

**COURSE DATA****Data Subject**

Code	33312
Name	Developmental disorders and learning difficulties
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1319 - Degree in Psychology	Faculty of Psychology and Speech Therapy	2	Second term

Subject-matter

Degree	Subject-matter	Character
1319 - Degree in Psychology	13 - Development disorders and learning disabilities	Obligatory

Coordination

Name	Department
BERENGUER FORNER, CARMEN	305 - Developmental and Educational Psychology
GIL LLARIO, M.DOLORES	305 - Developmental and Educational Psychology

SUMMARY

The main objective of this course is to train future psychologists in the skills needed to identify, assess and design an intervention to treat problems that can arise during development and in relation to the teaching and learning process. The course contents are organized around two main areas: developmental disorders and learning disabilities. The part of the course dedicated to developmental disorders covers pervasive developmental disorders, communication and executive function disorders, sensorimotor and cognitive disorders. The part dedicated to learning disorders focuses on specific learning disabilities in reading, writing and mathematics. This course aims to train students in the development of basic skills needed for a successful professional career both in formal learning contexts (like school) and informal learning contexts (family environment, associations etc.). The course is taught in the second year of the Bachelor's Degree in Psychology over one semester and it is worth 6 credits.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

OUTCOMES

1319 - Degree in Psychology

- Know how to analyse the patient's needs and demands in different contexts.
- Be able to describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological and behavioural processes.
- Be able to identify differences, problems and needs.
- Understand the different problems - characteristics and causal factors - that schoolchildren may have linked to their evolutionary development.
- Use relevant assessment approaches to identify specific difficulties in development and learning.
- Know the main models to design and implement a psychoeducational intervention.
- Integrate the information obtained in the assessment process to design a specific intervention plan for developmental disorders and learning difficulties.
- Know how to provide technical advice to both teachers and families as to how to manage educational diversity.

LEARNING OUTCOMES

- Know how to analyze the patient's needs and demands in different contexts.
- Describe and measure variables (personality, intelligence, attitudes, aptitudes, etc.) and cognitive, emotional, psychobiological, and behavioral processes.
- Identify differences, problems and needs.
- Know the different problems - characteristics and causal factors - that schoolchildren may have linked to their evolutionary development.
- Know and apply assessment approaches to identify specific difficulties in development and learning.
- Know and identify the main models to design and implement a psychoeducational intervention.
- Integrate the information obtained in the assessment process to design a specific intervention plan for developmental disorders and learning difficulties.
- Know how to provide technical advice to both teachers and families as to how to manage educational diversity.



DESCRIPTION OF CONTENTS

1. DEVELOPMENTAL DISORDERS

- 1- Autism Spectrum Disorder
- 2- Intellectual Developmental Disorder (Intellectual Disability)
- 3- Communication Disorders
- 4- Attention Deficit Hyperactivity Disorder
- 5- Disorders related to physical and motor skills disorders

2. LEARNING DISABILITIES

- 6- Specific learning disorder with impairment in Reading (Dyslexia)
- 7- Specific learning disorder with impairment in Reading comprehension
- 8- Specific learning disorder with impairment in Written expression
- 9- Specific learning disorder with impairment in Mathematics

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	20,00	0
Readings supplementary material	9,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	15,00	0
Resolution of case studies	6,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

With the aim of fostering significant learning of the contents and development of the associated competences, the course will adopt an active methodology that involves students participation and a range of activities.

Among the basic instructional techniques, we highlight: (1) Teacher lecturing on theoretical and practical issues, (2) Class activities involving procedural skills (case studies, class debates and analysis of papers, (3) Development of projects , writing reports from class activities (both individually and in groups), and (4) Formative and summative assessment.



EVALUATION

Elements of the evaluation - Three elements make up the evaluation:

1. Final test:

- The evaluation of theoretical and practical content will be carried out through a final test that will integrate objective (multiple choice test) and open questions, and It will cover both theoretical and practical skills.
- Note: 60% of the final test is common to all subject groups.
- The score in the final test will account for 60% of the final grade. This section will be fully recoverable in the 2nd Call.

2. Reports:

- The oral and/or written presentation of reports, individually or in groups. It represents 20% of the final grade.
- One of the two points in this section will be recoverable in the second call through the delivery of an individual work. The non-refundable part (1 point) refers to the follow-up sessions, tutorials and the partial deliveries that will be carried out during the course.

3. Activities throughout the course:

- Carrying out and participating in the proposed activities during the course individually or in groups.
- The activities section represents 20% of the final grade. One of the two points in this section will be recoverable in the second call through a skills test. The non-recoverable part (1 point) refers to the active participation in the activities that will be carried out in class.

