



COURSE DATA

DATA SUBJECT

Code: 46937
Name: Language Development Disorders
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Intervención en los Trastornos de la Audición y del Lenguaje	ELECTIVES

COORDINATION

MAÑA LLORIA AMELIA

SUMMARY

The subject **Language Development Disorders** aims to provide an approach to the concept and qualitative analysis of language acquisition disorders, as well as to the basic principles of their intervention. In the first part, the characteristics of specific developmental language disorders and their different classifications are analysed. It also examines other developmental disorders that lead to communication and language difficulties. The subject provides information on the linguistic and communicative typology of these difficulties in each of the disorders, on their neurobiological and cognitive bases, on their impact on social interaction, on the learning of other languages and on academic achievement. The second part of the subject is devoted to the study of the basic principles of communication and language intervention in the school environment. It analyses the establishment of objectives, the choice of intervention agents and the different methodological lines and their effectiveness, according to scientific evidence, and the basic procedures in language stimulation. Practical resources are acquired to carry out reinforced language stimulation in the classroom, in order to establish communicative functionality. The basic principles of intervention at each of the linguistic levels and the most commonly used technical resources are analysed, as well as the suitability and characteristics of the application of augmentative and alternative communication systems.



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

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Analyse and plan responses regarding assessment and/or intervention in relation to professional practice in therapeutic pedagogy, in hearing and language or in disability care.

Be able to communicate conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the impact of specific educational support needs on family relationships.

Know and understand the terminology, concepts and basic principles related to different types of language, speech and voice disorders, as well as their diagnostic criteria, evolutionary course, prevalence and comorbidities.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

Know the ethical principles of professional action in the field of specific educational support needs.



DESCRIPTION OF CONTENTS

1 Developmental Language Disorder

Descripción de contenidos (English):
Conceptual development of language disorders.
Classifications, criteria and diagnostic labels.
Epidemiology.
Neurobiological, linguistic and cognitive bases.
Characteristics of DLD

2 Comprehensive assessment in DLD

Descripción de contenidos (English):
Evaluation as a basic process for intervention design. Main techniques, instruments and mechanisms for collecting information. Contexts and agents involved. Detection of needs and formulation of objectives.

3 Methodological principles of intervention

Descripción de contenidos (English):
Intervention planning criteria. Methodological approaches and intervention procedures. Intervention agents and contexts.

4 Intervention in TDL: phonology, lexis, morphosyntax, discourse and pragmatics.
Specific intervention models and techniques to intervene in the different components of language: phonological, lexical-semantic, morphosyntactic, discourse-narrative and pragmatic aspects. Development of activities and evidence-based intervention design.

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WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES



Activity	Hours
Attendance at other activities	0,00
Individual or group project	25,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	9,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Participative lecture

Case-based learning

Reflection and knowledge transfer activities

Academic tutoring

Group and cooperative work

EVALUATION

The evaluation of the subject will consider the following blocks:

1. Development test (exam): it awards 60% of the final grade, consisting of several closed and open questions.

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

(A) Assessable activities (written reports): (30%).

(B) Classroom activities (group work and/or oral presentations) (10%).

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

a) To take and pass the exam.

b) To pass the (A) evaluable activities.

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

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

The obvious copying of any test, task, activity or report, whether individual or group, which is used for assessment purposes in the course, will make it impossible to pass the course.

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

- Andreu Barrachina, Llorenc, Gerardo Aguado Alonso, y M. Claustre Cardona. El Trastorno Específico Del Lenguaje: Diagnostico e Intervencion. First edition. Barcelona, Spain: Editorial UOC, 2014. Print. Andreu, L., Ahufinger, N., Igualada, A., & Sanz-Torrent, M. (2021). Descripción del cambio del TEL al TDL en contexto angloparlante. *Revista De Investigación En Logopedia*, 11 (Especial), 9-20. <https://doi.org/10.5209/rlog.70857> Andreu, L., Igualada, A., Ahufinger, N., & Sanz-Torrent, M. (2022). La situación del trastorno específico del lenguaje en los países hispanohablantes. *Revista de Investigación en Logopedia*, 12(1), e74552. <https://doi.org/10.5209/rlog.74552> Juárez, A. y Monfort, M. (2001). Estimulación del lenguaje oral. Madrid: Entha Ediciones. Ferrer, A., Serrano, MA. i Mañá, A. (2018). Alumnado con Trastorno del Lenguaje. En D. Marín Suelves e I. Fajardo Bravo (coords). *Intervención psicoeducativa en alumnado con necesidades específicas de apoyo educativo* (pp 291-306) Valencia: Tirant Humanidades Mendoza Lara, Elvira. Trastorno específico del lenguaje (TEL): avances del estudio de un trastorno invisible. Madrid: Pirámide, 2016. Print.
- 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 Acosta, V.M. (2012) La intervención logopédica en los trastornos específicos del lenguaje. *Revista de Logopedia, Foniatría y Audiología*, 32(2), 67-74 Lozano, R.M. y Maestre, O. (2013) Evaluación del lenguaje. Modelo neuropsicolingüístico. Un modelo común para valorar las dificultades del lenguaje oral. Instrumentos y registros para evaluar a los alumnos con y sin lenguaje oral. Región de Murcia. Consejería de Educación, Formación y Empleo. Secretaría General. Servicio de Publicaciones y Estadística.