

**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 |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

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Use of Languages

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

Teachers

Cristina Andrés Carrillo

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. Know the language acquisition processes of deaf children and children with language disorders comparatively with children with typical development
2. Evaluate the informational, educational and psychological support needs of families with language disorder
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.

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 produce 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

EVIDENCE BASED PRACTICE

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. Impact of language disorders impact on the family environment
6. Methodology for care and families support

SCHOOL ENVIRONMENTS

7. Language and inclusion
8. Methodology and intervention strategies

SPEECH THERAPY INTERVENTION IN THE FAMILY ENVIRONMENT

10. Objectives and planning
11. Bases and strategies of speech therapy intervention
12. Family intervention and working from home

Methodology

Directed activities

Lectures with support of ICT.

Seminars for analyzing and discussing specialized papers and cases. Students will discuss methodological, theoretical and applied implications.

- Supervised activities

Tutoring of coursework due.

- Autonomous activities

Reading specialized papers and documents (reports, cases, and specific documents for the course*).

Preparation and elaboration of coursework due.

Searching information and documentation.

"N.B. The proposed teaching and assessment methodologies may experience some modifications as a result of the restrictions on face-to-face learning imposed by the health authorities. The teaching staff will use the Moodle classroom or the usual communication channel to specify whether the different directed and assessment activities are to be carried out on site or online, as instructed by the Faculty".

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

The following learning evidences (with the following weight in the course final grade) must be presented:

LE1: written work, and participation in conferences (weight: 25%) (weeks 8 to 14)

LE2: written work and oral presentation (weight: 35%) (week n. 14)

LE3: written exam 2 (weight: 40%) (week n. 19)

Students will pass the course if both of the following conditions apply: (1) they have obtained at least 5 points (0-10 scale) as a result of the weighted mean of learning evidences, and (2) they have passed at least two out of the three evidences.

A student who has presented learning evidences representing a weight below 4 points (40%), will be qualified as Non Assessable (NA).

If the criteria to pass the course specified above are not met, students will have the opportunity to resit exam/s in the following cases: (a) the final grade is equal to or greater than 3.5 and is below 5 (0-10 scale), and (b) have been previously assessed on a set of learning activities with a minimum weight of 66.6% of the final grade of the course.

The maximum grade that can be obtained from retaken examinations is 5.

General assessment guidelines:

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

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|------------------------|
| EV1- Written work and participation in seminar | 25% | 0 | 0 | 1, 8, 3, 6, 4 |
| EV2- Written work and oral presentation: Speech therapy assessment and strategies | 35% | 0 | 0 | 8, 2, 3, 6, 7, 4, 5, 9 |
| EV3- Test exam | 40% | 2 | 0.08 | 1, 8, 4 |

Bibliography

Basic references:

Aguilar-mediavilla, E., Buil-legaz, L., Esteller-cano, À., Pérez-castelló, J. A., & Balears, I. (2019). Del trastorn específic del llenguatge (TEL) al trastorn del desenvolupament del llenguatge (TDL): un canvi de concepció sobre els trastorns del llenguatge. (17), 11-26.

Butler, C. (2019). Working the 'wise' in speech and language therapy: Evidence-based practice, biopolitics and 'pastoral labour.' *Social Science and Medicine*, 230, 1-8. <https://doi.org/10.1016/j.socscimed.2019.03.038>

Fernández Martín, F., Arce Calvo, M., & Moreno Molina, J. (2014). Escuchemos el lenguaje del niño: normalidad versus signos de alerta. *Pediatría Atención Primaria*, 16, 101-110. doi: 10.4321/s1139-76322014000200014

Moran Alvarado, M. D. R., Vera Miranda, L. Y., & Morán Franco, M. R. (2017). Los trastornos del lenguaje y las necesidades educativas especiales. Consideraciones para la atención en la escuela. *Revista Universidad y Sociedad*, 9(3), 191-197

Schubert, A. (2019). What speech therapists, occupational therapists and physical therapist need to know to become evidence-based practitioners: A cross-sectional study. *Zeitschrift Fur Evidenz, Fortbildung Und Qualitat Im Gesundheitswesen*, 140, 43-51. <https://doi.org/10.1016/j.zefq.2019.02.003>

Throughout the course, more specific bibliography will be provided.

