

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

Code	35288
Name	Developmental Disorders
Cycle	Grade
ECTS Credits	9.0
Academic year	2023 - 2024

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

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
TOTAL	225,00	

TEACHING METHODOLOGY**EVALUATION****FIRST CALL:**

The continuous and overall assessment of the subject will be carried out through a combination of two sections: 1-Written exam (with a weight of 70%) 2-Practice dossiers (with a weight of 30%). To pass the subject in the 1st Call, you will have to exceed 50% of each of these two sections.

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

During the course there will be a partial exam in January with the theoretical content of the first semester and which will have an elimination character if you have passed it. That is, the student will be able to eliminate the subject of the first semester for the exam of the 1st Call if he passes the partial exam of January. Otherwise, the student will take the exam of the 1st call with the theoretical content of the first and second semester.

The grade of this section of the written exam will be given by the exam of the first call for those who did not pass the partial exam of January and for those who passed the partial exam of January the average between the written exams corresponding to each semester passed.

Warning: Students who eliminate the subject of the first semester after passing the partial exam of January if they fail the exam of the 1st call will have to be examined in the 2nd call with the content of the entire subject, of the first and second semesters.



2- Internship reports (Internship files): The written submission of internship reports will account for **30% of the final grade** (3 points). Attendance at practical classes is compulsory and at least 80 per cent of classes will be required to pass the subject.

During the course, the student will complete a dossier that will be delivered in the first semester and another dossier that will be delivered in the second semester. The average of the dossiers will be made when the student passes both dossiers. If the student does not pass one of the two dossiers or neither of them, he or she will be suspended in the first call and will have to take a competency test of the dossier or dossiers he or she has failed in the second call and the grade of the person who passed will be retained.

SECOND CALL:

To pass the subject in the 2nd Call, you must pass by 50% the written exam of the 2nd Call on the entire subject and have passed with 50% each of the semester's "practice files", or failing that, you must pass the competency exam based on the internship report of the semester that has not been passed.

Rating system:

The qualification of the subject will be subject to the provisions of the Evaluation and Qualification Regulations of the Universitat de València for Bachelor's and Master's Degrees (ACGUV 108/2017 of 30 May 2017).

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:

- 0 to 4.9: suspended
- From 5 to 6.9: approved
- 7 to 8.9: noteworthy
- From 9 to 10: excellent or excellent honor plate

Fraudulent practices will be dealt with in accordance with the Protocol of Action against Fraudulent Practices at the University of Valencia (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>



REFERENCES

Basic

- Alcantud Marín, F. (2013) 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.
- 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.
- Schalock, R. L., Luckasson, R. y Tassé, M. J. (2021). Discapacidad intelectual: definición, diagnóstico, clasificación y sistemas de apoyos (12.^a edición) (M. A. Verdugo y P. Navas, traductores). Hogrefe TEA Ediciones.

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.