

**Language and Hearing Disorders and their Effects
on Early Childhood Education**

Code: 101686
ECTS Credits: 6

Degree	Type	Year	Semester
2500893 Speech therapy	OT	4	1

Contact

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Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

It is advisable to revise the subjects of Evolutionary Psychology of Early Childhood, Acquisition and Processing of Language and Hearing Disorders. Assessment and Intervention

Objectives and Contextualisation

The main educational objectives of the subject are to:

1. Understand the processes of oral language acquisition by deaf children in comparison with hearing children from different theoretical approaches
2. Evaluate the informational, educational and psychological support needs of families with deaf children
3. Apply appropriate family counseling strategies
4. Prepare and apply the strategies to stimulate communication and the acquisition of oral language in early childhood
5. Apply appropriate guidance and counseling strategies at education centers.
6. Perform a practical observation activity in a school setting

Competences

- Communicate orally and in writing to the patient, family members and other professionals involved in the case, the relevant observations and conclusions, adapting these to the socio-linguistic characteristics of the environment.
- Demonstrate an understanding of disorders in communication, language, speech, hearing, voice and non-verbal oral functions.
- Design and carry out speech-therapy treatment, whether individual or at group level, establishing objectives and phases, with more efficient and suitable methods, techniques and resources, attending to the distinct developmental phases of human beings.
- Design, implement and evaluate actions aimed at preventing communication and language disorders.
- Ethically commit oneself to quality of performance.
- Have a strategic and flexible attitude to learning.
- Identify, analyze and solve ethical problems in complex situations.
- Understand, integrate and relate new knowledge deriving from autonomous learning.

Learning Outcomes

1. Analyse human communication systems as a basis for understanding communication and language disorders.
2. Ethically commit oneself to quality of performance.
3. Explain orally and then prouce in written format observations and conclusions directed to other professionals, adapting these to the sociolinguistic characteristics of the environment.
4. Guide families with deaf children throughout the process of speech therapy to encourage their development.
5. Have a strategic and flexible attitude to learning.
6. Identify the different modes of communication for people with hearing impairments and explain their implications for speech therapy directly with children and indirectly with their family.
7. Identify, analyze and solve ethical problems in complex situations.
8. Understand, integrate and relate new knowledge deriving from autonomous learning.
9. Use sign language as a resource and support language development in patients with difficulties with oral language development.

Content

THE FIRST YEARS OF LIFE

1. Detection, diagnosis and early reception of deaf children and their families
2. The impact of deafness on affected children
3. Methodology for stimulating communication and oral language
4. Assessment of the communicative and linguistic psychic development of the deaf child during the first 2 years of life

FAMILY ENVIRONMENTS

5. The impact of deafness on deaf children's family environments
6. Methodology for care and support of families

PRE-SCHOOL STAGE

7. The period from 3 to 6 Evolution and assessment
8. Methodology and intervention strategies
9. The use of motivational and preparatory activities in written language

SPEECH THERAPY IN SCHOOL SETTINGS

10. L'Escoleta: an inclusive school
11. Foundations and strategies for speech therapy
12. Strategies for inclusion in the school context

Methodology

The methodology is based on interpreting the behaviors viewed in videos or directly in speech therapy based on the concepts and criteria exposed in class or read in the texts presented in the Moodle.

Different learning activities are combined: lectures, group discussion to interpret the behaviors observed, discussions of reading material, individual work on the interpretation of behaviors and on programming of speech therapy activities, etc.

Field work consists of direct observation in a school context.

The integration of theoretical concepts and field activities in the first part of the course consists of the analysis and assessment of children's behaviors and strategies. In the second part of the course, the student builds upon those strategies.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practices sessions	12	0.48	1, 3, 6, 4
Theoric sessions	24	0.96	1, 6, 4
Type: Supervised			
Follow-up tutorials for group work	35	1.4	3, 6
Individualized attention (face to face or virtual)	7	0.28	8, 5
Type: Autonomous			
Autonomous search for information search	10	0.4	1, 8, 3, 6, 4
Group work for the completion to complete the final workproject	15	0.6	1, 8, 2, 3, 6, 7, 9
Individual study of the subject and preparation for the exam	15	0.6	1, 8, 7
Readings, observations and elaborate programming	30	1.2	1, 8, 2, 6

Assessment

Learning is assessed on the basis of the students' overall ability to know and apply techniques for the examination and treatment of the deaf child in the first years of life and the educational media used.

The first two group and written projects (activities 1 and 2) are conducted from a case study perspective, and present the communication strategies that parents use with their deaf children for the acquisition of oral language.

Field work is done in groups and consists of a natural observation of children with hearing deficit in a school context. This activity explores the capacity to observe and analyze the situation. The assessment activity explores the capacity to integrate the skills applied to each evolutionary stage as described in the corresponding theories and basic intervention criteria of speech therapy. The work will be delivered between week 14 and 15.

The final exam tests the basic concepts of the subject and their application. The test will be done during week 16 or 17. The work will be delivered between week 14 and 15.

ASSESSABLE: Students who obtain a grade of 4 or more (40%) will be considered "assessable"

* PASS: The subject will be surpassed by the student who has given all the evidences, has done 90% of the practical hours, and the average of the evidences is equal or superior to 5. The evidences will do half as long as the theoretical test get a note of 5.

* RECOVERY: Students may take any of the recovery tests for which they did not meet the established criteria to pass the subject and which had previously been evaluated in a set of activities whose weight equals at least two thirds of the total grade for the subject. The maximum grade that can be obtained from retaken examinations is 5.

<https://www.uab.cat/web/estudiar/graus/graus/avaluacions-1345722525858.html>

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Exam type test of the basic concepts of the subject and their application	40%	2	0.08	1, 8, 4
Field work on speech therapy assessment and strategies	30%	0	0	8, 2, 3, 6, 7, 4, 5, 9
Written work on early communication from 0-3 years. Family strategies	15%	0	0	1, 8, 3, 6, 4
Written work on the early oral language from 4 to 6 years. Family strategies	15%	0	0	8, 6, 4

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