strategies, techniques and resources for the detection and evaluation of speech and language disorders.
- R4 The student knows and identifies the main disorders of language development, as well as differential characteristics.
- R5 The student knows and applies strategies, techniques and resources for the prevention of language disorders and their educational support in the classroom.



## 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
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.				X
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			X	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.			X	

SPECIFIC		Weighting			
		1	2	3	4
EPT1	To know the characteristics of students with developmental and sensory disorders and learning difficulties, and to understand the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of students with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT3	Respect for the personal and cultural differences of students with specific needs and other members of the educational community.			X	
EPT4	Ability to critically analyze the conceptions of education derived from scientific research.			X	
EPT9	Ability to prepare, select and construct didactic materials and apply them in the specific frameworks of the different disciplines.				X



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EPT10 To know how to adequately use technological aids in teaching-learning activities, as well as technical resources that facilitate access to information and communication.									X
EPT12 Ability to carry out educational support activities within the framework of inclusive education.									X
EPT18 To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.									X
EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of students with specific needs.									X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4, R5	20,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R5	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R4, R5	10,00%	Non-final written exams: individual or group directed work.

### Observations

The evaluation includes several well differentiated instruments. The final grade will be the weighted average of the results obtained in each of them, provided that the written test has been passed with a minimum grade of 5. This written test consists of a section with between 30 -40 multiple choice questions and the development of a case.

In order to pass the course, it is necessary to demonstrate in all oral and written productions an advanced level of linguistic proficiency, so as to achieve at the end of the degree the C1 level, as required by the official Memory of the degree. Therefore, each spelling mistake will be, consequently, penalized in papers and exams with 0.50 points. Three missing accents will be equivalent to one spelling mistake.

Failure to comply with the rules and deadlines established for the completion of academic activities may invalidate the grade of the same.

Single evaluation: Exceptionally, this evaluation system may be applied to those students who, in a justified and accredited way, cannot submit to the students who, in a justified and accredited way, cannot submit to the continuous evaluation system and request it to their professor within the first month of each semester. In this case, they will be evaluated in the following way: written test, delivery of activities, participation in the forum and oral presentation. The Dean's Office of the Faculty will decide on the admission of the student's request for a single evaluation of the student



## CRITERIA FOR THE AWARDING OF HONOURS:

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 9 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 MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3, R4, R5	27,00	1,08
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3, M5, M10	R1, R2, R3, R4, R5	11,00	0,44
Supervised monographic sessions with shared participation M3, M5	R1, R2, R3, R4, R5	6,50	0,26
Presentation in plenary. Application of interdisciplinary knowledge M2, M3, M5	R1, R2, R3, R4, R5	5,00	0,20
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M3, M5, M7, M8	R1, R2, R3, R4, R5	8,00	0,32
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M3	R1, R2, R3, R4, R5	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M5, M8	R1, R2, R3, R4, R5	36,00	1,44
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M3, M6, M7, M10	R1, R2, R3, R4, R5	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Topic 1	Introduction to Language Pathologies. Definition and classification criteria.1.1. Classification models. International Classification of Functioning, Disability and Health.1.2. Basic dichotomies used in the classification of language disorders.
Topic 2	2. Three-level intervention: model for intervention in disorders affecting language acquisition.disorders affecting language acquisition.2.1 Reinforced language stimulation2.2 Language restructuring2.3 Oral language substitution. Communicationaugmentative
Topic 3	3. Phonological disorders3.1 Description and characteristics.3.2 Assessment and intervention criteria
Topic 4	4. Language Disorder4.1 Description and characteristics.4.2 Criteria for evaluation and intervention.
Topic 5	5. Speech fluency disorders and voice disorders.5.1 Childhood-onset fluency disorder. Stuttering. Description and characteristics. Criteria for evaluation and intervention.5.2 Childhood dysphonia. Description and characteristics. Prevention of infantile dysphonia in the classroom.
Topic 6	6. Language disorders associated with neurological deficits or organic malformations.6.1. Dysglossia. Description and characteristics. Evaluation and intervention criteria.6.2. Dysarthria. Description and characteristics. Evaluation and intervention criteria.



## Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1	3,00	6,00
Topic 2	4,00	8,00
Topic 3	4,00	8,00
Topic 4	5,00	10,00
Topic 5	7,00	14,00
Topic 6	7,00	14,00



## References

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- Fernández, A. (2005). *Guía de intervención logopédica en tartamudez infantil*. Síntesis
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- Juárez, A. & Monfort, M. (2002). *Estimulación del lenguaje oral*. Entha.
- Mariscal, S. & Gallo, P. (2014). *Adquisición del lenguaje*. Síntesis
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- Vila, J.M. (2009): *Guía de intervención logopédica en la disfonía infantil*. Síntesis.



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

Microsoft Teams

Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

Microsoft Teams

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: