

**COURSE DATA****DATA SUBJECT**

Code: 35288
Name: Developmental Disorders
Cycle: Undergraduate Studies
ECTS Credits: 9
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Facultat de Psicologia i Logopèdia	2	Annual

SUBJECT-MATTER

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	Development disorders	COMPULSORY

COORDINATION

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SUMMARY

Developmental Disorders is a compulsory, annual course, located in the second year of the speech therapy degree with a teaching load of 9 credits and a theoretical-practical content.

The main objective of this course is to provide the student with the necessary knowledge that will allow him/her to know and identify the typical manifestations and characteristics of the different developmental disorders. It is essential that the student acquires a solid training on those disorders that affect throughout their evolutionary development and that will be part of their professional future given the interference and repercussions they cause in the personal sphere of the subject, in the social area, in the family and school environment, and in the long term, in the workplace.

Likewise, it is intended that the student knows the main methods and tools for the evaluation of developmental disorders and, especially, those procedures aimed at addressing the specific evaluation and exploration of language.

PREVIOUS KNOWLEDGE**RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



OTHER REQUIREMENTS

Subject without prerequisites. No enrollment restrictions have been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

1203 - Degree in Speech Therapy

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.

Design, implement and evaluate actions to prevent communication and language disorders.

Develop communication skills in the general population.

Develop measures to prevent, identify and overcome situations of gender-based discrimination in the field of speech therapy.

Explain and argue the treatment selected for each patient.

Explore, evaluate, diagnose and predict the evolution of communication and language disorders from a multidisciplinary perspective.

Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.

Know the developmental disorders of communication and language.

Know the limits of their field of activity and learn to identify when an interdisciplinary treatment is necessary.

Prepare and write reports of assessment, diagnosis, monitoring, completion of treatment and referral to another professional.

Promote the culture of peace, democratic values and sustainability.

Show an active ethical commitment to human rights, equal opportunities and non-discrimination based on gender, age, beliefs, language, culture or other reasons.

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 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.

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.

Understand and critically evaluate the terminology and research methodology of speech therapy.

Understand and evaluate the scientific production underpinning the professional development of the speech therapist.

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.

DESCRIPTION OF CONTENTS

1. Introduction to the study of developmental disorders. Specific or developmental language disorder (SLD/TDL)

Evolution and overview of developmental disorders. General conceptualization of developmental disorders. Epidemiology. Semiology. Neurobiological, linguistic and cognitive bases.

Communication disorders: Concept and Classification. Specific or Developmental Language Disorder (SLD/TLD). Conceptual evolution. Diagnostic criteria. Heterogeneity in children with SLD/TDL. Clinical-semiological and empirical typology. Grammatical difficulties. Lexical difficulties. Pragmatic difficulties. Narrative difficulties. Social communication disorder (Pragmatic language disorders). Children with late language onset. Characteristics. Evolution and risk factors.

Developmental language disorders associated with bilingualism. Learning difficulties in children with TEL/TDL. Evolution. Evaluation process and approaches to the exploration of language disorders.

2. Intellectual Developmental Disorder or Intellectual Disability

Concept, etiology and assessment dimensions. Heterogeneity of alterations in the development of communication and language in mental retardation; characteristic phenotypes: Down Syndrome, Williams Syndrome, Fragile X Syndrome, Children with Hydrocephalus, Angelman Syndrome, Prader-Willi Syndrome.



3. Autism spectrum disorder

Definition, conceptual evolution, basic symptomatology, classification in the DSM-5-TR. Basic Theories.

Early development. Difficulties in prelinguistic skills. Speech, language and communication difficulties. Articulation and prosody. Semantics. Syntax. Pragmatics

Evaluation and diagnostic process: Specific evaluation instruments.

4. Attention Deficit Hyperactivity Disorders (ADHD)

Concept and typical manifestations. Characteristics of the presentations (subtypes) of ADHD. Prevalence. Diagnostic criteria. Causal factors. Interactive explanatory models.

Characteristics in communication and linguistic development. Prevalence of communication disorders in children with ADHD. The onset of language development. Language and regulatory function in children with ADHD.

Speech processing difficulties. Morphosyntactic difficulties. Pragmatic difficulties; narrative difficulties.

Implications in school learning. Implications in social relationships. Evolution of ADHD in the life cycle.

Assessment procedures in ADHD.

5. Child Cerebral Palsy. Developmental coordination disorder

Conceptualization and classification of motor disorders. Criteria for identification of motor coordination disorder. Prevalence and course.

Child cerebral palsy. Concept, incidence and etiology. Manifestations of early child cerebral damage. Associated disorders. Language problems in cerebral palsy: Motor problems of expression according to the type of cerebral palsy. Language development. Evaluation protocol.

