VNIVERSITAT Ð VALÈNCIA

COURSE DATA

Data Subject	
Code	35297
Name	Speech Therapy Intervention in Reading and Writing Disorders
Cycle	Grade
ECTS Credits	4.5
Academic year	2021 - 2022

Study (s)			
Degree	**Center**	**Acad. year**	**Period**
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	3	First term

Subject-matter		
Degree	**Subject-matter**	**Character**
1203 - Degree in Speech Therapy	24 - Speech therapy intervention in literacy disorders	Obligatory

Coordination	
Name	**Department**
SORIANO FERRER, MANUEL	305 - Developmental and Educational Psychology

SUMMARY

The subject Speech Therapy Intervention in Reading-Writing Disorders is a subject of 4.5 ECTS credits of the third year, compulsory, whose teaching responsibility falls on the teaching staff of the Department of Developmental and Educational Psychology.

The subject aims to train future speech therapists in the detection and intervention of possible problems that may arise in the teaching / learning process of written language, which are the most prevalent problems in school age. Thus, this subject is organized around five instructional units: a) prevention and identification of difficulties, as well as evaluation and intervention in difficulties in the recognition and writing of words, difficulties in reading comprehension and written composition, difficulties in mathematics and, finally, in problems associated with reading and writing disorders.

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This subject, in addition to providing the theoretical foundation, has an eminently practical character, based on the analysis and resolution of cases with different types of learning problems in literacy.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

1203 - Degree in Speech Therapy :

R4-OBLIGATION TO HAVE SUCCESSFULLY COMPLETED THE COURSE

35290 - Reading and Writing Disorders

Other requirements

It is recommended that students have knowledge of psychological assessment, as well as language development and acquisition. In addition, students who take this subject must have passed the Literacy Disorders subject, which provides them with the basic knowledge on which this subject of the curriculum is based.

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.

- Design, implement and evaluate actions to prevent communication and language disorders.

- Use the exploration techniques and instruments typical of the profession and record, synthesize and interpret the data provided by integrating them into the information set.

- 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.

- Understand and evaluate the scientific production underpinning the professional development of the speech therapist.

- Be able to develop skills such as regulating their own learning, solving problems, reasoning critically and adapting to new situations.

- 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.

- Have an adequate speech production, language structure and voice quality.

- Know the techniques and tools of assessment and diagnosis of literacy disorders.

- Know the principles, functions and procedures of intervention in literacy disorders.

- Design, implement and evaluate actions to prevent literacy disorders.

- Explore, evaluate and diagnose literacy disorders and establish a prognosis of evolution.

LEARNING OUTCOMES

Design programs and prevention sessions reading disorders assess and intervene in the difficulties of lexical access, reading comprehension, writing and learning of mathematics (DAM).

DESCRIPTION OF CONTENTS

1. PREVENTION AND IDENTIFICATION OF writing-reading DISORDERS.

Preventive programs in development contexts: Family and School.
Current trends and controversies in the identification. Identification criteria in practice speech therapy.

2. ASSESSMENT AND INTERVENTION IN THE DIFFICULTIES IN RECOGNITION AND WRITING WORDS.

Assessment Procedures: psychometric vs. functional.
Intervention strategies in dyslexia, dysgraphia dysorthography and evolution. Specific programs of instruction.

3. ASSESSMENT AND INTERVENTION IN READING AND WRITING DIFFICULTIES

Evaluation procedures: psychometric vs. informal.
Instructional methodologies of reading comprehension and written expression: general and specific strategies.
Specific instructional programs.

4. ASSESSMENT AND INTERVENTION IN THE DIFFICULTIES IN MATHEMATICS

Procedures for evaluating DAM: psychometric vs. functional.

Intervention strategies in the numbering and serial numbers. Instructional procedures artiméticas operations. Materials.

Instructional strategies in cognitive and metacognitive strategies for mathematical problem solving.

