

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

<b>Code</b>	36295
<b>Name</b>	Intervention in Hearing Disorders
<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>
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1305 - Degree in Primary School Education	26 - Especialista en Audición y Lenguaje	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
DESCALS TOMAS, ADELA	305 - Developmental and Educational Psychology

**SUMMARY**

The subject aims to offer an approach to the consequences and forms of evaluation and intervention related to limitations in auditory sensory functioning. To do this, firstly, the concept of deafness is explored from an audiological perspective. Then, the different classifications associated with it and the methods currently used to detect hearing loss and to assess the degree of hearing loss, as well as the different causes related to the appearance of deafness, will be considered.

In relation to the intervention, the different approaches that seek to improve communicative-linguistic development are introduced: auditory training, visual perception of oral language or lip-facial reading, cued speech, sign language, and bimodal communication. The impact of different technologies for improving the use of the remaining hearing function (implanted and non-implanted prostheses) has on the improvement of auditory perception in general and of speech in particular is exposed.



From a sociocultural perspective, the fundamentals related to the use of Sign Language as a sign of identity of the Deaf Community and its incidence on cognitive processes and brain organization, are reviewed.

Finally, the effect that the commitment to monolingual oral or bilingual approaches in the education of deaf students has on the organization of the educational response is analyzed, as well as the most frequent intervention strategies for the acquisition of fundamental competences such as those related to reading.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

It is convenient to master different contents linked to previous subjects:

- The different approaches for the organization of the educational response for students with special educational needs (Special Educational Needs).
- The communicative-linguistic development in the population without disabilities (Developmental Psychology)
- The acquisition and proficiency in reading (Learning to read and write).

## OUTCOMES

### 1305 - Degree in Primary School Education

- Be familiar with the different terms and the essential characteristics of the developmental alterations that may occur in relation to communication, language, speech and voice.
- Know the biological and psychological principles needed for understanding communication, language, speech and voice disorders.
- Master the basics of assessment in communication, language, speech and voice disorders.
- Know and critically evaluate the fundamentals of different techniques for intervention in communication, language, speech and voice disorders.
- Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.
- Contribute to improving communication skills through oral language and/or the use of augmentative communication systems.
- Know and be able to use the resources that information and communication technologies offer for the treatment of communication, language, speech and voice disorders.



- Collaborate in the curricular adaptations to attend students with special educational needs derived from communication, language, speech and voice disorders.
- Master the organisational strategies of the school context for the educational care of special educational needs related to communication, language, speech and voice disorders.
- Be able to use public and private resources to attend special educational needs derived from communication, language, speech and voice disorders.

## LEARNING OUTCOMES

At the end of the course, students are expected to:

- Adequately identify the concept of deafness and its most frequent causes.
- Discriminate the different types of deafness.
- Recognize the current methods for the detection and evaluation of hearing loss and, based on them, adequately interpret the degree of hearing loss.
- Plan an intervention considering the different approaches to improve communication-linguistic development.
- Recognize the impact that different technologies for the improving the use of the remaining hearing function (implanted and non-implanted prostheses) has on the improvement of auditory perception in general and of speech in particular.
- Recognize the importance of Sign Language, both as a sign of identity of the Deaf Community, and also because of its incidence on cognitive processes and brain organization.
- Plan an educational response, considering both oral monolingual and bilingual approaches, including the most frequent intervention strategies for the acquisition of fundamental skills such as reading.

## DESCRIPTION OF CONTENTS

### 1. Audiological perspective of deafness

Anatomical and physiological bases of hearing.

Classification and characteristics of hearing loss.

The examination of the hearing capacity: methods of detection and evaluation.

Technologies for improving the use of the remaining hearing function: auditory prostheses.

**2. Intervention for the linguistic communication development**

Auditory training.  
Lip-facial reading.  
Cued speech.  
Dactylogogy.  
Bimodal communication or system.

