



**COURSE DATA**

**DATA SUBJECT**

**Code:** 36295  
**Name:** Intervention in Hearing Disorders  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 4.5  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Especialista en Audición y Lenguaje	ELECTIVES
1305 - Degree in Primary School Education	Especialista en Audición y Lenguaje	ELECTIVES

**COORDINATION**

DESCALS TOMAS ADELA

**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).

## COMPETENCES / LEARNING OUTCOMES

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Be able to use public and private resources to attend special educational needs derived from communication, language, speech and voice disorders.

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.

Collaborate in the curricular adaptations to attend students with special educational needs derived from 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.

Know and critically evaluate the fundamentals of different techniques for intervention in communication, language, speech and voice disorders.

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.



Master the organisational strategies of the school context for the educational care of special educational needs related to communication, language, speech and voice disorders.

**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.  
Dactylogy.  
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**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

**NON PRESENCIAL ACTIVITIES**



<b>Activity</b>	<b>Hours</b>
Attendance at other activities	0,00
Individual or group project	18,00
Independent study and work	25,00
Preparation of lessons	15,00
Preparation for assessment activities	0,00
Resolution of case studies	9,50
<b>Total hours</b>	<b>67,50</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.

- Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia ([http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)).

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