

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

Code	44513
Name	Hearing disorders
Cycle	Master's degree
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2215 - M.U. en Educación Especial 16-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - M.U. en Educación Especial 16-V.2	5 - Intervention in hearing and speech disorders	Optional

Coordination

Name	Department
FERRER MANCHON, ANTONIO M.	305 - Developmental and Educational Psychology

SUMMARY

Hearing Disorders subject aims to offer an approach to the consequences and forms of assessment and intervention related to limitations in the auditory sensory functioning. To do this, first we explore from an audiological perspective the concept of deafness, the different classifications associated therewith and methods currently used for the detection of hearing loss and to assess the degree of hearing loss. Also, we will consider the different causes linked to the onset of deafness.

Auditory training, visual perception of spoken language or lip-reading, cued speech, sign language and bimodal communication in relation to the intervention pursuing different approaches improving communicative-linguistic development are introduced. The impact of using different technologies for the use of residual hearing (implantable and non-implantable prostheses) have on improving auditory perception of speech in general and particularly exposed.



From a cultural perspective the fundamentals associated with the use of sign language and its status as a sign of identity of the Deaf Community, also deepen the impact on cognitive processes and brain organization are reviewed.

The effect on the organization of the educational response has the commitment to oral monolingual or bilingual education of children and youth with deafness approaches are analyzed.

We will especially work the intervention on reading literacy in deaf, analyzing programs and intervention strategies as texts modifications.

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 should be convenient to master different contents related to previous subjects:

- The different formulas related to the organization of the educational response to meet the SEN (Discourses and legal paradigms and compared in inclusive education).
- The contents regarding communicative-linguistic development in people without disabilities (development and language acquisition)
- Those relating to the acquisition and mastery of reading.

OUTCOMES

2215 - M.U. en Educación Especial 16-V.2

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conocer y ser capaz de diseñar, aplicar y evaluar los sistemas de comunicación aumentativa.
- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social



- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad
- Buscar, gestionar y analizar información científico-profesional
- Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo
- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones
- Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos
- Conocer los fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo
- Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos
- Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social
- Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

LEARNING OUTCOMES

- To know the current classification criteria of speech disorders, voice, speech and hearing.
- To establish appropriate procedures for evaluating disorders of speech, voice and language in the earlier stage.
- To interpret the most important variables to explain the underlying disorders of speech, voice, language and hearing heterogeneity.
- To master the guidelines for the design of evidence-based speech disorders, voice, speech and hearing in the infant stage interventions.
- To know the legal specific aspects linked to the educational intervention in hearing impaired students.

DESCRIPTION OF CONTENTS

1. Audiological perspective of deafness.

Anatomical and physiological bases of hearing. Classification and characteristics of hearing loss. The exploration of the hearing: detection methods and evaluation. Technologies for the use of residual hearing: hearing aids.



2. Intervention for language-communicative development

Auditory training. Visual perception of spoken language. Cued Speech. Finger-spelling. Bimodal communication.

3. Cultural and educational perspective of deafness.

Legal framework and attention to hearing impairment. Sign Language. Socio-affective development and deafness: the Deaf Community. Organization of the educational response for the educational needs of students with deafness.

4. Intervention for the development of literacy skills.

Features of reading skills in deaf population. Strategies and intervention programs to improve reading skills.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	42,00	100
Development of group work	25,00	0
Development of individual work	15,00	0
Study and independent work	28,00	0
Readings supplementary material	10,00	0
Preparing lectures	15,00	0
Preparation of practical classes and problem	15,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Magistral lecture
Problem-based learning
Academic tutoring
Group and cooperative tasks
Oral presentation, discussion and coordination



EVALUATION

Multiple choice and/or open question exam (60%)

Group task with oral presentation (20%)

Report of classroom activities (20%)

REFERENCES

Basic

- Torres, S.; Urquiza, R. y Santana, R. (1999). Deficiencia Auditiva. Guía para padres y profesionales. Málaga: Aljibe.
- 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.
- Manrique, M., y Huarte, A. (2002). Implantes cocleares. Barcelona: Masson.
- Salesa, E., Perelló, E., y Bonavida, A. (2013). Tratado de audiolología (2ª ed.). Barcelona: Elsevier Masson.
- 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.

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.
- Anula, A., Fernández-Lagunilla, M., Belinchón, M., Revilla, A. y Heras, L. (2006) Introducción a Don Quijote de la Mancha de Fácil Lectura. Fundación Universidad Autónoma de Madrid.
- 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.
- Villalba, A., Ferrer, A., y Asensi, Mª. C. (2005). La lectura en los sordos prelocutivos. Propuestas para un programa de entrenamiento. Madrid: Entha Ediciones.