



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162081 **Name:** Disorders not Specific of Language Development

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

Module: Qualifying Mention in hearing and speech

Subject Matter: Developmental language disorders **Type:** Elective

Field of knowledge: Social and legal sciences

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OAL3O16 Beatriz Calabuig Sanfeliu (**Responsible Lecturer**)

beatriz.calabuig@ucv.es

OALEXT Beatriz Calabuig Sanfeliu (**Responsible Lecturer**)

beatriz.calabuig@ucv.es



Module organization

Qualifying Mention in hearing and speech

| Subject Matter | ECTS | Subject | ECTS | Year/semester |
|---|-------|--|------|---------------|
| Assessment and diagnosis | 6,00 | Evaluation and Diagnosis of Language and Speech | 6,00 | 3, 4/1 |
| Developmental language disorders | 12,00 | Disorders not Specific of Language Development | 6,00 | 4/2 |
| | | Specific Disorders of Language Development | 6,00 | 3, 4/2 |
| Educational intervention in developmental disorders | 12,00 | Speech and Language Therapy Intervention in Disorders not Specific of Language Development | 6,00 | 4/2 |
| | | Speech and Language Therapy Intervention in Specific Disorders of Language Development | 6,00 | 4/2 |

Recommended knowledge

None



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 Explain the characteristics of students with sensory, cognitive, motor, or environmental conditions that condition difficulties in the development of the native language
- R2 Explain the characteristics in language development that arise from the aforementioned conditions
- R3 Explain what educational support needs may arise during their education



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 |
| CG3 | Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum. | | | X | |
| CG6 | Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life. | | | | X |
| CG10 | Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students. | | | | X |
| CG11 | Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment. | | | | X |
| CG12 | Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions. | | | X | |
| SPECIFIC | | Weighting | | | |
| | | 1 | 2 | 3 | 4 |
| EAL2 | Be able to analyse the areas susceptible to educational support, evaluate them with objective criteria and write professional reports to contribute the specialist's vision to the educational framework in which the collaborative action with the rest of the educators is developed. | | | | X |



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| | | | |
|------|---|--|---|
| EAL3 | To know the differential characteristics of pupils with special educational needs in the area of language and communication, both specific language disorders and those derived from other physiological, cognitive or social conditions. | | x |
| EAL4 | Analyse the type of strategies, methodologies and procedures appropriate to the personal and social constraints of the learner: child-centred or environment-centred. | | x |
| EAL6 | To understand one's own action in terms of collaboration with the other agents involved with the pupils in order to apply the appropriate strategies in the educational framework. | | x |



Assessment system for the acquisition of competencies and grading system

In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|---|
| R1, R2, R3 | 10,00% | Solution of practical cases: Execution tests, real and/or simulated tasks. |
| R1, R2, R3 | 20,00% | Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works). |
| R1, R2, R3 | 10,00% | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios. |
| R1, R2, R3 | 10,00% | Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors). |
| R1, R2, R3 | 40,00% | Written tests: Objective tests with short and extended responses. |
| R1, R2, R3 | 10,00% | Projects. Development and/or design works. |

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 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. Criteria for the awarding of Honor Grades: After obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement combined with an effort and interest in the subject.



Online teaching

| Assessed learning outcomes | Granted percentage | Assessment method |
|----------------------------|--------------------|--|
| R1, R2, R3 | 50,00% | Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development |
| R1, R2, R3 | 10,00% | Solution of practical cases: Performance tests of real and/or simulated tasks. |
| R1, R2, R3 | 20,00% | Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos) |
| R1, R2, R3 | 10,00% | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios. |
| R1, R2, R3 | 10,00% | Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors). |
| | 0,00% | Projects. Development and/or design works. |

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 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. Criteria for the awarding of Honor Grades: After obtaining a 9 and provided that the result obtained is the result of an excellent academic achievement combined with an effort and interest in the subject.



CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

Learning activities

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

| | |
|-----|--------------------------------|
| M1 | Participatory Master Class |
| M2 | Case Study |
| M4 | Learning Contracts |
| M5 | Seminar Work |
| M6 | Problem-based Learning |
| M7 | Cooperative/Collaborative Work |
| M9 | Group and Individual Tutoring |
| M10 | Individual Tutoring |
| M11 | Participatory Master Class |
| M12 | Case Study |
| M13 | Seminar Work |
| M16 | Learning Contracts |



- M17 Problem-based Learning
- M18 Cooperative/Collaborative Work
- M19 Individual Tutoring
- M20 Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|-------------------------------|-------------------|--------------|-------------|
| Group Work Presentation M7 | R1, R2, R3 | 5,00 | 0,20 |
| Theoretical Class M1 | R1, R2, R3 | 27,00 | 1,08 |
| Practical Class M2, M5, M7 | R1, R2, R3 | 11,00 | 0,44 |
| Seminar M5 | R1, R2, R3 | 6,50 | 0,26 |
| Tutoring M9, M10 | R1, R2, R3 | 8,00 | 0,32 |
| Evaluation M2, M5, M7 | R1, R2, R3 | 2,50 | 0,10 |
| TOTAL | | 60,00 | 2,40 |

