VNIVERSITAT ID VALÈNCIA

# COURSE DATA

| Data Subject | |
|---|---|
| **Code** | 35288 |
| **Name** | Developmental Disorders |
| **Cycle** | Grade |
| **ECTS Credits** | 9.0 |
| **Academic year** | 2021 - 2022 |

| Study (s) | | | |
|---|---|---|---|
| **Degree** | **Center** | **Acad. year** | **Period** |
| 1203 - Degree in Speech Therapy | Faculty of Psychology and Speech Therapy | 2 | Annual |

| Subject-matter | | |
|---|---|---|
| **Degree** | **Subject-matter** | **Character** |
| 1203 - Degree in Speech Therapy | 15 - Development disorders | Obligatory |

| Coordination | |
|---|---|
| **Name** | **Department** |
| ROSELLO MIRANDA, MARIA BELEN | 305 - Developmental and Educational Psychology |
| YGUAL FERNANDEZ, DESAMPARADOS | 305 - Developmental and Educational Psychology |

# SUMMARY

Developmental Disorders is an obligatory course, annual, located on the second course in Speech Therapy degree with a teaching load of 9 ECTS credits and a theoretical and practical content.

An important part of work done by speech therapist carried out with children. To effect that, speech therapist needs to know the characteristics of developmental disorders involving alterations of language and communication. This course covers further this content.

Language acquisition is one of the achievements of the most important human development. The vast majority of children is done it without effort, without causing a specific instruction to do so. It is sufficient interaction between biological information and environment to produce this great milestone of development. But for some children is not the case and access to language can be difficult to achieve. When the acquisition of language fails to impact a child's life may be important, may be affected their cognitive development, social development, academic learning, and finally it can affect your future work and quality of life.

This course deals with the study of specific disorders of language development and those other developmental disorders that involve problems in communication and language. It provides information to students about the typology of these linguistic and communicative difficulties in each disorder, their neurobiological and cognitive basis, its impact on social interaction in learning other languages and academic achievement.
It will also examine assessment strategies specific language, as well as the research methodology used in studies of children with language disorders.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

Essential prerequisites: you must have good knowledge of developmental psychology and language acquisition.

Prerequisite recommended: recommended good knowledge of the basic training level, especially linguistics, neuropsychology of language and psychology of language.

## OUTCOMES

### 1203 - Degree in Speech Therapy

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

- Design, implement and evaluate actions to prevent communication and language disorders.

- Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

- Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.

- Understand and evaluate the scientific production underpinning the professional development of the speech therapist.

- Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.

- Explain and argue the treatment selected for each patient.

- Develop communication skills in the general population.

- Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.

- Be familiar with communication, language, speech, hearing, voice and non-verbal communication disorders.

- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

- Understand and critically evaluate the terminology and research methodology of speech therapy.

- Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

- Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.

- Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.

- Promote the culture of peace, democratic values and sustainability.

- Know the developmental disorders of communication and language.

## LEARNING OUTCOMES

Diagnose the different cases of specific disorders in language development (TEL). Diagnose communication disorders associated with mental retardation associated phenotypes to identify mental retardation evaluate and diagnose cases of Pervasive Development Disorders evaluate and diagnose cases of attention deficit disorder and disruptive behavior evaluate and diagnose cases of developmental disorders of coordination or nonverbal learning disorder. Evaluate and diagnose cases of cerebral palsy

## DESCRIPTION OF CONTENTS

## 1. Development Language disorders: Introduction.

Development Language Disorders. Epidemiology. Semiology. Neurobiological basis, linguistic and cognitive skills.

## 2. Specific language disorders

Communication disorders.

Specific language impairment (SLI). Conceptual evolution. Diagnostic criteria. Heterogeneity in children with SLI. Typology and empirical clinical semiology. Grammatical deficits. Lexical deficits. Pragmatic deficits. Narratives deficits.

Pragmatic language disorders or social communication disorder: subtypes.

Late language emergence. Features. Evolution and risk factors.

Language development disorders associated with bilingualism.

Learning disabilities in children with SLI. Evolution

## 3. Attention deficit disorder with hyperactivity (ADHD)

Attention deficit disorder with hyperactivity (ADHD)

Prevalence. Diagnostic criteria. Subtypes characterization. Causal factors. Interactive explanatory models.

Features in communication and language development.

Prevalence of communication disorders in children with ADHD.

The beginning of language development.

Language and regulatory function in children with ADHD.

Difficulties in speech processing.

Morphosyntactic difficulties.

Pragmatic difficulties, Narratives difficulties.

Implications for school learning.

Implications of social relations.

Developments in the life span.

## 4. Autism Spectrum Disorders

Autism Spectrum Disorders (ASD)

Definition, conceptual evolution, basic symptoms, the DSM V classification. Explanatory theories.

The early development.

difficulties in pre-linguistic skills.

Difficulties with speech, language and communication.

