UAB
Universitat Autònoma de Barcelona

Language and Hearing Disorders and Their Effects on Early Childhood Education

Code: 101686
ECTS Credits: 6

2025/2026

Degree	Type	Year
Logopedia	OP	4

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

It is advisable to revise the subjects

1st year: "Evolutionary Psychology I: Childhood" / 2nd year: "Disorders and assessment of oral and written language acquisition" / 3rd year: "Intervention in oral and written language disorders", "Language alterations associated with other pathologies" 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 languaje 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.

Learning Outcomes

1. CM30 (Competence) Assess scientific works that support speech therapy intervention in communicative processes.
2. KM71 (Knowledge) Explain the different modes of communication of people with hearing impairment and the implications for speech therapy treatment for the child and the family.
3. SM58 (Skill) Plan the participation of families with deaf children throughout the speech therapy intervention process to promote their development.
4. SM59 (Skill) Report, orally and in writing, on the observations and conclusions of the speech therapy intervention, adapting to the sociolinguistic characteristics of the environment.
5. SM60 (Skill) Design, based on cases raised, actions to promote people's communication skills.

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Content

THE FIRSTS YEARS

1. Detection, diagnosis and initial reception of the child with deafness and their families

2. The impact of deafness on the families of children with hearing impairment

3. The stage from 0 to 3 years. Evolution and valuation

4. Assessment of the emotional, communicative and linguistic development of the child in the 3-6 stage

5. Intervention methodologies for communication and oral language

FAMILY CONTEXT

6. The impact of deafness in the family context of the child with deafness

7. Family stress and maternal conversational sensitivity

8. Methodology of attention and accompaniment to families

9. Family-centered therapies. Intervention Strategies

10. Preparation for the interview and family anamnesis.

EDUCATIONAL INTERVENTION

11. The educational context of the deaf child

12. Intervention strategies with scientific evidence

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practices sessions	12	0.48	CM30, KM71, SM58, SM59, SM60, CM30
Theoric sessions	24	0.96	CM30, KM71, SM58, SM59, SM60, CM30
Type: Supervised			
Follow-up	17	0.68	KM71, SM58, SM59, SM60, KM71
Type: Autonomous			
Estudy	30	1.2	KM71, SM60, KM71
Participation in communication forums between students	12	0.48	CM30, KM71, SM58, SM59, SM60, CM30
Preparing group work	24	0.96	SM58, SM59, SM60, SM58

Reading articles	25	1	CM30, CM30

TEACHING METHODOLOGIES:

-LEARNING BASED ON LEARNING OUTCOMES

-CASE STUDY

-FLIPPED CLASSROOM

-ROLE-PLAYING (SIMULATIONS)

-GAMIFICATION

AUTONOMOUS ACTIVITIES

STUDY: Individual study time for dynamic, personal, strategic and flexible learning of the content taught in practical and theoretical classes, as well as the material shared through the Moodle Virtual Classroom.

READING OF ARTICLES: Comprehensive reading of specialized articles.

PARTICIPATION IN COMMUNICATION FORUMS AMONGST STUDENTS: Active and weekly participation in a debate forum and group discussion, based on seminar activities.

GROUP WORK PREPARATION: Preparation of a digital portfolio.

DIRECTERD ACTIVITIES

Practices sessions: Seminars for the analysis and discussion of specialized articles, clinical cases and intervention methodologies, with the active participation of the students.

Theoric sessions: Lectures with ICT support.

SUPERVISED ACTIVITIES

Follow-up tutorials for group work (EV2)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
EV1 - INDIVIDUAL. Written test. Face-to-Face	30%	2	0.08	KM71, SM58
EV2 - GRUPAL. Digital briefcase. Online	30%	2	0.08	CM30, SM59, SM60
EV3 - INDIVIDUAL. Written test. Face-to-face	40%	2	0.08	KM71, SM58, SM59, SM60

The continuous assessment system is based on the following learning evidence:

EV1: Written test. 35% final course grade. theoretical. First evaluation period. Individual and face-to-face.

