

## Language and Hearing Disorders and Their Effects on Early Childhood Education

Code: 101686

Credits: 6

2026/2027

| Degree programme | Type | Course |
|------------------|------|--------|
| Speech therapy   | OP   | 4      |

### Contact lecturer

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### Teaching staff

Alicia Peralta Serrano

### Group languages

You can consult this information at the [end](#) of the 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

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.

### Learning outcomes

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

## Contents

### 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

## Learning activities and methodology

| Title                                                  | Hours | ECTS | Learning outcomes            |
|--------------------------------------------------------|-------|------|------------------------------|
| Theoric sessions                                       | 24    | 0.96 | CM30, KM71, SM58, SM59, SM60 |
| Reading articles                                       | 25    | 1    | CM30                         |
| Practices sessions                                     | 12    | 0.48 | CM30, KM71, SM58, SM59, SM60 |
| Estudy                                                 | 30    | 1.2  | KM71, SM60                   |
| Participation in communication forums between students | 12    | 0.48 | CM30, KM71, SM58, SM59, SM60 |
| Preparing group work                                   | 24    | 0.96 | SM58, SM59, SM60             |
| Follow-up                                              | 17    | 0.68 | KM71, SM58, SM59, SM60       |

### 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.

#### DIRECTED 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

#### Continuous assessment activities

| Title                                        | Weight | Hours | ECTS | Learning outcomes |
|----------------------------------------------|--------|-------|------|-------------------|
| EV3 - INDIVIDUAL. Written test. Face-to-face | 35%    | 2     | 0.08 | KM71, SM58        |
| EV1 - INDIVIDUAL. Written test. Face-to-Face | 35%    | 2     | 0.08 | KM71, SM58        |
| EV2 - GROUP and INDIVIDUAL. Seminar Reports. | 30%    | 2     | 0.08 | CM30, SM59, SM60  |

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

EV1: Written examination. 35% of the final course grade. Theoretical-practical. First assessment period. Individual.

EV2: Seminar report. 30% of the final course grade. Practical. First and second assessment periods. Group and/or individual.

EV3: Written examination. 35% of the final course grade. Theoretical-practical. Second assessment period. Individual.

#### TYPES OF FEEDBACK:

| Assessment                    | Type of return      | Week |
|-------------------------------|---------------------|------|
| EV1. Written test             | Individual tutoring | 11   |
| EV2. Seminar reports. Written |                     | 19   |
| EV3. Written test             | Individual tutoring | 20   |

Students will pass the course by obtaining a minimum final grade of 5.0 (on a 0-10 scale), calculated as the average of the three assessment components, provided that they also obtain a minimum grade of 4.0 in each of the on-site examinations (EV1 and EV3). If these requirements are not met, the maximum grade recorded in the academic transcript will be 4.5.

A student will be considered "Not Assessable" (NA) if they have submitted learning evidence representing 40% or less of the total course assessment.

Resit examination: Students who have not met the requirements to pass the course and who have completed at least two-thirds of the learning evidence will be eligible to take the resit examination. The maximum grade that can be obtained through the resit examination is 5.0.

## Single Assessment

The single assessment will take place on the same date and at the same location as the written examination of the second assessment period. It will cover all course contents. Applications for the single assessment must be submitted online through the Academic Management system during the designated application period (see the Faculty website for further information).

Students must bring a printed copy of the seminar report (EV2; 30% of the final course grade) to begin the single assessment.

Both written examinations (EV1 + EV3; together accounting for 70% of the final course grade) will be completed, consisting of multiple-choice questions and short-answer questions based on clinical cases. Total duration of the assessment: 4 hours.

The final course grade will be calculated as described for the continuous assessment system. To pass the single assessment, students must obtain an overall grade of at least 5.0 and a minimum grade of 4.0 in each of the on-site examinations (EV1 and EV3). If these requirements are not met, the maximum grade recorded in the academic transcript will be 4.5.

For students enrolled in the course for a second or subsequent time, the assessment system (continuous or single assessment) will be identical to that applied to first-time enrolments.

Translations of the on-site assessment examinations will be provided provided that the requirements established in Article 263 are met and the request is submitted online through the Faculty's Academic Management system. Further information is available on the Faculty website.

## Permitted Use of Artificial Intelligence (AI): Important Considerations

In this course, the use of AI technologies is permitted as an integral part of the development of assignments and activities, provided that the final work reflects a substantial contribution by the student in terms of analysis, critical reflection, and personal input.

Students must clearly identify which parts of the work have been generated with the support of AI tools, specify which tools have been used, and include a critical reflection on how these tools influenced both the process and the final outcome of the assignment. This information must be explicitly included in the references section.

For learning activities that require a literature search, the use of AI is not permitted during the search process. Literature searches must be conducted independently by students following rigorous academic standards. Under no circumstances may AI be used as a substitute for directly consulting scientific databases such as PubMed, PsycINFO, or other equivalent databases.

Failure to disclose the use of AI will be considered a breach of academic integrity and may result in penalties affecting the grade for the assignment or, in more serious cases, other disciplinary measures in accordance with current university regulations.

## 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

## Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

| Type of teaching           | Group | Language | Semester       | Shift         |
|----------------------------|-------|----------|----------------|---------------|
| (TE) Theory                | 1     | Catalan  | first semester | morning-mixed |
| (PAUL) Classroom practices | 11    | Catalan  | first semester | morning-mixed |