The minimum requirements:

- To pass this course, students have to achieve at least 50% of the following assessments: (1) Exam, (2) Report and (3) Class Activities. If students fail one of them (less than 50%), they will fail the whole course.
- The grades of the reports and/or NON-RECOVERABLE activities will be maintained from the first to the second call.
- The sum of the 3 components must be equal to or greater than 5.

Excellent with distinction:

An excellent with distinction (Art. 17) may be awarded to the student who has obtained a grade equal to or higher than 9.0 in strict order of grade in the grade report. The number of matriculation awards may not exceed 5% of the students enrolled in the subject in the academic year. These conditions will be applied in each of the groups of the subject. In the event of a tie in the total grade for the course, the student with the highest grade in the final test will be awarded the honorary degree. In the event of a tie in the total grade for the course and in the grade in the final test, the student with the highest grade in section activities throughout the course will be awarded the honorary degree.



Note regarding plagiarism:

Copying or plagiarism of any assignment part of the evaluation will make it impossible to pass the course, and the student will be subject to the appropriate disciplinary procedures. It is the duty of a student to refrain from using or cooperating in fraudulent procedures in the evaluation tests, in the work performed or in official university documents (Art. 13 d) of the University Student Statute in R.D. 1791/2010, of December 30).

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020):

<https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

Also, during tutoring hours, the faculty may require individual or group interviews in order to verify the degree of participation and achievement of the objectives set for any task. Failure to accept such verification, will mean not passing the subject or activity in question.

Grading system:

The evaluation of the subject and the challenge of the grade obtained are subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017).

http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf

According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

- From 0 to 4.9: suspense.
- From 5 to 6.9: pass.
- From 7 to 8.9: outstanding.
- From 9 to 10: outstanding or outstanding with honors.

The different sections contemplated in the evaluation will only be added when the minimum requirements established for each one of them are exceeded.

The grade obtained in the first call of the course will be included in the grade of the course according to the following rules:

- If the element of assessment with the highest weighting has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.



For the second call, the following rules shall apply:

- The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.
- If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10 point scale will be used.
- If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.
- If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.

If the element of assessment with the highest weighting meets the minimum requirements but any of the remaining elements has not been assessed, the subject will be graded as FAIL. The elements will be added and: a) if the result is less than 5, the subject will be given that mark; b) if the result is more than 5, the subject will be given a mark of 4.9.

REFERENCES

Basic

- FLETCHER, J. M. y LYON, G. R. (2007). Learning disabilities: from identification to intervention. New York: Guilford Press. (Bibliography required for the AR group).
- GIL-LLARIO, M.D. y MORELL-MENGUAL, V. 2 ed (2023). Trastornos del desarrollo y dificultades de aprendizaje. Vol I y Vol II. Valencia: Tirant lo Blanch.
- MIRANDA, A., VIDAL-ABARCA, E., y SORIANO, M. (2000). Evaluación e intervención psicoeducativa de estudiantes con dificultades de aprendizaje. Madrid: Pirámide.
- MIRANDA, A. (2011). Manual práctico de TDAH. Síntesis.
- PENNINGTON, B. F. (2009). Diagnosing Learning disorders. A neuropsychological Framework. Guilford Press. (Bibliography required for the AR group).
- SORIANO, M. (2014). Dificultades en el aprendizaje. TEU

Additional

- ALCANTUD, F. (2003). Intervención psicoeducativa en niños con trastornos generalizados del desarrollo. Madrid: Pirámide



- ARDILA, R. (2005). Neuropsicología de los trastornos del aprendizaje. Málaga: Aljibe
- ARNEDO, M., BEMBIBRE, J., MONTES, A., & TRIVIÑO, M. (COORDS) (2015). Neuropsicología Infantil: A través de casos clínicos. Madrid: Panamericana.
- CUETOS, F., SORIANO, M. y TELLO, L. (2019). Dislexia. Ni despiste ni pereza. La esfera de los libros
- HALLAHAN, D.P., KAFFMAN, J.M. & PULLEN (2009). Exceptional learners: An introduction to special education. Pearson International.
- HERSEN, M (Ed.) (2006). Clinician's Handbook of Child Behavioral Assessment. Elsevier Academic Press. (Bibliography required for the AR group).
- GIL-LLARIO, MD., BALLESTER-ARNAL, R., CABALLERO-GASCÓN, L. y ESCALERA, C. (2019). Saludiversex. Programa de Educación afectivo-sexual para adultos con diversidad funcional intelectual. Madrid: Pirámide.