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, 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: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

OPT5A16	Lucía Alonso Larza **(Responsible Lecturer)**	lucia.alonso@ucv.es
OPT5O16	Claudia Tatiana Escorcia Mora **(Responsible Lecturer)**	claudia.escorcia@ucv.es
OPT5Z16	Carolina Raheb Vidal **(Responsible Lecturer)**	carolina.raheb@ucv.es
OPTEXTAL	Carolina Raheb Vidal **(Responsible Lecturer)**	carolina.raheb@ucv.es
OPTEXTG(	Lucía Alonso Larza **(Responsible Lecturer)**	lucia.alonso@ucv.es
OPTEXTO|	Claudia Tatiana Escorcia Mora **(Responsible Lecturer)**	claudia.escorcia@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	-	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, 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 23/24

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 23/24

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 coopoerative 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	

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
	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
	10,00%	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).
	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	20,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	40,00%	Written tests: Objective tests with short and extended responses.
	10,00%	Projects. Development and/or design works.

Observations

The evaluation includes several well differentiated instruments. At the end of the course, the student will take an exam consisting of an objective test (40%), consisting of a series of questions with three alternatives where only one is correct, as well as the solution of a practical case study (10%). 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 level C1 at the end of the degree, as required by the official degree report. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

The final grade will be the weighted average of the results obtained in each of the assessment instruments, provided that the exam has been passed with a minimum mark of 5.

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

CRITERIA FOR THE AWARDING OF HONOURS: The Matrícula de Honor, as a sign of academic

exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria described, is considered by the teacher to be deserving of such a distinction.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
	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)
	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	10,00%	Projects. Development and/or design works.

Observations

The evaluation includes several well differentiated instruments. At the end of the course, the student will take an exam consisting of an objective test (40%), consisting of a series of questions with three alternatives where only one is correct, as well as the solution of a practical case study (10%). 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 level C1 at the end of the degree, as required by the official degree report. Therefore, each spelling mistake will be penalised with 0.50 points in assignments and exams. Three missing accents will be equivalent to one spelling mistake.

The final grade will be the weighted average of the results obtained in each of the assessment instruments, provided that the exam has been passed with a minimum mark of 5.

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

CRITERIA FOR THE AWARDING OF HONOURS: The Matrícula de Honor, as a sign of academic exceptionality, will be awarded to the student who, in addition to obtaining a maximum grade in the above criteria described, is considered by the teacher to be deserving of such a distinction.

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
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
TOTAL		**60,00**	**2,40**

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
TOTAL		**90,00**	**3,60**

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
TOTAL		**60,00**	**2,40**

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
TOTAL		**90,00**	**3,60**

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 stimulation2.2 Language restructuring2.3 Oral language substitution. Communicationaugmentative
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.* Lebón.

Barrachina, L.L., Aguado, G., Cardona, Mª 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*. Sínteis.

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., Gimenéz, 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. MassonOrganización 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:

X	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:

X	Microsoft Teams
	Kaltura

Explanation about the practical sessions:

PI-02-F-16 ED. 00

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

ONSITE WORK

Regarding the Assessment Tools:

| X | 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:

| X |

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: