



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

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

**Code:** 1162018 **Name:** Pathology and Intervention in specific language development disorders

**Credits:** 6,00 **ECTS Year:** 0, 3, 4 **Semester:** 2

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

**Subject Matter:** Pathology and intervention in specific language development disorders **Type:**

Elective

**Field of knowledge:** Social and legal sciences

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

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

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

**Lecturer/-s:**

CAOGD	<u>Raquel Ibañez Martínez</u> ( <b>Responsible Lecturer</b> )	raquel.ibanez@ucv.es
OPT5A16	<u>Lucia Alonso Larza</u> ( <b>Responsible Lecturer</b> )	lucia.alonso@ucv.es
OPT5O16	<u>Susana Tébar Yébana</u> ( <b>Responsible Lecturer</b> )	susana.tebar@ucv.es
OPT5Z16	<u>Carolina Raheb Vidal</u> ( <b>Responsible Lecturer</b> )	carolina.raheb@ucv.es
OPTEXTAL	<u>Carolina Raheb Vidal</u> ( <b>Responsible Lecturer</b> )	carolina.raheb@ucv.es
OPTEXTG	<u>Lucia Alonso Larza</u> ( <b>Responsible Lecturer</b> )	lucia.alonso@ucv.es
OPTEXTOI	<u>Susana Tébar Yébana</u> ( <b>Responsible Lecturer</b> )	susana.tebar@ucv.es



## Module organization

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

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 3, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 25/26



Educational  
intervention on  
problems of social  
maladjustment

6,00

Educational intervention  
in problems of social  
maladjustment

6,00

This elective is not  
offered in the  
academic year  
25/26

## Recommended knowledge

No prerequisites

## 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 main language developmental disorders, as well as differential characteristics
- R2 The student knows strategies, techniques, and resources for the prevention and intervention of speech and language disorders
- R3 The student designs and implements intervention programs for children with speech and language disorders within the school framework



## 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):

BASIC		Weighting			
		1	2	3	4
CB2	That students will know how to apply their knowledge to their work or vocation in a professional manner and possess the competencies that are usually demonstrated through the development and defense of arguments and problem-solving within their area of study.				X
CB4	That students will be able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.		X		

GENERAL		Weighting			
		1	2	3	4
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			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	

SPECIFIC		Weighting			
		1	2	3	4
EPT1	Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT4	Ability to critically analyse conceptions of education derived from scientific research.			X	



## Year 2025/2026

EPT6 Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.

**X**

EPT7 Ability to develop strategies to avoid exclusion and discrimination of the learner.

**X**

EPT9 Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.

**X**

EPT10 Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.

**X**

EPT12 Ability to carry out educational support activities within the framework of inclusive education.

**X**

EPT15 Knowing how to develop the relationship and communication skills of pupils with specific needs with their peer group and the adults in their environment.

**X**

EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.

**X**

EPT21 To raise the commitment to optimise the academic performance of pupils with special needs and their progress in school within the framework of a comprehensive education.

**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	20,00%	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.
	0,00%	Projects. Development and/or design works.

### 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.

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 case study.



## 2. Activities set by the teacher.

The exam will be worth 75% of the final mark. Learning outcomes assessed: R1, R2, R3.

The activities/assignments will be worth 25%. Learning outcomes assessed: R1, R2, R3.

### 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:

- Performing 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.

## Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	40,00%	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).
R1, R2, R3	10,00%	Projects. Development and/or design works.

## Observations

The assessment includes several distinct instruments. At the end of the course, students will take an exam consisting of an objective test, made up of a series of theoretical-practical questions with three alternatives, only one of which is correct.



The final grade will be the weighted average of the results obtained in each of the assessment tools, provided that the exam has been passed with a minimum grade of 5. Failure to comply with the rules and deadlines established for the completion of academic activities may invalidate the grade for those activities.

Single assessment: Exceptionally, students who, for justified and accredited reasons, are unable to undergo the continuous assessment system and request this from their teacher within the first month of each semester may opt for this assessment system. In this case, they will be assessed as follows: written test, submission of activities and oral presentation. The Dean of the Faculty will decide on the admission of the student's request for a single assessment.

Criteria for awarding Honours: Honours, as a sign of academic excellence, will be awarded to students who, in addition to obtaining a grade of more than 9 in the criteria described above, and provided that the result obtained is the consequence of excellent academic achievement combined with effort and interest in the subject, are considered by the teacher to be deserving of such distinction.

NOTE: 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	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
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
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 M2, M7	R1, R2, R3	5,00	0,20
Theoretical Class M1	R1, R2, R3	27,00	1,08
Practical Class M2, M7	R2, R3	11,00	0,44
Seminar M5	R1, R2	6,50	0,26
Tutoring M9, M10	R1, R2, R3	8,00	0,32
Evaluation M2, M7	R1, R2, R3	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 work M2, M7, M9	R2, R3	36,00	1,44
Individual work M2, M10	R1, R3	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3	25,00	1,00
Practical class (e-learning mode) M12, M13, M18	R2, R3	10,00	0,40
Seminar (e-learning mode) M13	R1, R2	5,00	0,20
Individual tutoring (e-learning mode) M19	R1, R2, R3	15,00	0,60
Evaluation (e-learning mode) M12, M18	R1, R2, R3	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M19	R1, R2, R3	60,00	2,40
Group Work (e-learning mode) M12, M18, M20	R1, R2, R3	5,00	0,20
Discussion Forums (e-learning mode) M12, M18	R3	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3	22,50	0,90
<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
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.
2. Three-level intervention: model for intervention in disorders affecting language acquisition. disorders affecting language acquisition.	2.1 Reinforced language stimulation 2.2 Language restructuring 2.3 Oral language substitution. Communication augmentative
3. Phonological disorders	3.1 Description and characteristics. 3.2 Assessment and intervention criteria
4. Language Disorder	4.1 Description and characteristics. 4.2 Criteria for evaluation and intervention.
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.
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
1. Introduction to Language Pathologies. Definition and classification criteria.	3,00	6,00
2. Three-level intervention: model for intervention in disorders affecting language acquisition. disorders affecting language acquisition.	4,00	8,00
3. Phonological disorders	4,00	8,00
4. Language Disorder	5,00	10,00
5. Speech fluency disorders and voice disorders.	7,00	14,00
6. Language disorders associated with neurological deficits or organic malformations.	7,00	14,00



## References

- Alegre, J.R & Pérez; M. (2008). *Guía práctica de los trastornos del lenguaje. Descripción e intervención*. Lebrón.
- Barrachina, L.L., Aguado, G., Cardona, M<sup>a</sup> C. & Sanz-Torrent, M. (2014). *El trastorno específico del lenguaje: diagnóstico e intervención*. UOC.
- 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.
- 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.