

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

<b>Code</b>	35294
<b>Name</b>	Speech Therapy Intervention in Hearing Difficulties
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2023 - 2024

**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	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	21 - Speech therapy intervention in hearing impairment	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
FERRER MANCHON, ANTONIO M.	305 - Developmental and Educational Psychology

**SUMMARY**

The course offers a different approach to intervention approaches that aim to improve the communication and language development in individuals with hearing loss, reviewing different orientations and techniques such as auditory training, visual perception of spoken language, cued speech, the Sign Language and bimodal communication.

The impact that the use of different technologies for the use of residual hearing (implantable prosthesis or not) have to improve auditory perception in general and speech in particular is especially studied.

In addition, the fundamentals associated with the use of sign language to deepen the impact it has on cognition and brain organization are reviewed.

Forms of intervention related to reading skills are also discussed, analyzing programs and intervention strategies such as the adaptation of texts.

Is introduced from a sociocultural perspective the different views that are held about deafness.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

#### 1203 - Degree in Speech Therapy :

R4-OBLIGATION TO HAVE SUCCESSFULLY COMPLETED THE COURSE

35283 - Hearing Assessment

35285 - Hearing Disorders

### Other requirements

Knowledge of anatomy and physiology Organ them the auditions, as with acquisitions lenguaje, Neuropsychology of Disorders of lectoescritura lenguaje y, as well as Los estipulados requisitos previos vinculados scans and pathology of the audio material.

## 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.
- 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.
- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.
- Advise families and other persons in the social environment of users, encourage their participation and collaboration in the speech therapy, address the peculiarities of each case and bear gender perspective in mind.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.



- Have an adequate speech production, language structure and voice quality.
- Know the techniques and tools of assessment and diagnosis in hearing pathologies.
- Know the principles, functions and procedures of speech therapy in hearing pathologies.
- Explore, evaluate and diagnose communication and speech disorders arising from hearing diseases and establish a prognosis of evolution.
- Apply speech therapy treatments with the most effective and appropriate methods, techniques and resources according to the specific hearing pathology.

## LEARNING OUTCOMES

Design and implement rehabilitation programs in cases of hearing disorders by oral methods.

Design and implement rehabilitation programs in cases of hearing disorders by bimodal methods.

Design and implement rehabilitation programs in cases of hearing disorders by Spanish sign language and auxiliary techniques.

Design and implement rehabilitation programs of literacy in cases of hearing disorders.

Design and implement rehabilitation programs in deafblind children.

## DESCRIPTION OF CONTENTS

### 1. Interventions for development communication and linguistic.

Auditive Training.

Hearing aids and intervention.

Visual perception of oral language.

Cued Speech.

Fingerspelling.

Communication or bimodal system.

### 2. Incidence of deafness in Development.

Deafness and linguistic and communication development.

Deafness and Cognitive Development.

Deafness and Development socio-affective.

**3. Educational and socio-cultural perspective of deafness.**

The sign language: legal framework and social and linguistic characteristics.

Neuropsychology of sign language.

Hearing Disability and associative world.

Organisation of educational attention and deafness.

**4. Reading and writing in deafness.**

Reading and writing in deaf people.

Programs and Intervention Strategies in order to improve reading skills.

**5. Intervention in deaf-blindness.**

Heterogeneity of deaf-blindness.

Communication in deaf-blindness.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Laboratory practices	15,00	100
Development of individual work	30,00	0
Study and independent work	37,50	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

- Theoretical explanations.

- Development of supervised practical activities (case studies with emphasis on evaluation and knowledge support materials for intervention).

- Individual work of the student consulting library materials, assessment and intervention materials, and problem solving about cases from research papers.

The use in the classroom of mobile devices, tablets and laptops will be available for the teaching methodology proposed by the faculty.



## EVALUATION

The grade will take into account the following systems and ponderations:

System 1. Assessment of theoretical and practical contents by means of oral, written or skills performance tests: 90%. This section will be retrievable in the second exam by means of a test with the same structure as the one taken in the first one.

