



## 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:** Inclusive Education and Socio-Community Development

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

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

### Lecturer/-s:

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## 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 25/26
		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 25/26
		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



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

#### Observations

Note 1. The final written exam will be conducted as follows:

- 40 multiple-choice questions with 3 answer options, applying the n-1 criterion
- A practical case study.

Note 2. Honours will be awarded to students who obtain a grade of 9, provided that the result is the consequence of excellent academic performance combined with effort and interest in the subject. And, in accordance with the general regulations which state that honours can only be awarded to one in every 20 students, not to fractions of 20, with the exception of groups of less than 20 students in total, in which case honours may be awarded.

Note 3. In order to add the rest of the percentages, it is essential to pass the final written test.

Note 4: Single assessment:

Exceptionally, students who are unable to undergo continuous assessment because they have not attended at least 75% of the classes may opt for this assessment system.

In this case, they will be assessed as follows:

1. An exam consisting of two parts, the first part consisting of multiple-choice or essay questions on the content of the syllabus and the second part consisting of a practical case study.
2. Activities set by the teacher.

The exam will account for 75% of the final mark. Learning outcomes assessed: R1, R2, R3, R4, R5.

The activities/assignments will account for 25% of the final mark. Learning outcomes assessed:



R1, R2, R3, R4, R5.

NOTE 5: Use of Artificial Intelligence:

The use of AI is permitted for:

- Study support (generating alternative explanations, concept maps or self-assessment exercises)
- Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

- Completing assessable tasks, unless required in a specific activity and indicated by the teacher.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it has been used, which AI tool has been used and for what purpose.

## 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

### Referencias bibliográficas

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