EV2: Digital portfolio. 30% final course grade. Practice. First and second evaluation periods. Group and online.

EV3: Written test. 35% final course grade. Theoretical-Practical. Second evaluation period. Individual and face-to-face.

TYPES OF RETURNS:

Assessment	Type of return	Week
EV1. Written test	Individual tutoring	11
EV2. Digital portfolio	Written (online)	22
EV3. Written test	Individual tutoring	22

The student will pass the course after obtaining at least a grade of 5,0 (0-10 scale) *as the average of the three evidences, and having passed* (grade of 5,0 or more) *two of the three evidences*.

A student who has delivered evidence of learning with a weight equal to or less than 4,0 points (40%) will be considered 'not evaluable'.

The only recoverable evidence is EV2, which corresponds to the digital portfolio. When recovering, the evidence must be submitted individually and online. EV1 and EV3 are not recoverable evidence.

Recovery test: Students who have not reached the established criteria to pass the subject and who have been evaluated with a minimum of 2/3 evidence of learning may choose to take the recovery test. The maximum grade that can be obtained in the recovery test is 5,0.

The single evaluation will be carried out on the same day and place as the written test of the second evaluation period of the subject. All the contents of the subject will be evaluated.

Students must present themselves with the digital portfolio (EV2 - 30% final grade for the course) in printed format to begin developing the single assessment.

Both partial exams (EV1 + EV3 - 70% final course grade) will be carried out with multiple choice questions and short questions on clinical cases. Total duration of the EU: 4 hours.

The final grade for the course will be obtained asdescribed by the continuous assessment. The same recovery process as thatof the continuous evaluation will be applied.

In the cases of second or higher registrations, the evaluationof the subject (continued or unique) will be the same as in the cases of first registration.

The translation of in-person assessment tests will be delivered if the requirements established in Article 263 are met and the request is made via e-form. You will find all the information on the Faculty's website.

Prohibited use of Artificial Intelligence: In this subject, the use of Artificial Intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and may lead to a partial or total penalty in the grade of the activity, or greater sanctions in serious cases.

Bibliography

Mandatory bibliography:

Balakrishnan, S., & Thangaraj, M. (2023). Parental Support for Postoperative Intervention of Children with Cochlear Implantation. *Indian Journal of Otolaryngology, and Head, and Neck Surgery*, 1-10. https://doi.org/10.1007/s12070-023-03762-w

Baraquiso Pazos, M., & Guier Bonilla, L. (2020). Childhood hearing loss, frequent sensory deficit. *Synergy Medical Journal, 5*(9), e576. https://doi.org/10.31434/rms.v5i9.576

Concha, R., Serrano, C., & Silvestre, N. (2022). Understanding of emotions in students with cochlear implants from 3 to 6 years old. Influential factors. *Journal of speech therapy, speech therapy and audiology, 42*(3), 134-146. https://doi.org/10.1016/j.rlfa.2021.03.012

Majorano, M., Brondino, M., Morelli, M., Ferrari, R., Lavelli, M., Guerzoni, L., Cuda, D., & Persici, V. (2020). Preverbal Production and Early Lexical Development in Children With Cochlear Implants: A Longitudinal Study Following Pre-implanted Children Until 12 Months After Cochlear Implant Activation. *Frontiers in Psychology, 11*, 591584-591584. https://doi.org/10.3389/fpsyg.2020.591584

Muller, L., Goh, B. S., Cordovés, A. P., Sargsyan, G., Sikka, K., Singh, S., Qiu, J., Xu, L., Graham, P. L., James, C. J., & Greenham, P .(2023). Longitudinal outcomes for educational placement and quality of life in a prospectively recruited multinational cohort of children with cochlear implants. *International Journal of Pediatric Otorhinolaryngology, 170*, 111583-111583. https://doi.org/10.1016/j.ijporl.2023.111583

Throughout the course, more specific complementary bibliography will be provided.

Software

No specific software needed

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	11	Catalan	first semester	morning-mixed
(TE) Theory	1	Catalan	first semester	morning-mixed