Universidad **Católica de Valencia** San Vicente Mártir

Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162076 **Name:** Speech and Language Therapy Intervention in Disorders not Specific 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
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				x
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

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		Weighting			
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
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 thestudents who, in a justified and accredited way, cannot submit to the continuous evaluation system and request it to their professor within the

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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	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 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 thestudents 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..

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

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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, M6, 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**

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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, M15, 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, M17, 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**

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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 speech-language speech therapy in non-specific language disorders.1.1. Purposes of the speech therapy intervention in the school environment.1.2. Steps in the intervention process: programming of objectives, content, activities.
Topic 2	3. Intervention in language and communication alterations associated with intellectual disability.
Topic 3	4. Intervention in language and communication disorders associated with sensory disability hearing impairment.
Topic 4	5. Intervention in language disorders associated with attention deficit disorder.
Topic 5	6. Intervention in language, speech and communication disorders communication associated with motor disability: dysarthria.
Topic 6	7. Intervention in language and communication disorders associated with autistic spectrum
Topic 7	2. Use of assistive systems: educational procedures, augmentative and alternative communication systems.
Topic 8	8. Intervention in language and communication disorders associated with dysglossia.
Topic 9	9. Implementation of dysphonia prevention programs.

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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	3,00	6,00
Topic 5	3,00	6,00
Topic 6	3,00	6,00
Topic 7	4,00	8,00
Topic 8	3,00	6,00
Topic 9	3,00	6,00

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References

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