

COURSE OUTLINE

SCHOOL	PHILOSOPHY		
ACADEMIC UNIT	PHILOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΓΛΩΦ 129	SEMESTER	all
COURSE TITLE	SPECIAL EDUCATIONAL NEEDS AND LANGUAGE DEVELOPMENT: IDENTIFICATION AND INTERVENTION		
INDEPENDENT TEACHING ACTIVITIES <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>	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	GENERAL BACKGROUND		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	elearn		

(1) LEARNING OUTCOMES

Learning outcomes

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.

Consult Appendix A

- *Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The aim of the course is to describe the particular characteristics of pupils who present specific and pervasive developmental disorders in relation to language development. In addition, it describes the characteristics of environmental disorders, such as difficulties originating in the family and, more generally, in the group to which the pupil belongs, and how these primarily emotional difficulties affect language development. Strategies for addressing the above difficulties are described and proposed, both at the classroom level and at the individual level.

Upon successful completion of the course, the student will be able to:

- Understand basic concepts and terminology of the scientific field.
- Understand the basic characteristics of pupils with specific and pervasive developmental disorders in relation to language development and comprehension.

- Know the tools and techniques for investigating deviations related to language development that arise from the presence of specific and pervasive developmental and emotional disorders.
- Distinguish how the presence of specific and pervasive developmental and emotional disorders affects language development and comprehension.
- Use appropriate methodologies and techniques for effective intervention and teaching of pupils with specific and pervasive developmental and emotional disorders.

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?

<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>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Independent work
- Teamwork
- Adaptation to new situations
- Decision-making
- Exercising critique and self-critique
- Respect for diversity and multiculturalism

(2) SYLLABUS

1. Specific developmental disorders of speech and language** (expressive language disorder, receptive language disorder, specific articulation disorders).
2. Presentation of case studies** of students with specific developmental disorders of speech and language, and methods of detection and intervention.
3. Specific developmental disorders of scholastic skills (specific reading disorder, specific spelling disorder, disorder of orthography, mixed disorder of scholastic skills).
4. Presentation of case studies of students with specific developmental disorders of scholastic skills and intervention techniques.
5. Autistic Spectrum Disorder: delays and deviations in the social use of language skills, deficits in social interactions, poor synchronization and lack of reciprocity in dialogue, insufficient expressive language flexibility, lack of creative thinking, lack of emotional response to the verbal and non-verbal expressions of others, reduced ability to use variations or emphasis in expressive means to enhance communication, lack of accompanying gestures to emphasize or clarify spoken language, deficits in understanding humor and sarcasm, deficits in understanding metaphorical concepts, deficits in social cues.
6. Presentation of case studies for the diagnosis, differential diagnosis, and intervention in students with pervasive developmental disorders.
7. Activity and attention disorder / conduct disorder – oppositional defiant behavior / disorders of social functioning :incomplete social use of language, difficulty in turn-taking during conversation, deviation from the topic of discussion, excessive talking, difficulties in language comprehension, deficits in expressive language, difficulty in information processing, inappropriate social reactions, problems with communicative synchronization.
8. Presentation of case studies for detecting and addressing the needs of students with activity and attention disorder / conduct disorder – oppositional defiant behavior / disorders of social functioning.
9. Mild and moderate Intellectual Disability: significant delay in the use and comprehension of language, use of simple language, limited and non-specific vocabulary, difficulty in understanding abstract language, immaturity in social interaction.
10. Presentation of case studies for identifying and meeting the needs of students with Mild

and moderate Intellectual Disability.

11. Endogenous and environmental emotional disorders (depression, anxiety disorders, panic attack, obsessive behavior, difficulties arising from the family environment, domestic violence, mourning, parental conflict, uncontrolled use of social networks and artificial intelligence) and their effect on communication and language development: pragmatic and perceptual deficits, reduced use of expressive language, difficulty in understanding complex social concepts, deficits in problem-solving and behavior regulation, difficulties in understanding subtle social nuances.

12. Bullying – social exclusion, school phobia, and school dropout and their effect on academic development: presentation of case studies of students who are victims of social exclusion, school violence, or are at risk of school dropout: methods of intervention.

13. Course summary and recapitulation through focus groups with students.

(3) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face instruction	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching , use of electronic platform to facilitate students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice,</i>	Activity	Semester workload
	Lecturers	3X 13= 39
	Independent Study and	83

<i>fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <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>	literature review		
	Written examination	3	
	Course total (25 workload hours per credit unit)	125	
STUDENT PERFORMANCE EVALUATION			
<i>Description of the evaluation procedure</i> <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> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>			
<p>Written final examination (100% of the final grade) which includes:</p> <ul style="list-style-type: none"> • verification of knowledge assimilation/consolidation • critical synthesis of information • application/transfer of taught knowledge to new data/scenarios 			

(4) ATTACHED BIBLIOGRAPHY

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Benner, G. J., Nelson, J. R., & Epstein, M. H. (2002). Language Skills of Children with EBD: A Literature Review: A Literature Review. *Journal of Emotional and Behavioral Disorders*, 10(1), 43-56. <https://doi.org/10.1177/106342660201000105>

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