

## SUBJECT TEACHING GUIDE

G529 - Hearing and Language: Difficulties and Intervention II

Degree in Primary Education Teaching

Academic year 2020-2021

1. IDENTIFYING DATA					
Degree	Degree in Primary Education Teaching			Type and Year	Optional. Year 4
Faculty	School of Teacher Training				
Discipline	Speciality in Hearing and Language Module: Complementary or Specialised Training				
Course unit title and code	G529 - Hearing and Language: Difficulties and Intervention II				
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				
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Office	Edificio Interfacultativo. Planta: + 3. DESPACHO PROFESOR (314)				
Other lecturers	HECTOR GARCIA RODICIO				

3.1 LEARNING OUTCOMES
- The students will learn the factors underlying hearing impairment and specific learning disabilities, including difficulties in reading, writing, reading comprehension, and arithmetic word problem solving.
- The students will learn how to detect hearing impairment and specific learning disabilities.
- The students will learn how to design and implement programs and strategies to address specific learning disabilities.
- The students will learn learning difficulties related to hearing impairments.
- The students will learn the main tests and tools to assess those difficulties.
- The students will learn how to design and implement programs and strategies to address hearing impairments.
- The students will learn how to collaborate with other professionals.
- The students will learn how to collaborate with families.

#### 4. OBJECTIVES

- To explore the factors underlying hearing impairment and specific learning disabilities , including difficulties in reading, writing, reading comprehension, and arithmetic word problem solving.
- To analyze difficulties related to hearing impairment and specific learning disabilities.
- To design and implement programs and strategies to address those difficulties.

#### 6. COURSE ORGANIZATION

##### CONTENTS

1	Individual differences in reading, writing, reading comprehension,digital reading, and arithmetic word problem solving. Intervention strategies.
2	Hearing. Auditory System. Concept and classification of hearing impairments. Individual characteristics.Deaf Community . Implications.Communication Support Systems,strategies and programs for assessment and intervention.

#### 7. ASSESSMENT METHODS AND CRITERIA

Description	Type	Final Eval.	Reassessn	%
The students will perform coursework, consisting of five short essays.	Work	No	Yes	40,00
The students will take an exam at the end of the course.	Written exam	Yes	Yes	60,00
<b>TOTAL</b>				<b>100,00</b>

##### Observations

The final qualification will reflect the global efficiency of the student along this subject , being necessary to pass each part separately to pass de subject.

The Board of the Faculty of Education has approved the following agreements related to orthography, plagiarism and citation rules:

##### ORTHOGRAPHY

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.

##### PLAGIARISM

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'.

##### CITATION RULES

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:

<https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

##### Observations for part-time students

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

#### COMPETENCIA ESCRITA:

- Bereiter, C. y Scardamalia, M. (1987). The psychology of written composition. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Cuetos, F. (2008). Psicología de la escritura. Diagnóstico y tratamiento de los trastornos de escritura. Madrid: Wolters Kluwer España.
- Cuetos, F. (2010). Psicología de la Lectura. Madrid: Wolters Kluwer España.
- Defior, S. (1996). Las dificultades de aprendizaje, un enfoque cognitivo: lectura, escritura, matemáticas. Málaga: Aljibe.
- Fajardo, I., Villalta, E., y Salmerón, L. (2016). ¿Son realmente tan buenos los nativos digitales? Relación entre las habilidades digitales y la lectura digital. Anales de Psicología, 32, 89-97.
- Miranda, A., Vidal-Abarca, E. y Soriano, M. (2002). Evaluación e intervención psicoeducativa en dificultades de aprendizaje. Madrid: Pirámide.
- Rueda, M.I. (2002). La lectura. Adquisición, dificultades e intervención. Salamanca: Amarú.
- Sánchez, E. (1998). Comprensión y redacción de textos. Barcelona: Edebé.
- Sánchez, E., García, J. R. y Rosales, J. (2010). La lectura en el aula. Qué se hace, qué se puede hacer y qué se debe hacer. Barcelona: Graó.
- Snowling, M. J. (2000). Dyslexia. 2nd edition. Oxford: Blackwell.
- Vidal-Abarca, E. (2005). Aprender con libros de texto. Colección Fundamentos. Madrid: Santillana.
- Vidal-Abarca, E., Gilabert, E., Abad, N., Blanes, M., Navarro, O. y Senent, N. (2003). Programa de Comprensión verbal: Aprender a Comprender. Madrid: ICCE.

#### AUDICIÓN:

- Alegría, J. y Domínguez, A. B. (2009). Los alumnos sordos y la lengua escrita. Revista latinoamericana de educación inclusiva, 3, 95-111.
- Augusto, J. M., Adrián, J. A., Alegría, J. y Martínez de Antoñana, R. (2002). Dificultades lectoras en niños con sordera. Psicothema, 14, 746-753.
- Ferrer, A. M. (2002). Las Tecnologías de Ayuda en la respuesta educativa del niño con discapacidad auditiva . Actas del II Congreso Nacional de Nuevas Tecnologías y Necesidades Educativas Especiales – TECNONEET
- Gascon, M. (2006). Tendencias en la formación del profesorado :reflexiones para la educación bilingüe-bicultural . En V. Acosta,, La sordera desde la diversidad lingüística y cultural. Construyendo escuelas inclusivas en la educación de las personas sordas. Barcelona: Masson.
- Monsalve, A. y Núñez, F. (2006). La importancia del diagnóstico e intervención precoz temprana para el desarrollo de los niños sordos. Los programas de detección precoz de la hipoacusia. Intervención Psicosocial, 15, 7-28.
- Morales, A. M. (2006). La era de los implantes cocleares: ¿el fin de la sordera? Algunas consideraciones para su estudio. Revista Universitaria de Investigación, 7(2), 159-170.
- Pérez, O. (2014). Las personas sordas como minoría cultural y lingüística. Dilemata, 15, 267-287.
- Skliar, C. (2003). La educación de los sordos. Recuperado de : <http://www.cultura-sorda.eu>.
- Valmaseda, M. (1999). La alfabetización emocional de los alumnos sordos. En J.N. García, Intervención psicopedagógica en los trastornos del desarrollo (pp. 147-163). Madrid: Pirámide.
- Valmaseda, M. (1999). El desarrollo comunicativo y lingüístico de los niños sordos. En J.N. García, Intervención psicopedagógica en los trastornos del desarrollo (pp. 390-402). Madrid: Pirámide.
- Velasco, C. y Pérez, I. (2009). Sistemas y recursos de apoyo a la comunicación y al lenguaje de los sordos. Revista latinoamericana de educación inclusiva, 3, 77-83.