

| Degree                                       | Type | Year |
|--|------|------|
| Trastornos de la Comunicación y del Lenguaje | OP   | 1    |

## Contact

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## Teachers

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

For the proper development of the module, it will be required to have prior knowledge of communication disorders and oral and written language. This knowledge can serve as the basis for the expansion and updating of the theoretical-practical content.

## Objectives and Contextualisation

To provide students with the theoretical and practical content that enables their qualification and specialization in the research, diagnosis, and intervention of language development disorders, as well as oral and written language.

## Learning Outcomes

1. CA05 (Competence) Design strategies for intervention on specific learning and language disorders based on the assessment and the concurrent individual and social variables.
2. CA06 (Competence) Autonomously resolve and apply solutions to problems that appear in research on learning and language disorders
3. KA06 (Knowledge) Identify the facilitators and barriers to therapeutic adherence.

4. KA07 (Knowledge) Recognise the set of actions underlying specific language learning and its disorders.
5. SA07 (Skill) Use instruments and techniques for assessment and intervention in communication and language disorders for research on specific learning and language disorders.
6. SA08 (Skill) Use the elements of the anamnesis and interview to study the evaluation process for specific learning and language disorders.
7. SA09 (Skill) Analyse the results obtained from the evaluation and assess the need for additional or complementary explorations.
8. SA10 (Skill) Interpret the language of the sources of information produced by different professionals on specific learning and language disorders and that used by other professionals.

## Content

1. Review of assessment methods. Dynamic assessment. The assessment of narrative skills.
2. Risk factors in language development. Intervention in narrative skills in TDL. Intervention in other linguistic skills in TDL.
3. Advances in reading learning disorders and intervention.
4. Advances in writing learning disorders, linguistic indicators in textual composition, and intervention.
5. Difficulties in calculation in reading disorders and in general in mathematical calculation.

## Activities and Methodology

| Title   | Hours | ECTS | Learning Outcomes                        |
|---|-------|------|--|
| Type: Directed  |       |      |  |
| Lecture, Debate, Problem-Based Learning through clinical case studies   | 31.5  | 1.26 | KA06, KA07, SA08, SA09, KA06             |
| Type: Supervised  |       |      |  |
| Supervised  | 13    | 0.52 | CA05, SA09, SA10, CA05                   |
| Type: Autonomous  |       |      |  |
| Writing assignments, preparing oral presentations, reading relevant articles and reports, and individual study. | 101.5 | 4.06 | CA05, CA06, SA07, SA08, SA09, SA10, CA05 |

The module will be organized into theoretical content, which will be worked on through directed activities in the format of lectures, and through autonomous activities by reading articles and personal study. It also has a strong practical component, which will be addressed through the resolution of clinical cases and debate, where cooperative work within the group will be very important.

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

## Continuous Assessment Activities

| Title                                      | Weighting | Hours | ECTS | Learning Outcomes            |
|--|-----------|-------|------|------------------------------|
| EV1. Assessment and writing a report       | 25        | 2     | 0.08 | CA06, SA07, SA08, SA09, SA10 |
| EV2. Design an evidence-based intervention | 50        | 2     | 0.08 | CA05, CA06, SA07, SA10       |
| EV3. Multiple choice exam                  | 25        | 0     | 0    | KA06, KA07                   |

EV1: Assessment and report on a case (individual; 25% of the final grade). To be submitted in Week 9.

EV2: Design an evidence-based intervention (in group; 50% of the final grade). To be submitted in Week 17.

EV3: Multiple-choice exam (individual). To be taken in Week 15.

Attendance is mandatory (at least 75% of the sessions); therefore, failure to attend will mean that the course will not be passed, and the maximum grade will be 4.5.

## Type of Feedback

| Assessment (EV) and Type   | Week                                     |
|----------------------------|--|
| Written - EV3              | Week 18                                  |
| Digital tool - EV1 and EV2 | Weeks 11-12 for EV1 and Weeks 20 for EV2 |
| In-class                   | -  |
| Tutorial                   | -  |

## Final Grade

The final grade for the course will be the weighted average of the scores obtained in each of the learning assessments.

## Resits / Recovery

If the final grade for the module is below 5 (out of 10), students must resubmit the assessments that were not passed (i.e., any learning evidence with a score below 5). The maximum grade that can be obtained after resubmission is 5 out of 10.

## Definition of "Not Assessable"

Students who do not participate in any of the assessments, or who participate in several but the total weight of those assessments is less than 70% of the final grade, will receive the qualification "Not Assessable."

## Synthesis Test

For students enrolled for the second or subsequent time, the same continuous assessment process will apply. Therefore, a single non-recoverable synthesis test is not foreseen.

## Use of Artificial Intelligence (AI)

The use of AI technologies is permitted in this course exclusively for support tasks, such as literature or information searches, text correction, or translations. Students must clearly identify which parts were generated using AI, specify the tools used, and include a critical reflection on how these tools influenced the process and the final outcome of the activity. Lack of transparency in the use of AI in any assessed activity will be considered academic dishonesty and may result in partial or total penalties in the activity's grade, or more severe penalties in serious cases.

## Bibliography

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- Paul, R. (2024). *Language Disorders from Infancy through Adolescence. Assessment & Intervention*. Mosby.
- Pérez, E. (2018). *Diagnóstico e intervención en la dislexia, la disortografía y la disgrafía*. Lebón.
- Pérez, E. (2013). *Diagnóstico e intervención de las dificultades evolutivas del Lenguaje Oral*. Lebón.

## Software

Not applicable.

## 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      |
|-----------------------|-------|----------|----------------|-----------|
| (TEm) Theory (master) | 1     | Spanish  | first semester | afternoon |