Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162075 **Name:** Speech and Language Therapy Intervention in Specific Disorders of

Language Development

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

Module: Qualifying Mention in hearing and speech

Subject Matter: Educational intervention in developmental 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:

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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

No prerequisites

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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   Propose resource adjustment plans and educational support planning for children with language development difficulties derived from sensory, cognitive, motor or environmental conditions

R2   Plan intervention focused on the student with language development difficulties derived from sensory, cognitive, motor or environmental conditions to compensate and stimulate aspects of language development at the linguistic, communicative, cognitive, and social levels

R3   Plan an educational intervention for these types of children focused on the school environment. Propose educational support measures applicable in the classroom by tutors and specialists. Propose measures aimed at the inclusion of these children

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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	
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
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			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 coopoerative 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**
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**
EAL5	Select and apply the appropriate intervention strategies in each case and at each evolutionary moment in order to favour the integration of students with specific support needs and their integral development.				**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**

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Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
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

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. 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 study. 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, assessment will be carried out 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 single assessment.

Criteria for awarding Honours: A grade of 9 or higher, provided that the result obtained is the consequence of excellent academic achievement combined with effort and interest in the subject.

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:

·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.

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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

M3   Project-based Learning

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
M15	Project-based Learning
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) M11	R1, R2, R3	54,00	2,16
Group Work (e-learning mode) M12, M18	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. Methodological considerations prior to the educational intervention in specific language disorders. 1.1. Explanatory models of language disorders and models of intervention. 1.2 Evaluation of the effectiveness of the intervention. 1.3 Methodologies of intervention in language disorders. Incidental/milieu teaching/ enhanced milieu teaching. Recasting. Functional exercises/formal exercises.
Topic 2	Intervention with families. 2.1 Family-centered practices and natural environments. 2.2 "It takes two to talk" program (Hanen center).
Topic 3	3. Intervention at the language levels: morphosyntactic level. 3.1. Approaches to intervention: implicit and explicit. 3.2. Procedures for targeting. 3.4 Intervention according to stages in the acquisition and use of morphosyntax. 3.5. Intervention on specific grammatical targets.
Topic 4	4. Intervention on language levels: lexicosemantic level 4.1 How to expand a child's vocabulary
Topic 5	5. Intervention in language levels: pragmatic level. 5.1 Intervention in primary pragmatic disorders. 5.2 General principles. 5.3 Characteristics of intervention in children with primary disorders: formal approach.
Topic 6	6. Intervention in phonetic-phonological disorders. 6.1 Dyslalias

Topic 7	7. Intervention in dysfluencies
	7.1 Family strategies
	7.2 Classroom strategies

Topic 8	8. Intervention of written language disorders
	8.1 Dyslexia
	8.2 Dysgraphia
	8.3 Dyscalculia

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	4,00	8,00
Topic 5	4,00	8,00
Topic 6	4,00	8,00
Topic 7	4,00	8,00
Topic 8	3,00	6,00

References

Alegre, J.R & Pérez; M. (2008). Guía práctica de los trastornos del lenguaje. Descripcióne intervención. Lebón.Barrachina, L.L., Aguado, G., Cardona, Mª C. & Sanz-Torrent, M. (2014). El trastornoespecífico del lenguaje: diagnóstico e intervención. UOC.Carrero Barril, F. J. (2025). Trastorno del espectro autista de grado 1: evaluación eintervenciónlogopédica. Universidad de Málaga.De las Heras, G. & Rodríguez, L. (2015). Guía de intervención logopédica en lasdislalias. Síntesis.Fernández, A. (2005). Guía de intervención logopédica en tartamudez infantil. SíntesisFernández, A. (2008) Tratamiento de la tartamudez: Programa de intervenciónpara profesionales y padres. ElsevierGallego López, C., & Lázaro López-Villaseñor, M. (Coords.). (2025). Trastornos deldesarrollo del lenguaje: especificidad y diversidad. Síntesis.Gracia, M.& Sánchez-Cano, M. (2022). Competencia Comunicativa Oral. Giunti EosJuárez, A. & Monfort, M. (2002). Estimulación del lenguaje oral. Entha.Mariscal, S. & Gallo, P. (2014). Adquisición del lenguaje. SíntesisMartín-Aragoneses, M. & López-Higes, R. (Coord.), (2016). Claves de la Logopedia en el sigloXXI. Uned.Melle, N. (2008): Guía de intervención logopédica en la disartria. SíntesisMendoza, E. (2017). Trastorno Específico del Lenguaje (TEL). Avances en el estudio deun trastorno invisible. Pirámide.Monfort, M. & Juárez, A. (2013). El niño que habla. CEPE.Palazón López, J. (2025). Intervenciones especializadas para la mejora de la lectura,la escritura, el lenguaje y el habla: De la evidencia científica a la práctica profesional. Pirámide.Paniagua, J. Susanibar, F., Murciego, P., Gimenéz, P. & García, R. (2019) Disfagía. De laEvidencia a la Práctica Clínica. EOSPeña-Casanova, J. (2013). Manual de Logopedia. Masson.Pérez Sánchez, M. Á., & García Sevilla, J. (2024?). Intervención neuropsicológica enlos trastornos adquiridos del lenguaje. Espacio Logopédico.Puyuelo, M., Rondal, J.A. & Wiig, E. (2005). Evaluación del Lenguaje. MassonSalgado Mingo, C. (2022). Evaluación e intervención en lenguaje escrito. Centro deEstudios Financieros.Organización Mundial de la Salud (2001). Clasificación Internacional del Funcionamiento, de laDiscapacidad y de la Salud (CIF). OMS.Susanibar, F., Marchesan, I., Parra, D. & Dioses, A. (2014). Tratado de Evaluaciónde Motricidad Orofacial y áreas afines. EosVila, J.M. (2009): Guía de intervención logopédica en la disfonía infantil. Síntesis.

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