

## LANGUAGE DEVELOPMENT & DEVELOPMENTAL LANGUAGE DISORDER

### (1) GENERAL

<b>SCHOOL</b>	HEALTH SCIENCES		
<b>ACADEMIC UNIT</b>	SPEECH AND LANGUAGE THERAPY		
<b>LEVEL OF STUDIES</b>	Undergraduate Programme (Level 6)		
<b>COURSE CODE</b>	<b>slt-16</b>	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	LANGUAGE DEVELOPMENT & DEVELOPMENTAL LANGUAGE DISORDER		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
Lectures		3	5
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	General background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	No		
<b>COURSE WEBSITE (URL)</b>	<a href="https://moodle.ioa.teiep.gr/enrol/index.php?id=20">https://moodle.ioa.teiep.gr/enrol/index.php?id=20</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b>  <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>
<p>Developmental language disorders are related to children in whom the normal way of acquiring language is disturbed in the early stages of development, with the result that their performance appears to be significantly inferior to the performance of children of the same age. These disorders can manifest in all areas of the language. They may be of organic etiology, but in some cases, it may not be possible to attribute them to an obvious cause. Timely and valid diagnosis and differential diagnosis determine the suitability and effectiveness of the intervention.</p> <p>The purpose of this course is:</p> <ul style="list-style-type: none"> <li>• To instruct students to locate the stages of formal language development and also recognize and estimate the nature of developmental language disorders, their etiology and their characteristics, so that they can diagnose them in time effectively, applying differential diagnosis practices (Levels 1, 2 &amp; 3: Knowledge / Remembering, Understanding &amp; Applying)</li> </ul>

- To train students to be able to identify the typical stages of language development, so that in taking an appropriate language sample, are able to analyze it by pointing out the deficit areas and by recognizing, explaining and evaluating appropriately the particular characteristics of children with developmental language disorders. (Levels 4, 5 & 6: Analyzing, Creating & Evaluating)
- The ultimate goal of this course is to teach students to be able to design an intervention program based on scientifically documented interventions in order to improve or even eliminate these problems. (Levels 4, 5 & 6: Analyzing, Creating & Evaluating)

**General Competences**

*Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?*

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|---|---|
| <i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> | <i>Project planning and management</i>  |
| <i>Adapting to new situations</i>   | <i>Respect for difference and multiculturalism</i>  |
| <i>Decision-making</i>  | <i>Respect for the natural environment</i>  |
| <i>Working independently</i>  | <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> |
| <i>Team work</i>  | <i>Criticism and self-criticism</i>   |
| <i>Working in an international environment</i>  | <i>Production of free, creative and inductive thinking.....</i>                                 |
| <i>Working in an interdisciplinary environment</i>  | <i>Others.....</i>  |
| <i>Production of new research ideas</i>   |   |

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|---|--|
| <ul style="list-style-type: none"> <li>• <i>Research, analysis and synthesis of data and information, with the use of the required technology</i></li> <li>• <i>Adapting to new situations</i></li> <li>• <i>Decision-making</i></li> <li>• <i>Working independently</i></li> <li>• <i>Team work</i></li> <li>• <i>Working in an interdisciplinary environment</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Production of new research ideas</i></li> <li>• <i>Respect for difference and multiculturalism</i></li> <li>• <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></li> <li>• <i>Criticism and self-criticism</i></li> <li>• <i>Development of free, creative and inductive thinking</i></li> </ul> |
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**(3) SYLLABUS**

1. Speech, Language, Ration, Communication, Socialization.
2. Language development - Neurophysiologic background.
3. Stages of typical language development.
4. Language disorders in different clinical populations (mental retardation, special language disorders, learning difficulties, autism spectrum disorders).
5. Acquired language disorders of childhood (brain injuries, neglect, abuse)
6. Other developmental disorders (hearing loss, deafness, selective mutism, etc.).
7. Assessment of children with language disorders at pre-school and school age.
8. Speech samples and analysis of the sample.
9. Analysis of storytelling.
10. The Need for Early Intervention - Strategies and Methods.
11. Special techniques of intervention in morphology, syntax, semantics, and pragmatics.

12. Deficits in the acquisition of reading and written expression. Interventions in reading and writing disorders.
13. Bilingual and diverse language environment.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face: In class	
<p><b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of audio-visual methods (e.g. Power Point presentations) Support the learning process through the e-class platform.	
<p><b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Teamwork Research Project	20
	Essay Writing	23
	Personal Study	43
	<b>Course total</b>	<b>125</b>
<p><b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p><b>I.</b> Written final exam (50%): -Multiple choice test -Short answer questions</p> <p><b>II.</b> Written Essay-Individual (15%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p><b>III.</b> Mini Clinical Research-Teamwork (10 %) (with Pass, Merit and Distinction criterion accessible by students)</p> <p><b>IV.</b> Midterm examination (25%)</p> <p>The final exams will be offered in Greek</p>	

#### (5) ATTACHED BIBLIOGRAPHY

*Suggested bibliography:*

- Owens, R. E. (2017). *Μια πρακτική προσέγγιση στην αξιολόγηση και την παρέμβαση*. (Επιμ.) Τόκη Ε. Ι. Πάτρα: Gotsis. **Κωδικός Βιβλίου στον Εύδοξο: 59395822**  
**[ΠροτεινόμενοΣύγγραμμα]**
- Norbury, C. F., Tomblin, J. B., Bishop, D.V.M. (2013). *Κατανοώντας τις αναπτυξιακές γλωσσικές διαταραχές: Από τη θεωρία στην πράξη*. (Επιμ.) Α. Μ. Ράλλη & Ο. Παληκαρά. Αθήνα: Gutenberg-Γιώργος και Κώστας Δαρδανός. **Κωδικός Βιβλίου στον Εύδοξο:....**  
**[ΠροτεινόμενοΣύγγραμμα]**
- Κατή Δ. (1992). *Γλώσσα και Επικοινωνία στο Παιδί*. Αθήνα: Οδυσσέας.
- Νικολόπουλος, Δ. (Επιμ.), (2008). *Γλωσσική Ανάπτυξη και Διαταραχές*. Αθήνα: Τόπος.
- Paul, R., Norbury, C., & Gosse, C. (2017). *Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating*. Maryland Heights, Missouri: Mosby.

*Related academic journals:*

- **American Journal of Speech- Language Pathology**  
<https://www.google.com/search?client=firefox-b-d&q=%E2%80%A2%09American+Journal+of+Speech-+Language+Pathology>
- **International Journal of Language and Communication Disorders**  
<https://www.google.com/search?client=firefox-b-d&q=%E2%80%A2%09International+Journal+of+Language+and+Communication+Disorders>
- *International Journal of Speech-Language Pathology*  
<https://www.google.com/search?client=firefox-b-d&q=%E2%80%A2%09International+Journal+of+Speech-Language+Pathology>
- **The Journal of Communication Disorders**  
<https://www.google.com/search?client=firefox-b-d&q=%E2%80%A2%09The+Journal+of+Communication+Disorders>
- **Journal of Speech, Language, and Hearing Research**  
<https://www.google.com/search?client=firefox-b-d&q=%E2%80%A2%09Journal+of+Speech%2C+Language%2C+and+Hearing+Research>