



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162080 **Name:** Specific Disorders of Language Development

Credits: 6,00 **ECTS Year:** 3, 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:

OAL2O16 Claudia Tatiana Escorcía Mora **(Responsible Lecturer)**

claudia.escorcía@ucv.es

OALEXT Claudia Tatiana Escorcía Mora **(Responsible Lecturer)**

claudia.escorcía@ucv.es



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



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 current conception and historical evolution of Specific Language Impairment and other conditions that cause difficulties in the development of the native language
- R2 Explain the developmental, cognitive, social, linguistic, and communicative characteristics of children with Specific Language Impairment
- R3 Explain how language disorders influence a child's development in different areas throughout their school age and 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

**Year 2025/2026**

1162080 - Specific Disorders of Language Development

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. 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

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. 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
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
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.	Introduction. Specific developmental language disorders. Communication disorders.
Topic 2	Phonetic disorders and phonological disorders. Concept. Differential criteria. Factors involved. Relationship with other disorders and learning difficulties. Repercussions in the school context.
Topic 3:	Specific Language Disorder. Origins of Specific Language Disorder (SLD). Description and characteristics. Terminological issues. Onset of SLD: late speakers. Classification and subtypes. Language learning mechanisms in specific language disorder and their implications. Psycholinguistic markers. Relationship with other disorders and learning difficulties. Implications in the educational context.
Topic 4.	Social communication disorder (pragmatic) (SCT). Identification criteria. Differential diagnosis. The current debate about the disorder (SCT). Educational implications.
Topic 5.	Dysphemia. Concept and semiology. Diagnostic criteria. Development of stuttering. Incidence and prevalence. Factors involved in the genesis of stuttering. Etiology: explanatory theories. Implications in the educational context.
Topic 6.	Written language disorders: dyslexia, dysgraphia, dyscalculia.



Temporary organization of learning:

Block of content	Number of sessions	Hours
Topic 1.	5,00	10,00
Topic 2	5,00	10,00
Topic 3:	6,00	12,00
Topic 4.	5,00	10,00
Topic 5.	4,00	8,00
Topic 6.	5,00	10,00



References

Bibliografía básica:

- Fernández-Zúñiga, A. (2005). *Guía de intervención logopédica en tartamudez infantil*. Madrid: Síntesis.
- Mendoza, E. (2016). *Trastorno específico del lenguaje. Avances en el estudio de un trastorno invisible*. Madrid: Pirámide.
- Villegas, F. (2004). *Manual de logopedia. Evaluación e intervención de las dificultades fonológicas*. Madrid: Pirámide.
- Ygual, A., & Cervera, J.F. (2005). Dispraxia verbal: características clínicas y tratamiento logopédico. *Revista de Neurología*, 40, Supl.1, S121-S126.
- Ygual-Fernández, A., Cervera-Mérida, J., & Rosso, P. (2008). Utilidad del análisis fonológico en la terapia del lenguaje. *Revista de Neurología*, 46, Supl. 1, S97-S100.

Bibliografía complementaria:

- Acosta, V., & Moreno, A. (1999). *Dificultades del lenguaje en ambientes educativos*. Barcelona: Masson.
- Acosta, V., León, S., & Ramos V. (1998). *Dificultades del habla infantil: un enfoque clínico*. Málaga: Aljibe.
- Aguado, G. (1999). *Trastorno específico del lenguaje. Retraso del lenguaje y disfasia*. Málaga: Aljibe.
- Baixauli, I., Roselló, B., & Colomer, C. (2015). Relaciones entre trastornos del lenguaje y competencia socioemocional. *Revista de Neurología*, 60, Suplemento 1: 55-56.
- Bowen, C. (2015). *Children's speech sound disorders*. West Sussex: John Wiley & Sons.
- Cervera, J.F., & Ygual A. (2003). La intervención logopédica en los trastornos fonológicos desde el paradigma psicolingüístico del procesamiento de habla. *Revista de Neurología*, 36 (Sup 1): S39-S53.
- Cervera, J.F., & Ygual, A. (2002). Intervención educativa en los niños tartamudos: retos técnicos y compromiso ético para los especialistas en audición y lenguaje. *Edetania, estudios y propuestas de educación*, 9-35.
- Cervera-Mérida, J.F., Baixauli-Fortea, I., & Ygual-Fernández, A. (2011). Intervención logopédica en un caso de dispraxia verbal y trastorno por déficit de atención con hiperactividad. *Revista de Logopedia, Foniatría y Audiología*, 31(4): 203-218.
- Fernández-Zúñiga, A. (2008). *Tratamiento de la tartamudez: Programa de intervención para profesionales y padres*. Barcelona: Elsevier Masson.
- Fernández-Zúñiga, A., de León, M., & Gamba, S. (2011). Evaluación, intervención y evolución en un caso de tartamudez temprana. *Boletín de AELFA*, 11(2), 39-44.
- Gallego, J.L. (2001). *La tartamudez: guía para profesionales y padres*. Málaga: Aljibe.
- Irwin, A. (2006). *La tartamudez en los niños: Una ayuda práctica para los padres*. Bilbao: Mensajero.
- Leonard, L.B. (2014). *Children with Specific Language Impairment*. Cambridge: MIT Press.



- Mandy, W., Wang, A., Lee, I., & Skuse, D. (2017). Evaluating social (pragmatic) communication disorder. *Journal of Child Psychology and Psychiatry*, 58(10): 1166-1175.
- Monfort, I., & Monfort, M. (2010). La comprensión de preguntas: una dificultad específica en niños con trastornos pragmáticos de la comunicación y el lenguaje. *Revista de Neurología*, 50, Supl.3, 107-111.
- Monfort, I., & Monfort, M. (2013). Inferencias y comprensión verbal en niños con trastornos del desarrollo del lenguaje. *Revista de Neurología*, 56, Supl.1, 141-146.
- Monfort, M., & Juárez, A. (1993). *Los niños disfásicos*. Madrid: CEPE.
- Monfort, M., Juárez, A. & Monfort, I. (2004). *Niños con trastornos pragmáticos del lenguaje y la comunicación. Descripción e intervención*. Madrid: Entha Ediciones.
- Narbona, J., & Chevie-Muller, C. (2001). *El lenguaje del niño*. Barcelona: Masson.
- Norbury, C. (2014). Practitioner review: Social (pragmatic) communication disorder. Conceptualization, evidence and clinical implications. *Journal of Child Psychology and Psychiatry*, 55(3): 204-216.
- Rondal, J.A., & Puyuelo, M. (coord.). (2003). *Manual de desarrollo y alteraciones del lenguaje. Aspectos evolutivos y patología en el niño y el adulto*. Barcelona: Masson.
- Salgado, A. (2008). *Manual práctico de tartamudez*. Madrid: Síntesis.
- Swineford, L., Thurm, A., Baird, G., Wetherby, A., & Swedo, S. (2014). *Journal of Neurodevelopmental Disorders*, 6(1): 41.