6. Procedural Disorder or Nonverbal Learning Disorder

Concept. Cognitive-behavioral and neuropsychological characteristics: motor area, social and affective area, visuospatial functions, memory deficits and processing speed. Alterations in the



communicative-linguistic development. Repercussions in school learning.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
Classroom practices	30,00
Total hours	90,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	30,00
Independent study and work	30,00
Preparation of lessons	30,00
Preparation for assessment activities	30,00
Resolution of case studies	15,00
Total hours	135,00

TEACHING METHODOLOGY

The teaching-learning methodology that will be used throughout the course in this subject will depend on the type of content to be worked on at each moment, theoretical, practical, etc., being that different instructional techniques will be applied as follows:

Theoretical classes:

The teaching-learning process of the theoretical contents will be as follows:

- For each topic there will be a previous preparation by the student outside the classroom through materials provided by the teacher or selected by the student from a bibliographic search guided by the teacher.
- Subsequently, the teacher will explain the basic concepts of the subject and the doubts arising from the previous reading of the material will be dealt with through an expository methodology that favors the curiosity of the student before the new information presented.
- Once the subject has been presented, a series of activities will be carried out both inside and outside the classroom individually or in groups, which will reinforce the understanding of the subject.

Practical classes:

With respect to the practical contents of the subject, the student's work will focus on the following following aspects:

- From each thematic block, at least one practical work will be carried out in the classroom in cooperative learning groups to consolidate and apply the acquired knowledge in a practical way. On the other hand, analysis of articles, case studies and analysis of linguistic profiles will be carried out, as well as individual and/or group tutorials to monitor the student's learning.

EVALUATION



FIRST CALL:

The continuous and global evaluation of the subject will be carried out through the combination of two sections: 1-Written exam (with a weight of 70%) 2-Practical dossiers (with a weight of 30%). In order to pass the course in 1st Call, it will be necessary to pass 50% of each of these two sections.

1-Written exam: the score of the exam will represent **70% of the final score** (7 points). In the exam, the theoretical contents of the course and the contents of the practical activities developed during the classes will be included and evaluated by means of a written test with development questions and objective questions with alternative answers.

During the course there will be a partial exam in the month of January with the theoretical content of the first semester and that will have an eliminating character in case of having passed it. That is to say, the student will be able to eliminate the subject of the first semester for the exam of the 1st call if he/she passes the partial exam in January. Otherwise, the student will take the 1st convocation exam with the theoretical content of the first and second semester.

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

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

2- Practice reports (Practice dossiers): The written presentation of practice reports will account for **30% of the final score** (3 points). Attendance to practical classes is compulsory and in order to pass the course it will be necessary to attend at least 80% of the clases (non-attendance will be due to well documented and justified force major causes such as health conditions, death of a family member up to 3rd degree, judicial citation).

During the course, the student will prepare a dossier to be handed in during the first semester and another dossier to be handed in during the second semester. The average of the dossiers will be made when the student passes both dossiers. In the event that the student does not pass one of the two dossiers or neither of them, he/she will be failed in the first round and will have to take an exam on the competencies of the dossier or dossiers he/she has failed in the second round and the score of the one he/she has passed will be maintained and if the student has passed the theoretical part of the subject in the 1st call, the grade of this section may also be maintained in the 2nd call.

The teacher may establish individualized and/or group tutorials in order to carry out a continuous assessment and monitoring of the student's progress in the learning process. Failure to accept the interview will mean not passing the practical activity in question.

SECOND CALL:

In order to pass the subject in the 2nd Call, the student must pass 50% of the written exam of the 2nd Call on the whole subject and pass 50% of each one of the semester "practice dossiers", or failing that, pass



50% of the competency exam based on the practice report of the semester that has not been passed.

Qualification System:

The qualification of the subject will be submitted to the provisions of the regulations of evaluation and Qualification of the University of Valencia for bachelor's and master's degrees.

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 with honors

According to the evaluation and grading regulations of the university of valencia (Art. 17) the mention of matriculation of honor (MH) may be granted from a score equal to or higher than 9.0 and in strict order of note in the qualification act. In case of a tie in the overall score of the subject, the MH will be awarded to the student with the highest score in the written exam. If there is still a tie, the highest qualification in the practice report section will be taken into account.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and grading regulations of the University of Valencia (http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf).

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Basic

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Supplementary

- Andreu i Barrachina, LL, Aguado, G., Cardona, C y Sanz-Torrent, M (2013). El trastorno específico



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- Cruz-Hernández, L., & Salvador-Cruz, J. (2020). Trastorno de Aprendizaje no verbal: Revisión y análisis bajo un abordaje neuropsicológico. *Revista de Psicología y Educación, 17*(1), 1-17.
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