**3. Sociocultural and educational perspective of deafness**

Legal and care framework for the hearing impaired.  
Sign Language.  
Socio-affective development and deafness: the Deaf Community.  
Organization of the educational response to attend to the specific educational needs of deaf students.

**4. Intervention for the development of reading skills**

Characteristics of reading in the deaf population.  
Strategies and intervention programs to improve reading competence.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Development of group work	10,00	0
Development of individual work	8,00	0
Study and independent work	10,00	0
Readings supplementary material	15,00	0
Preparing lectures	10,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	9,50	0
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

Considering the theoretical and practical or applied nature of the skills to be acquired, the distribution of didactic activities will follow the following model:



- Theoretical and practical lectures given by the teaching staff, with the participation of the students and the resolution of applied activities.
- Team work.
- Guidance and review of the learning process in tutoring sessions.
- Study, development of individual work, preparation of teaching sessions and evaluation.

## EVALUATION

The evaluation will include the following sections:

- 50%: Exam that integrates objective and/or essay questions.
- 25%: Development of activities proposed during the teaching sessions and through the virtual classroom.
- 25%: A report and an oral presentation related to an activity of a theoretical-practical and/or applied nature.

It will be a requirement to pass the subject, both in the first and second call:

- Pass the exam reaching at least the 50% of the maximum grade. This section is recoverable in the second call.
- Submit and pass at least the 50% of the activities proposed during the teaching sessions and through the virtual classroom. This section can be retaken in the second call through a specific competency test.
- Approve the report related to the theoretical-practical activity, reaching at least the 50% of the maximum grade. This section can be recovered in the second call, by submitting a new report or by taking a specific competency test.

When calculating the global evaluation, it should be considered that:

- The sections contemplated in the evaluation will only be added when the minimum mandatory requirements are exceeded.
- If any of the mandatory sections is not approved in the first call, the points obtained in the other sections may be considered in the second call.
- During tutoring hours, teachers may request individual or small group interviews to verify the degree of participation and the achievement of the objectives pursued in any task or activity. Not accepting this verification will mean failing the task or activity in question.





- The copy or manifest plagiarism of any part of the evaluation will mean the impossibility of passing the subject and the application of appropriate disciplinary procedures.

## REFERENCES

### Basic

- Acosta, V. M. (2006). La sordera desde la diversidad cultural y lingüística: construyendo centros inclusivos en la educación del alumnado con sordera. Barcelona: Elsevier Masson.
- Marchesi, A. (1987). El desarrollo cognitivo y lingüístico de los niños sordos. Madrid: Alianza Editorial.
- Torres, S., Rodríguez, J. M<sup>a</sup>., Santana, R. y González, A.M. (1995). Deficiencia auditiva: aspectos psicoevolutivos y educativos. Málaga: Aljibe.

### Additional

- Alegria, J., Dominguez, A. B. y van der Straten, P. (2009). ¿Cómo leen los sordos adultos? La estrategia de palabras clave. *Revista de Logopedia, Foniatria, y Audiología*, 3, 195-206.
- Cecilia, A. (2000). Leer en los labios. Manual práctico para el entrenamiento de la comprensión labiolectora. Madrid: Cepe.
- Cecilia, A. (2005). Aprendiendo a oír. Madrid: Cepe.
- De Sebastián, G. (1999). *Audiología Práctica* (5<sup>a</sup> ed.) Madrid: Editorial Médica Panamericana.
- Galcerán, F. (1998). Bilingüismo y biculturalismo en la educación del niño sordo. Concepto, bases que lo sustentan y tendencias actuales. *Revista de Logopedia, Foniatria y Audiología*, 18 (2), 75-84.
- Gotzens, A., y Marro, S. (1996). Valoración audioprotésica y lingüística en alumnos deficientes auditivos de 3 a 8 años. *Revista de Logopedia, Foniatria y Audiología*, 16 (2), 63-71.
- 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.
- 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.
- Manrique, M. y Huarte, A. Organización de un programa de implantes cocleares. *Acta Otorrinolaringológica Española*. 2011. doi:10.1016/j.otorri.2011.09.009