



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: 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

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.

Single evaluation: Exceptionally, this evaluation system may be applied to those students who, in a justified and accredited way, cannot submit to the students who, in a justified and accredited way, cannot submit to the continuous evaluation system and request it to their professor within the



first month of each semester. In this case, they will be evaluated in the following way: written test, delivery of activities, participation in the forum and oral presentation. The Dean's Office of the Faculty will decide on the admission of the student's request for a single evaluation of the student.

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

Observaciones

La **evaluación** incluye varios instrumentos bien diferenciados. La calificación final será la media ponderada de los resultados obtenidos en cada uno de ellos, siempre que se haya superado la prueba escrita con un 5 como nota mínima. Esta prueba escrita consta de un apartado con 30-40 preguntas de selección múltiple y el desarrollo de un caso.

El incumplimiento de las normas y plazos establecidos para la realización de las actividades académicas podrá invalidar la nota de las mismas. Evaluación única: De forma excepcional podrán optar a este sistema de evaluación aquellos alumnos que, de forma justificada y acreditada, no puedan someterse al sistema de evaluación continua y lo soliciten dentro del primer mes de cada semestre a su profesor. En dicho caso, se evaluará de la siguiente manera:



prueba escrita , entrega de actividades y exposición oral. El decanato de la Facultad decidirá sobre la admisión de la petición de evaluación única del alumno. Criterio de concesión de las Matrículas de Honor: A partir de la obtención de un 9 y siempre que el resultado obtenido sea consecuencia de un excelente aprovechamiento académico unido a un esfuerzo e interés por la materia.

NOTA: Uso de Inteligencia Artificial: Se permite el uso de la IA para:

- Apoyo al estudio (generar explicaciones alternativas, mapas conceptuales o ejercicios de autoevaluación)
- Recibir retroalimentación sobre la claridad o coherencia de un texto propio.

No se permite el uso de la IA para:

- La realización de tareas evaluables, salvo que se requiera en alguna actividad en concreto y el profesor así lo indique. En caso de usar la IA en alguna de las actividades bajo las condiciones permitidas , se deberá citar en qué parte de la actividad ha sido utilizada, qué herramienta de IA se ha usado y para qué .

CRITERIOS PARA LA CONCESIÓN DE MATRÍCULA DE HONOR:

De conformidad con la normativa reguladora de la evaluación y la calificación de la asignatura vigente en la UCV, la mención de "Matrícula de Honor" podrá ser otorgada a los alumnos que hayan obtenido una calificación igual o superior a 9.0. El número de "Matrículas de Honor" no podrá exceder del cinco por ciento de los alumnos matriculados en el grupo en el correspondiente curso académico, salvo que el número de alumnos matriculados sea inferior a 20, en cuyo caso se podrá conceder una sola "Matrícula de Honor". De forma excepcional, se podrá asignar las matrículas de honor entre los diferentes grupos de una misma asignatura de manera global. No obstante, el número total de matrículas de honor a conceder será el mismo que si se asignaran por grupo, pero pudiéndose éstas, repartirse entre todos los alumnos en función de un criterio común, sin importar el grupo al que pertenece. Los criterios de concesión de "Matrícula de Honor" se realizará según los criterios estipulados por el profesor responsable de la asignatura detallado en el apartado de "Observaciones" del sistema de evaluación de la guía docente.

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
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



Universidad
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Course guide

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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.