



**COURSE DATA**

**DATA SUBJECT**

**Code:** 36296  
**Name:** Intervention in Voice and Speech 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**

TORDERA ILLESCAS JUAN CARLOS

FERNANDEZ MAXIMIANO RAFAEL

**SUMMARY**

Intervention in Voice and Speech Disorders is an optional subject in the Hearing and Language major of the Teaching Degree, with a workload of 4.5 ECTS. To prepare for this subject, it is important to bear in mind that it requires a thorough understanding of the phonetic and phonological aspects of the two official languages of the Valencian Community. This subject will allow students to understand the different voice and speech disorders, both in articulation and fluency, from an educational and healthcare perspective, focusing primarily on etiological classification. This subject will also provide students with knowledge that will allow them to assess individuals with voice and speech disorders in order to arrive at a differential diagnosis that is essential for any treatment. Furthermore, this course aims to provide students with the necessary knowledge to be able to rehabilitate individuals with voice and speech disorders within the scope of the current competencies of Hearing and Language teachers.

**PREVIOUS KNOWLEDGE**

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



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

## OTHER REQUIREMENTS

No enrollment restrictions have been specified for other subjects in the curriculum.

In-depth linguistic knowledge is required. It is advisable to have passed the Linguistics course for teachers.

Students should have acquired sufficient linguistic proficiency (C1) in the two co-official languages of the Valencian Community.

## COMPETENCES / LEARNING OUTCOMES

### 1305 - Degree in Primary School Education

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

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.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design



innovation projects identifying evaluation indicators.

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 how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know strategies for the early detection of alterations in communication, language, voice and speech.

Know the biological and psychological principles needed for understanding communication, language, speech and voice disorders.

Know the processes of interaction and communication in the classroom.

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.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### **1. Introduction to Voice Development Disorders**

#### **1.1. Introduction to Voice and Speech Disorders**

#### **1.2. Introduction to the Anatomy and Physiology of Voice and Speech**

#### **1.3. Introduction to the Phonetics and Phonology of Spanish and Catalan**

#### **1.4. Phonetic-Phonological Acquisition of Children's Speech**



**2. Speech Sound Disorder (Dyslalia)**

**2.1. Concept, etiology, and typology of SLD**

**2.2. SLD Assessment**

**2.3. Intervention in the treatment of SLD**

**3. Voice, rhythm, and organic disorders**

**3.1. Dysphonia: concept, diagnosis, and intervention**

**3.2. Dysphemia and other rhythm disorders: concept, diagnosis, and intervention**

**3.3. Dysglossia and dysarthria: concept, diagnosis, and intervention**

**4. The Hearing and Language Teacher and the School**

**4.1. Implications for learning written language**

**4.2. Curricular adaptations for children with language development disorders**

**4.3. Coordination with the professionals involved and with families**

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

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

**NON PRESENCIAL ACTIVITIES**

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

**TEACHING METHODOLOGY**



1. Lecture or theoretical presentation class. This will be an essential methodology for presenting and discussing theoretical knowledge, whether common or specific to specific areas.
2. Didactic questioning. This will complement the lecture to promote constructivist learning. Furthermore, the results can be used to assess learning or to promote reflection on theoretical knowledge.
3. Practices and exercises. Various practices will be carried out to learn the main tools for assessing and/or rehabilitating voice and speech.
4. Assignment. Either individually or collectively (between 2 or 3 people, as decided by the instructor), an assignment related to one of the program topics will be proposed. To be approved, this assignment must scrupulously adhere to the academic regulations for assignments: copying in whole or in part, consulting sources of dubious academic quality (Rincón del Vago, Wikipedia or similar, personal blogs, etc.), failure to properly cite the source, and other potential academic flaws (e.g., inadequacy, lack of cohesion, incoherence, or inaccuracies) may be sufficient reason for a failing grade (a 0).
6. Participation. Class attendance is mandatory and will not be awarded credit. However, students who attend class are expected to actively and thoughtfully participate.

## EVALUATION

The general assessment system for the module will have the following characteristics:

- a) Final exam: Between 60% and 80% of the final grade. The characteristics and type of exam(s) will be proposed by the subject instructor. This test must be passed.
- b) Assignment: The instructor may propose various activities and assignments (individual or group, completed in class or outside of class) that will be worth 20% or 40%. This section is not recoverable.
- c) If continuous assessment of the subject is not possible, students may only opt to take one exam, the score of which will be between 70% and 80% of the overall grade in the first and second sittings.

For the final course assessment, the following will be taken into account:

- Attitude toward the subject and respect for classmates and the professor.
- The student's linguistic and communicative competence, both oral and written, in relation to level C1 of the European Framework of Reference for Languages (EFR) for the language in which the subject is taught. All written work (exams, assignments, etc.) must always be appropriate, coherent, cohesive, and correct.
- Completion of work in compliance with academic ethics. Plagiarism or the improper use of artificial intelligence tools may be punished in accordance with Article 15 of the University of



Valencia's assessment and grading regulations. Plagiarism, whether total or partial, may result in immediate failure of the subject or the initiation of an academic record. Plagiarism is understood to be the reproduction of paragraphs or expressions from other authors without citing the source. Failure to comply with these points may result in failure of the subject, regardless of the acquired knowledge of the subject.

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