

## SUBJECT TEACHING GUIDE

G528 - Hearing and Language: Difficulties and Intervention I

Degree in Primary Education Teaching

Academic year 2019-2020

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Optional. Year 3
Faculty	School of Teacher Training				
Discipline	Speciality in Hearing and Language Module: Complementary or Specialised Training				
Course unit title and code	G528 - Hearing and Language: Difficulties and Intervention I				
Number of ECTS credits allocated	6	Term	Semester based (1)		
Web					
Language of instruction	Spanish	English Friendly	No	Mode of delivery	Face-to-face

Department	DPTO. EDUCACION
Name of lecturer	VERONICA MARINA GUILLEN MARTIN
E-mail	veronica.guillen@unican.es
Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESOR (314)
Other lecturers	

### 3.1 LEARNING OUTCOMES

- The students will learn which parts of our nervous system are related to language as well as the organs needed for later learning the phenomenon of communication.
- The students will learn bio-psycho-social bases of different speech, language and communication disorders.
- The students will learn to recognize the appropriate use of verbal and non-verbal language.
- The students will learn different criteria and clasifications for speech, language and communications disorders.
- The students will learn how to assess language in children.
- The students will learn to collaborate with other teachers in language intervention at school.
- The students will learn to collaborate with families.
- At the end of the course, the students will use apporpiate terms realted to language disorders.
- At the end of the course, the students will know and use appropriate primary and secondary sources related to language disorders.

### 4. OBJECTIVES

- To explore main variables related to oral language.
- To analyze different language difficulties in children.
- To promote appropriate attitudes to work with children with language difficulties.
- To analyze different assessment and intervention tools to work with children with diferente language disorders.

### 6. COURSE ORGANIZATION

CONTENTS	
1	Part 1. Introduction. Psycopathology of language.
2	Part 2. Speech disorders: conception, assessment and intervention.
3	Part 3. Language disorders: conception, assessment and intervention.
4	Part 4. Communication disorders: conception, assessment and intervention.
5	Part 5. Voice disorders: conception, assessment and intervention.

7. ASSESSMENT METHODS AND CRITERIA				
Description	Type	Final Eval.	Reassessn	%
The students will take an exam at the end of the course. Passing the exam is a requirement to pass the course.	Written exam	Yes	Yes	60,00
The students will perform coursework, consisting of several short essays and a final exam. Passing these tasks and the exam separately is a requirement to pass the course.	Others	No	Yes	40,00
<b>TOTAL</b>				<b>100,00</b>
<b>Observations</b>				
<p>The final qualification will reflect the global efficiency of the student along this subject . The Board of the Faculty of Education has approved the following agreements related to orthography, plagiarism and citation rules:</p> <p><b>ORTHOGRAPHY</b> We understand that all the university students have developed language skills in relation to oral and written expression . It is therefore an essential duty to respect and maintain the adequate use of the orthographic rules, including accents and punctuation, as well as the grammatical and lexical adequacy, in all the works and tests as an essential condition to pass the subject.</p> <p><b>PLAGIARISM</b> In case of fraudulent conduct (plagiarism) of the evaluation tests, the qualification will be adjusted with the provisions of Article 54.1 of the Rules of Evaluation Processes at the University of Cantabria: "The fraudulent procedures in any test or in any evaluation activities will deserve an automatic qualification of '0' in the subject".</p> <p><b>CITATION RULES</b> APA citation rules as a criterion for all academic work are assumed . Although these rules have different editions , as an initial reference we suggest to use the following citation link of the BUC: <a href="https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28">https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28</a></p>				
<b>Observations for part-time students</b>				
The assessment procedure for the partial - time students who do not attend regularly to the classes will consist of an extended global exam, on the date established by the Faculty for the examination. Those students who regularly attend to the classes will need to pass the same assessment that all the students.				