Articulation and prosody.

Semantic

Syntax

Pragmatic

Specific assessment instruments.

## 5. Children with mental retardation

Children with Intellectual Disability.
 Concept, etiology and assessment dimensions.
 Heterogeneity of alterations in the development of communication and language in mental retardation.

Variables that determine the difficulties in language acquisition.
Cognitive variables
Pathognomonic and syndromic profile.
Personal differences (physical, neuropsychological features, etc.).
Social or environmental influence.

## 6. Cerebral palsy

Cerebral Palsy.
 Concept, incidence and etiology.
 Manifestations of early childhood brain damage.
 Associated Disorders.
 Language problems in cerebral palsy.
Motor problems of expression depending on the type of cerebral palsy.
The development of language.
Protocol of evaluation.

## 7. Procedural disorder or nonverbal learning disorder.

Concept. Cognitive-behavioral characteristics and neuropsychological: motor area, social and emotional area, visuospatial functions, deficits in memory and processing speed. Alterations in communicative language development. Impact on school learning verbal.

## WORKLOAD

| ACTIVITY | Hours | % To be attended |
|---|---|---|
| Theory classes | 60,00 | 100 |
| Classroom practices | 30,00 | 100 |
| Attendance at events and external activities | 5,00 | 0 |
| Development of group work | 20,00 | 0 |
| Development of individual work | 25,00 | 0 |
| Study and independent work | 30,00 | 0 |
| Readings supplementary material | 20,00 | 0 |
| Preparation of evaluation activities | 15,00 | 0 |
| Resolution of case studies | 20,00 | 0 |
| TOTAL | 225,00 | |

## TEACHING METHODOLOGY

The teaching-learning methodology to be used throughout the course depends on the type of content that works in every moment, theoretical, practical.

Lectures:

The process of teaching and learning of the theoretical contents will be:

- For each topic there will be an advance preparation by students outside the classroom through materials provided by the teacher or the student selected from a literature search guided by the teacher.

- Subsequently, the teacher will explain the basics of the subject and treated the doubts of the previous reading of the material through a narrative approach that encourages student's curiosity about the new information presented.

- Upon submission of the subject, conducted a series of activities both inside and outside the classroom individually or in groups, reinforce understanding.

Practical classes:

With regard to the practical content of the course, the student's work will focus on the following aspects:

- For each thematic area will be made at least one practical work in the classroom in cooperative learning groups to consolidate and apply knowledge in a practical way.

# EVALUATION

**The overall subject assessment** *will consist in a combination of the following two parts:*

-The written test: The written test score will be the 70% of the final grade/mark (7 points). It will assess the practical and theoretical contents trough 30 multiple choice questions which will add up to 3 points at most for the final grade/mark and 4 brief essay questions which will add up to 1 point at most each.

-The written practicum reports: The presentation as a single written report of the practicum works will be compulsory and may not be retaken, adding up to 30% for the final grade/mark

(3 points).

*The minimum passingmark/grade of the subject* at first and second assessment/sitting will be as follows:

-Reach at least a 50% mark/grade in the written test (3.5 points) and reach at least a 50% grade/mark of the maximum mark/grade for the practicum report (1.5 points).

**GRADING SCHEME**

*Grades shall be subject to the provisions of the University of Valencia Regulations on Marks (ACGUV 12/2004).*

(*http://www.uv.es/graus/normatives/Reglament_qualificacions.pdf*)

*According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:*

- *From 0 to 4.9: fail.*

- *From 5 to 6.9: pass.*

- *From 7 to 8.9: good.*

- *From 9 to 10: excellent or excellent with distinction.*

*The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for each element are met.*

*Subject records will include the mark obtained at the <u>first evaluation</u> according to the following rules:*

- *If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.*

- *If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.*

- *If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.*

*For the <u>second evaluattion,</u> the following rules shall apply:*

- *The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.*

- *If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.*

- *If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.*

- *If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.*

*If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as FAIL. The elements will be added and: a) if the result is less than 5, the subject will be given that mark; b) if the result is more than 5, the subject will be given a mark of 4.0.*

## REFERENCES

### Basic

- Alcantud Marín, F. (2015) Trastornos del espectro autista: detección, diagnóstico e intervención temprana. Ediciones Pirámide

- Andreu, Ll., Aguado, G., Cardona, C. y Sanz-Torrent, M. (2013) El trastorno específico del lenguaje. Diagnóstico e intervención.  Barcelona: UOC.

- Puyuelo, M., Póo,P., Basil, C. y Le Métayer, M. (1996) Logopedia en la parálisis cerebral. Diagnóstico y tratamiento. Barcelona: Masson.

- Rondal, J.A. (2003) Retrasos mentales. En Puyuelo, M. y Rondal, J.A. Manual de desarrollo y alteraciones del lenguaje. Pp133-187. Barcelona: Masson.

- Ygual Fernández, A. (2011) Intervención en el lenguaje y la comunicación de los niños con TDAH. En: Manual práctico de TDAH. Miranda, A. (coord.)(Pp 73  90) Madrid.  Ed. Síntesis.

## Additional

- Brun, C.; Conesa,M.I.; Torres, M. J. (2001). Retraso mental de base genética: Características de lenguaje. Rev Log Fon Audiol 2: 81-85.

- Colomé, R., Sans, A. López Sala, A. & Boix, C. (2009) Trastorno de aprendizaje no verbal: características cognitivo conductuales y aspectos neuropsicológicos. Rev Neurol  48 (Supl 2): S77 S81.

- Martos, J. y Pérez, M. (coords.) (2002). Autismo. Un enfoque orientado a la formación en Logopedia. Valencia: NauLLibres.

-  Mendoza, E. (2016). Trastorno Específico del Lenguaje. Ediciones Pirámide.

-   Riviere, A (2001). Autismo. Editorial Trotta, S.A.

- Ygual Fernández, A y  Miranda Casas, A. (2004) Dificultades en el relato en los niños con Déficit de Atención con Hiperactividad. Arbor (CSIC) 697, 189-203.

# ADDENDUM COVID-19

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

## 1. CONTENTS
The contents initially included in the teaching guide are maintained.

## 2. WORKLOAD AND TIME PLANNING OF TEACHING
The teaching guide of the subject, at an annual level, provided 60 hours of classroom theory and 30 hours of classroom practice (30 h group 1 and 30 h group 2) throughout the year. The following changes are made in accordance with health and university regulations:

-The 60 hours of face-to-face theory classes are changed to 60 hours of online synchronous theory classes.
-The 30 hours of practical classes are now 30 hours in attendance, taking into account the safety measures established in the health and university regulations (masks, etc.).

Finally, if the circumstances make it necessary, according to the health and university regulations of the moment, the teaching of the practical classes of the subject would also be planned online.


## 3. TEACHING METHODOLOGY

Classroom lectures are replaced by online lectures in synchronous mode with access from the virtual classroom at the scheduled time and day of the course using the Blackboard Collaborate system. The practical classes are scheduled at the time and day stipulated for the subject.


Theoretical classes will not be recorded on any media so that the student can use the microphone to actively participate in the online class (make contributions and ask questions). In addition, the materials are uploaded to the virtual classroom so that the student can have an active participation during the class (power point, activities to do at home and to correct and discuss in class, activities to do in class through the teacher's guide, case studies, etc....).


The tutoring system will be virtual (e-mail or tutorial request by appointment through the blackboard system or an alternative virtual system) and, in the second term, it is planned to be virtual and face to face, if the conditions and health regulations allow it.


## 4. EVALUATION

The overall evaluation of the subject will be carried out as foreseen in the teaching guide through the combination of two sections: the written exam and the practice reports, although the type of exam is changed. In addition, an additional evaluation section is included (classroom activities) and the percentages of influence of these sections on the final mark are changed, depending on the teaching modality and the type of exam (classroom/virtual) that can be given.


Therefore, the contribution percentages of each section, will vary depending on the teaching mode that can be given in each case, as reflected in the table:

| MODALITY | Activities Classroom | Practical Reports | Examination |
|---|---|---|---|
| Mixed (50% - 50%) | 20% | 30% | 50% |
| On line 100% | 40% | 30% | 30% |

In the case of establishing teaching in a mixed mode (50% practical classes, 50% virtual theory classes) and a classroom exam, it would be evaluated as follows:


-The new section on classroom activities will provide 20% of the overall mark.
-The section of reports of practices will provide 30% of the overall mark.

-The exam of the subject at the end of the course that will provide 50% of the global mark and will consist of an examination of the whole subject, test type, and the resolution of a case. The exam will be held at the end of the course. This will depend on the health and university regulations of the moment.

In the case of establishing 100% online teaching and the online exam, it would be evaluated as follows:

-The new section on classroom activities will provide 40% of the overall mark.
-The section of practice reports will provide 30% of the overall mark.
-The examination of the subject at the end of the course will provide 30% of the global mark and will consist of an examination of the whole subject, of type test, and the resolution of a case. The exam will be taken online at the end of the course, specifying conditions and instructions for the exam through the virtual classroom mail.

In a modality of mixed and online teaching, the minimum requirements to pass the subject will be in the first call: to exceed 50% of the maximum score of the examination sections, practice reports and classroom activities. Students who do not pass the subject in the first call following a mixed teaching modality and online, may pass the subject in the second call by taking a test and the resolution of a case that values the skills obtained from the theoretical and practical aspects of the subject.
Translated with www.DeepL.com/Translator (free version).

## 5. BIBLIOGRAPHY

The same bibliography is maintained and some articles are recommended in the power point presentations that can be found in school google or in the WoS to complement the material that the teacher uploads to the virtual classroom.