Oral or written presentation of reports, individual or group work and clinical cases: 10%. This section will not be retrievable in the second exam.

In order to pass the course, it is necessary to obtain at least 50% of mastery in System 1.

The teaching staff may require individual or small group interviews to verify the degree of participation and the achievement of the objectives associated with any task. Not accept such verification would mean failing to pass the task.

The qualification and its impugment will be according to the Regulation of Assessment and Qualification of the University of Valencia (ACGUV 108/2017 of May 30, 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)

People with a qualification higher than 9.0 may obtain a distinction with honors by taking an oral exam.

The copy or plagiarism of any task of the evaluation will preclude the student from passing the course. Furthermore, the appropriate disciplinary measures may be applied. Please be aware that, according to article 13.d) of the Statute of the University Student (RD 1791/2010, of 30 of December), a student must abstain to use or cooperate in fraudulent procedures in the tests of evaluation and works that they perform, or in official documents of the university.

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/C83sp.pdf>

## REFERENCES

### Basic

- Gotzens, A., y Marro, S. (1996). Valoración audioprotésica y lingüística en alumnos deficientes auditivos de 3 a 8 años. *Revista de Logopedia, Foniatría y Audiología*, 16 (2), 63-71.
- Villalba, A., Ferrer, A., y Asensi, M<sup>a</sup>. C. (2001). Estudio de casos en escolares sordos prelocutivos implantados. *Edetania. Estudios y propuestas de educación*, 22, 93-110.
- Juárez, A., y Monfort, M. (2010). Niños con implantación coclear bilateral: variación en los resultados. *Revista de Logopedia, Foniatría y Audiología*, 30(3), 130-135
- González, A. M., Barajas, C., Linero, M. J., y Quintana, I. (2008). Deficiencia auditiva y teoría de la mente. Datos para la reflexión y la intervención. *Revista de Logopedia, Foniatría y Audiología*, 28(2), 99-116.





- Domínguez, A-B., Pérez, I., y Alegría, J. (2012). La lectura en los alumnos sordos: aportación del implante coclear. *Infancia y Aprendizaje*, 35(3), 327-341

#### **Additional**

- Manrique, M., y Huarte, A. (2002). *Implantes cocleares*. Barcelona: Masson.
- Herrán, B. (2005). *Guía técnica de intervención logopédica en implantes cocleares*. Madrid: Síntesis.
- Juárez, A., y Monfort, M. (2001). *Algo que decir. Hacia la adquisición del lenguaje: Manual de orientación para los padres de niños con sordera, de 0 a 5 años*. Madrid: Entha Ediciones.
- Torres, S.; Urquiza, R. y Santana, R. (1999). *Deficiencia Auditiva. Guía para padres y profesionales*. Málaga: Aljibe.
- Puyuelo, M.; Torres, S.; Santana, R., Segarra, M., y Vilalta, E. (2002). *Intervención del lenguaje. Metodología y recursos educativos. Aplicaciones específicas a la deficiencia auditiva*. Barcelona: Masson.
- Cecilia, A. (2005). *Aprendiendo a oír*. Madrid: Cepe.
- Cecilia, A. (2000). *Leer en los labios. Manual práctico para el entrenamiento de la comprensión labiolectora*. Madrid: Cepe.
- Salesa, E., Perelló, E., y Bonavida, A. (2013). *Tratado de audiología (2ª ed.)*. Barcelona: Elsevier Masson.
- Villalba, A., Ferrer, A., y Asensi, Mª. C. (2005). *La lectura en los sordos prelocutivos. Propuestas para un programa de entrenamiento*. Madrid: Entha Ediciones.
- Sánchez, I. (2003). *La sordoceguera: otra necesidad educativa especial permanente*. Badajoz: Diputación provincial de Badajoz.
- Gutiérrez, A. (2007). El futuro de la educación del sordo. Y mientras, algunos retos, necesidades y demandas del presente. *Psicología Educativa*, 13 (1), 5-34.
- Monsalve, A. (2011) *Guía de intervención logopédica en las deficiencias auditivas*. Editorial Síntesis.