## 8. BIBLIOGRAPHY AND TEACHING MATERIALS

### BASIC

- Arroyo, A., López, L. y Ortega, M. (2004). La evaluación del maestro de audición y lenguaje. *Pulso*, 27, 71-93.
- Artigas, J., Rigau, E. y García-Nonell, K. (2008). Trastornos del Lenguaje. *Protocolos Diagnóstico Terapéuticos de la Asociación Española de Pediatría: Neurología Pediátrica*, 178-184.
- Barragán, E. y Lozano, S. (2011). Identificación temprana de trastornos del lenguaje. *Rev.Med.Clin.Condes*, 22(2), 227-232.
- Bishop, D. y Leonard, L. (2000). *Speech and language impairments in children: Causes, characteristics, intervention and outcome*. Philadelphia: Psychology Press/Taylor & Francis.
- Bonilla, M.F. y Chaskel, R. (s/f). Trastorno del Espectro Autista. *CCAP*, 15(1), 19-29.
- Borragán A., Barrio J.A y Borragán V. (2007). *Cuida tu voz: es única. Guía de Primeros Auxilios para salvar la voz*. UGT Cantabria.
- Borragán, A. Barrio J.A y Gutiérrez J.N. (2000). El juego Vocal, para prevenir problemas de Voz en contextos escolares. *Aljibe*. Málaga.
- Carballo, G. y Fresneda, M.D. (2005). Evaluación e intervención logopédica en el trastorno específico del lenguaje. *Revista Neurológica*, 41(s1), s73-s82.
- Cervera, J.F. y Ygual, A. (1994). Metodología para la intervención logopédica en los trastornos del habla.. *Revista Logopedia, Foniatria y Audiología*, 14, 1, 19-26.
- Coba, J. (2017). *Dificultades específicas en lenguaje y comunicación: Una guía para la comunidad educativa*. Comunidad Valenciana.
- Cuevas, L., Núñez, J.C., Rodríguez, F.J. y González, N. (2002). Elaboración y evaluación de un programa de mejora de la comprensión oral. *Psicothema*, 14(2), 293-299.
- Fernandes, F.D.M., Amato, C. y Molini-Avejonas, D.R. (2012). Resultados de la terapia de lenguaje con niños del espectro autista, 32, e1-e5.
- Frías, X. (2001). Introducción a la fonética y fonología del español. *Ianua*. *Revista Philologica Romanica*, 04.
- Gallardo (1995). Niveles de dificultad progresiva para mejorar la habilidad motora de los labios, lengua y paladar.
- Gallego, J.L. (1995). La evaluación del lenguaje oral infantil. *Revista Logopedia, Foniatria y Audiología*, 15(4), 241-250.
- Gallego, J.L. (2000). Dificultades de la articulación en el lenguaje oral infantil. Málaga: Aljibe
- González, E. (2013). El maestro en audición y lenguaje como recurso personal integrado en el centro. *Publicaciones Didácticas*, 34, 52-58.
- Luque, A. (2012). El perfil profesional del maestro de audición y lenguaje en el sistema educativo español. *Revista internacional de audición y lenguaje, logopedia, apoyo a la integración y multiculturalidad*, 2, 24-38.
- Monfort, M. y Juárez, A. (2001). *Estimulación del Lenguaje Oral. Un Modelo Interactivo para Niños con Necesidades Educativas Especiales*. Madrid. Entha Ediciones.
- Pérez, P. y Salmerón, T. (2006). Desarrollo de la comunicación y del lenguaje: indicadores de preocupación. *Rev Pediatr Aten Primaria*, 8, 679-693.
- Rodríguez, A. (2000). Intervención sobre la tartamudez temprana. *Revista Logopedia, Foniatria, Audiología*, 1, 2-16.
- Rodríguez, A. (2000). Intervención temprana en tartamudez: criterios para tomar decisiones. *Revista Logopedia, Foniatria, Audiología*, 3, 136-150.
- Rodríguez, A. y Gallego, J.L. (2007). Nociones y pautas para el docente con respecto a la evaluación e intervención de los trastornos en la voz. *Revista de curriculum y formación del profesorado*, 11(1). 1-15.
- Rodríguez, M. Y Saval, J.J. (2017). Tratamiento conductual basado en el juego de una niña con mutismo selectivo. *Revista de Psicología Clínica con Niños y Adolescentes*, 4(1), 51-57.
- Sangorri, J. (2005). Disfemia o tartamudez. *Revista Neurológica*, 41(1), S43-S46.
- Villaseca, R. (2002). La intervención logopédica en niños con dificultades en el área del lenguaje y de la comunicación: un enfoque naturalista. *Revista Logopedia, Foniatria y Audiología*, 12(3), 143-150.