LEARNING ACTIVITIES OF AUTONOMOUS WORK

| | LEARNING OUTCOMES | HOURS | ECTS |
|------------------------|-------------------|--------------|-------------|
| Group work M2, M7 | R1, R2, R3 | 36,00 | 1,44 |
| Individual work M10 | R1, R2, R3 | 54,00 | 2,16 |
| TOTAL | | 90,00 | 3,60 |



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Theoretical class (e-learning mode) M11 | R1, R2, R3 | 18,00 | 0,72 |
| Practical class (e-learning mode) M12, M13, M18 | R1, R2, R3 | 18,00 | 0,72 |
| Seminar (e-learning mode) M13 | R1, R2, R3 | 6,00 | 0,24 |
| Individual tutoring (e-learning mode) M19 | R1, R2, R3 | 15,00 | 0,60 |
| Evaluation (e-learning mode) M12, M13, M18 | R1, R2, R3 | 6,00 | 0,24 |
| TOTAL | | 63,00 | 2,52 |

ASYNCHRONOUS LEARNING ACTIVITIES

| | LEARNING OUTCOMES | HOURS | ECTS |
|--|-------------------|--------------|-------------|
| Individual work Activities (e-learning mode) M12, M19 | R1, R2, R3 | 54,00 | 2,16 |
| Group Work (e-learning mode) M12, M13, M18, M20 | R1, R2, R3 | 6,00 | 0,24 |
| Discussion Forums (e-learning mode) M12, M17 | R1, R2, R3 | 7,50 | 0,30 |
| Asynchronous Tutoring (e-learning mode) M19, M20 | R1, R2, R3 | 19,50 | 0,78 |
| TOTAL | | 87,00 | 3,48 |



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

| Content block | Contents |
|---------------|---|
| Topic 1 | 1. Scope of action of the teacher in Hearing and Speech Therapy |
| Topic 2 | 2. Difficulties in the communicative and linguistic development associated with intellectual disability. |
| Topic 3 | 3. Difficulties in communicative and linguistic development associated with sensory impairment: hearing impairment. |
| Topic 4 | 4. Difficulties in linguistic development associated with Attention Deficit Disorder. |
| Topic 5 | 5. Difficulties in communicative and linguistic development associated with motor impairment: dysarthria |
| Topic 6 | Communicative and linguistic developmental difficulties associated with autism spectrum disorder. |
| Topic 7 | 7. Communicative and linguistic developmental difficulties associated with dysglossia. |
| Topic 8 | Voice and communication difficulties associated with dysphonia. |



Temporary organization of learning:

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



References

Alegre, J.R & Pérez; M. (2008). Guía práctica de los trastornos del lenguaje. Descripción e intervención. Lebon. De las Heras, G. & Rodríguez, L. (2015). Guía de intervención logopédica en las dislalias. Síntesis. Fernández, A. (2005). Guía de intervención logopédica en tartamudez infantil. Síntesis. Fernández, A. (2008) Tratamiento de la tartamudez: Programa de intervención para profesionales y padres. Elsevier Masson. Gracia, M. & Sánchez-Cano, M. (2022). Competencia Comunicativa Oral. Giunti Eos. Juárez, A. & Monfort, M. (2002). Estimulación del lenguaje oral. Entha. Barrachina, L.L., Aguado, G., Cardona, M^a C. & Sanz-Torrent, M. (2014). El trastorno específico del lenguaje: diagnóstico e intervención. UOC. Mariscal, S. & Gallo, P. (2014). Adquisición del lenguaje. Síntesis. Martín-Aragoneses, M. & López-Higes, R. (Coord.), (2016). Claves de la Logopedia en el siglo XXI. Uned. Melle, N. (2008): Guía de intervención logopédica en la disartria. Síntesis. Mendoza, E. (2017). Trastorno Específico del Lenguaje (TEL). Avances en el estudio de un trastorno invisible. Pirámide. Monfort, M. & Juárez, A. (2013). El niño que habla. CEPE. Paniagua, J. Susanibar, F., Murciego, P., Giménez, P. & García, R. (2019) Disfagia. De la Evidencia a la Práctica Clínica. Editorial EOS. Peña-Casanova, J. (2013). Manual de Logopedia. Masson. Puyuelo, M., Rondal, J.A. & Wiig, E. (2005). Evaluación del Lenguaje. Masson. Organización Mundial de la Salud (2001). Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud (CIF). OMS. Susanibar, F., Marchesan, I., Parra, D. & Dioses, A. (2014). Tratado de Evaluación de Motricidad Orofacial y áreas afines. Editorial Eos. 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:



ONLINE 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: