

**COURSE DATA****Data Subject**

<b>Code</b>	35288
<b>Name</b>	Developmental Disorders
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	9.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	2	Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	15 - Development disorders	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
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

Evaluate and diagnose the different cases of specific disorders in language development (TEL)

Diagnosing communication alterations associated with intellectual development disorder

Evaluate and diagnose communication and language alterations in autism spectrum disorder

Evaluate and diagnose communication and language alterations in attention deficit hyperactivity disorder

Evaluate and diagnose communication and language alterations in developmental coordination disorders and non-verbal learning disorder

Evaluate and diagnose language problems in childhood 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
<b>TOTAL</b>	<b>225,00</b>	

**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 continuous and global assessment of the subject will be carried out through the combination of two sections:

-Written exam: the score of the exam will account for 70% of the final grade (7 points). Theoretical and practical contents will be assessed by means of a written test with developmental questions and objective questions with alternative answers.

-Practice reports: The written practice reports will account for 30% of the final grade (3 points). Attendance in practical classes is compulsory and in order to pass the subject you will need to attend at least 80% of the class.

Both the exam and the practice report can be retrieved on second call, but in the case of the practice report it will be by means of a competency exam.

To approve the firsts call, the following minimum requirements are required:

-Reach 50% of the maximum mark in the written exam (3.5 points) and 50% (1.5 points) of the maximum mark in the practice report. The student who has passed one of the parts, i. e. either the exam or the practice report, will keep that grade for the second call.

To approve the second call, the following minimum requirements are required:

-Reach on the written exam 50% of the maximum mark (3.5 points) and on the competency exam that will be based on the practice report 50% (1.5 points).

Rating system:

The grading of the subject will be subject to the provisions of the Evaluation and Qualification Regulations of the University of Valencia for undergraduate and master's degrees (ACGUV 108/2017 of 30 May 2017).

[http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

According to this regulation, the rating shall be specified on a numerical scale from 0 to 10, expressed to one decimal place, and shall be in accordance with the following rating scale:

- From 0 to 4.9: suspense
- From 5 to 6.9: approved
- From 7 to 8.9: notable
- From 9 to 10: excellent or excellent registration of honor

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83.pdf>



## REFERENCES

### Basic

- Alcantud Marín, F. (2015) Trastornos del espectro autista: detección, diagnóstico e intervención temprana. Ediciones Pirámide
- Andreu i Barrachina, LL, Aguado, G., Cardona, C y Sanz-Torrent, M (2013). El trastorno específico del Lenguaje. Diagnóstico e Intervención. Barcelona: UOC.
- Asociación Americana de Discapacidad Intelectual y del Desarrollo. (2011). Discapacidad Intelectual. Definición, Clasificación y Sistemas de Apoyo. Madrid: Psicología Alianza Editorial.
- Puyuelo, M., Poo, P., Coronas, M., Latorre, C. y Fuentes, S (2017). La parálisis cerebral. Diagnóstico e intervención Logopédica Madrid: EOS.
- 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

- Andreu i Barrachina, LI, A., Ahufinger, N., Igualada, A., y Sanz-Torrent, M. (2021). Descripción del cambio del TEL al TDL en contexto angloparlante. Revista De Investigación. En Logopedia,11(Especial), 9-20. <https://doi.org/10.5209/rlog.70857>.
- Bishop DVM, Snowling MJ, Thompson PA & Greenhalgh T, CATALISE consortium (2016) CATALISE: A Multinational and Multidisciplinary Delphi Consensus Study. Identifying Language Impairments in Children. PLoS ONE 11(7): e0158753 doi: 10.1371/journal.pone.0158753.
- Mendoza, E. (2016). Trastorno específico del Lenguaje. Ediciones Pirámide.
- Rigau, E., García, C. y Artigas, J. (2004). Características del trastorno de aprendizaje no verbal. Revista de Neurología, 38 (supl. 1): S33-38.