

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

Code: 44512
Name: Language development disorders
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Intervention in hearing and speech disorders	ELECTIVES

COORDINATION

MAÑA LLORIA AMELIA

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

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

OTHER REQUIREMENTS**COMPETENCES / LEARNING OUTCOMES****2215 - Master's Degree in Special Education**

Buscar, gestionar y analizar información científico-profesional

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares



Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Conocer y ser capaz de diseñar, aplicar y evaluar los sistemas de comunicación aumentativa.

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

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.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. Specific disorders during language development

Language disorders during development. Epidemiology. Neurobiological, linguistic and cognitive bases. Conceptual evolution of language disorders. Classifications, criteria and diagnostic labels

2. Methodological principles of the intervention

Evaluation as a basis for intervention. Detection of needs and formulation of objectives. Methodological approaches and intervention procedures. Agents and contexts of intervention.

3. Reinforced and systematized language stimulation

Concept and criteria for the indication of intervention by means of reinforced and systematized stimulation. Intervention procedures: Concept of communicative adjustment, high quality dual interactions. Counseling programs for parents and caregivers. The role of the school.



4. Functional exercises and directed exercises

Concept and criteria for the indication of intervention through functional exercises and/or exercises directed. Pedagogical scheme of functional exercises. Agents and contexts of intervention in directed exercises.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	20,00
Preparation of lessons	7,00
Preparation for assessment activities	7,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Participatory Master Lesson

Case Study Based Learning

Reflection and knowledge transfer activities

Academic Tutoring

Group and cooperative work

EVALUATION

The assessment of the subject will consider the following blocks:

1. Examination. It represents 60% of the final qualification, consisting of several open questions on a



practical case.

2. Theoretical-practical activities. This accounts for 40% of the final qualification and consists of:

(A) Evaluable activities (30%)

(B) Classroom activities (10%).

In the first term, the minimum requirements to pass the subject are:

a) To take and pass the exam.

b) To pass the (A) evaluable activities.

c) Correctly submit at least 70% of the (B) classroom activities.

In the second term, requirement c) is NOT RECOVERABLE. Therefore, students who do not pass it at the first term will not be able to obtain the mark corresponding to this requirement at the second term and, consequently, will lose the possibility of obtaining the maximum mark (10 points). However, criteria a) and b) are RECOVERABLE. In this regard, the teacher staff will indicate the date for the recuperation of the exam -requirement a)- and for the presentation of a new evaluable activity -requirement c)-.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- Acosta, V. y Moreno, A. (2005) Dificultades del lenguaje en ambientes educativos. Del retraso al trastorno específico del lenguaje. Barcelona: Masson.



- Cervera-Mérida, J. y Ygual-Fernández, A. (2006). Intervención logopédica en los niveles de la lengua. En: Garayzábal, E. (Ed.) Lingüística clínica y logopedia. Madrid: A. Machado Libros.
- Juárez, A. y Monfort, M. (2001). Estimulación del lenguaje oral. Madrid: Entha Ediciones.
- Mendoza, E. (2001). Trastorno específico del lenguaje, Madrid: Pirámide.
- Aguado G. et al. (2015). Documento de consenso elaborada por el comité de expertos en TEL sobre el diagnóstico del trastorno. Revista de Logopedia, Foniatría y Audiología, 35(4), 147-149.
- Carballo, G. (2012). Guía para la evaluación del TEL: algunas consideraciones. Revista de Logopedia, Foniatría y Audiología, 32(2), 87-93.
- Narbona, J. Y Chevie-Muller, C. (1997) El lenguaje del niño. Desarrollo normal, evaluación y trastornos. Barcelona: Masson.
- Monfort, I., Monfort, M. y Juárez-Sánchez, A. (2014). Investigación y práctica profesional en logopedia. Revista de Neurología 58(Supl 1), S111-5
- Acosta, V.M. y Moreno, A.M. (1999) Dificultades del lenguaje en ambientes educativos. Del retraso al trastorno específico del lenguaje. Barcelona. Elsevier Masson.