

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

Code	35290
Name	Reading and Writing Disorders
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	2	Second term

Subject-matter

Degree	Subject-matter	Character
1203 - Degree in Speech Therapy	17 - Literacy disorders	Obligatory

Coordination

Name	Department
SORIANO FERRER, MANUEL	305 - Developmental and Educational Psychology
VERGARA MARTINEZ, MARTA	305 - Developmental and Educational Psychology

SUMMARY

The speech therapists, as a communication specialist, must know the disorders that occur in the written language, both during learning and when it is already consolidated. In their field of work, they will interact with other professionals (psychologists, neurologists, etc.) who will detect and evaluate these types of disorders and must know and manage the appropriate terminology to be able to interact within different contexts and have the appropriate knowledge to intervene in this field. This knowledge will serve as the basis for the subject 'Intervention in Disorders of Literacy', to be taught in the third year.

Therefore, the general objective of this subject is to introduce the student to reading and writing disorders, taking into account the different theoretical positions and procedures. In this sense, it is intended to provide the students with a theoretical framework that will guide their professional performance in this field.



In written language, the different processes related to both reading and writing will be analyzed in detail, along with their conceptualization and learning. We will work on the components and difficulties that occur during learning to read and write and also on other related difficulties (learning mathematics).

Finally, we will work from a global perspective that takes into account the different social, school, emotional aspects, etc. that may be related to literacy problems.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Although no enrollment restrictions have been specified with other subjects in the curriculum, it is important that the student knows the development of normative language and its disorders, in order to address the disorders that occur in written language. Specifically, we find relationships of this subject with others taught in the 1st course: Language Foundations of Speech Therapy, Neurology and General Neuropsychology and Language, Basic Psychological Processes and Language Psychology, Developmental Psyc

OUTCOMES

1203 - Degree in Speech Therapy

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Master the terminology that allows an effective interaction with other professionals.
- Design and conduct speech therapy treatments, both individual and collective, by setting targets and stages, with the most effective and adequate methods, techniques and resources, and bearing in mind the different life developmental stages as well as gender perspective.
- Work in the school, healthcare and healthcare settings as part of the professional team. Advice on the development, implementation of care and education policies on topics related to speech therapy.



- Explain and argue the treatment selected for each patient.
- Know and critically evaluate the techniques and tools of assessment and diagnosis of speech therapy, as well as its intervention procedures.
- Understand and critically evaluate the terminology and research methodology of speech therapy.
- Communicate findings and conclusions to patients, their families and other professionals involved in their care, both orally and in writing, considering the sociolinguistic characteristics of the environment.
- Be familiar with literacy disorders.

LEARNING OUTCOMES

Evaluate and diagnose clinical cases in written language disorders and learning disabilities use reading as a cognitive process Differentiate between reading delay and dyslexia evaluate and diagnose problems in reading comprehension Assess and evaluate diagnostic problems in writing and diagnose problems in the numbering and calculat - what. Identify difficulties in problem solving Identify problems associated with written language disorders and learning difficulties.

DESCRIPTION OF CONTENTS

1. Introduction to Specific Learning Disorders

- 1.1. Historical aspects
- 1.2. Definitions of Learning Disorders
- 1.3. Classification
- 1.4. Etiology

2. Reading as a cognitive process

- 2.1. The writing system
- 2.2. Visual word recognition (VWR)
- 2.3. Reading fluency
- 2.4. Understanding the text

3. Learning to Read

- 3.1. The writing system
- 3.2. Visual word recognition: skill development in decoding
- 3.3. Reading fluency: underlying skills
- 3.4. Understanding the text: underlying skills



4. Reading Disorders

- 4.1. Specific reading learning disorder; dyslexia
- 4.2. Specific reading fluency disorder
- 4.3. Specific disorder of reading comprehension
- 4.4. Neurobiological bases
- 4.5. Classification and types of dyslexia
- 4.6. Etiology of dyslexia
- 4.7. Dyslexia comorbidity

5. Writing as a cognitive process

- 5.1. Introduction
- 5.2. Word writing
- 5.3. Written composition

6. Scripture: learning and disorders

- 6.1. Word writing learning
- 6.2. Word writing disorders
- 6.3. Learning written composition
- 6.4. Difficulties in written composition

7. Problems associated with literacy disorders

- 7.1. Difficulties in learning mathematics
- 7.2. Affective and motivational problems associated with TEAPs

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Classroom (theoretical and practical

Student work (preparation of papers, case studies, reading research papers, organization of exhibitions).

Scheduled individual and group tutorials.



Study, preparation and conduct of examinations.

EVALUATION

FIRST CALL

The evaluation of the acquisition of the competences will be based on a combination of different types of information, linked to the different activities that students have carried out. The evaluation procedures will include:

- * 5%: Attendance and active participation in the classes and/or classroom activities.
- * 25%: The assistance to the Practice sessions is obligatory it is required to attend at least 80% of the sessions. Non-attendance should be due to well-documented force majeure reasons (health status, death of a third degree relative, judicial subpoena, official examination, accompaniment to first-degree relative for medical reasons). Activities carried out by the student may consist on the resolution of practical cases, individual and group activities, student exhibitions.
- * 70%: Exam, which will consist of written and/or oral tests, with objective and open questions.

SECOND CALL

The evaluation procedures will include:

- * 30%: Oral exam using digital recording of the same and/or written exam about the skills-to-be-acquired in classroom as well as practical work and activities.
- * 70%: Exam, which will consist of written and/or oral tests, with objective and open questions.

Given the characteristics of the subject and the degree, a high command of written language will be required.

The teacher may require individual or small group interviews to verify the degree of participation and the achievement of the objectives that are pursued in any task developed. In turning down this request, it will not allow to pass the task / activity in question.

The manifest "copy" of any test, task, activity or report, whether individual or group, that serves for evaluation purposes in the subject, will make it impossible to endorse the subject matter.

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/C83.pdf>



REFERENCES

Basic

- CUETOS, F. (2008). Psicología de la escritura. Barcelona. Madrid: Wolters Kluwer.
- CUETOS, F. (2008). Psicología de la lectura. Barcelona. Madrid: Wolters Kluwer.
- DEFIOR, S. (1996). Las dificultades de aprendizaje. Un enfoque cognitivo. Málaga: Ediciones Aljibe.
- SORIANO, M. (2014). Dificultades en el Aprendizaje. Granada: GEU.

Additional

- JIMENEZ, J.E; y ORTIZ, M.R. (2001). Conciencia fonológica y aprendizaje de la lectura: Teoría, evaluación e intervención. Madrid. Editorial Síntesis.
- MIRANDA, A., VIDAL-ABARCA, E. y SORIANO, M. (2000). Intervención psicoeducativa en estudiantes con dificultades de aprendizaje. Madrid. Pirámide.
- Dehaene, S. (2014). El Cerebro Lector (5ª Ed.). Buenos Aires: Siglo XXI Editores
- Dehaene, S. (2015). Aprender a leer: de las ciencias cognitivas al aula. Buenos Aires: Siglo XXI Editores
- Wolf, M. (2008). Cómo aprendemos a leer: historia y ciencia del cerebro y la lectura. Barcelona: Ediciones B