5. ASSESSMENT AND INTERVENTION IN THE PROBLEMS ASSOCIATED WITH THE DIFFICULTIES IN READING AND WRITING.

Procedures for Assessment of socio-personal problems and behavior. Approaches to promote students' social adjustment. Intervention in the personal area.

WORKLOAD

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

TEACHING METHODOLOGY

The theoretical and practical skills specified for this matter is reflected in the training methodology is structured around two axes. The theoretical component will exhibit and systemization of knowledge by the teacher to require the active participation of students with advanced reading the contents. The shaft will be implemented in practical realization 1) supervised classroom activities in which they analyze case studies, is visionarán graphic documents, screening protocols were interpreted as learning, intervention programs will be analyzed, were valued articles and papers will be presented as a basis for discussion and comparison activities and 2) activities of individual and group work.

EVALUATION

FIRST CALL

In the evaluation of the acquisition of competences by the students, a combination of different types of information will be carried out, linked to the different activities that the students develop. The evaluation procedures will contemplate in the first call:

* 10%: Attendance and active participation in the classes and classroom activities that arise.

* 30%: Attendance, assignments and practical activities carried out by the student, which may consist of solving practical cases, individual and group activities, student presentations. Attendance at practices is compulsory and to pass the subject it will be necessary to attend at least 80% of the classes. Non-attendance must be due to well-documented reasons of force majeure (supervening health condition, death of a relative up to the third degree, court summons, official examination, accompanying a first-degree relative for medical reasons).

* 60%: Exam, which will consist of taking written and / or oral tests, with objective and development questions. The qualification of the objective part will never exceed 25% of the exam, while the development part will have a minimum weight of 35%.

The minimum requirements to pass the subject in the first call will be the following:

- Pass 50% of the exam (weighing 60%)

- Exceed 50% of the work and practical activities that are proposed (with a weight of 30%)

- Exceed 50% of the attendance to the classroom activities that are proposed (with a weight of 10%).The sum of the 3 components must be equal to or greater than 5.

SECOND CALL

The evaluation procedures will contemplate in the second call:

* 40%: Oral exam using digital recording of the same and / or written exam about the skills worked both in classroom activities and in practical assignments and activities.

* 60%: Exam, which will consist of taking written and / or oral tests, with objective and development questions. Given the characteristics of the subject and the degree, a high command of written language will be required.

The minimum requirements to pass the subject on second call will be the following:

- Pass 50% of the exam (weighing 60%)

- Pass 50% of the test of skills worked both in classroom activities and in work and practical activities (with a weight of 40%)

Note relative to plagiarism: the obvious copying or plagiarism of any task part of the evaluation will mean the impossibility of passing the subject, then submitting to appropriate disciplinary procedures. It is the duty of a student to refrain from the use or cooperation in fraudulent procedures in the evaluation tests, in the works that are carried out or in official documents of the university (Art. 13 d) of the Statute of the University Student in the R.D. 1791/2010, of December 30).

Likewise, during tutoring hours, teachers may request individual or group interviews in order to verify the degree of participation and achievement in the objectives set for any task. Not accepting said verification will mean not passing the subject or activity in question.

Rating system:

The evaluation of the subject and the challenge of the grade obtained are subject to the provisions of the Regulation of Assessment and Qualification of the University of Valencia 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 a numerical expression from 0 to 10 with one decimal, using the following rating scale:

• From 0 to 4.9: failure.

• From 5 to 6.9: approved.

• From 7 to 8.9: notable.

• From 9 to 10: outstanding or outstanding honors.

The different sections contemplated in the evaluation will only be added when the minimum requirements established for each of them are exceeded.The grade obtained in the first call in accordance with the following rules will be included in the minutes of the course:
• If there is no rating in the evaluation section with the highest weighting, the rating will be NOT PRESENTED, regardless of the rest.

• If there is a grade in the evaluation section with the highest weighting, and it does not meet the minimum requirements, SUSPENSION and a numerical grade based on 10 of the grade in this section will be recorded.

• If there is a qualification in the evaluation section with the highest weighting, and this exceeds the minimum requirements established, but these requirements are not met in any of the remaining sections, SUSPENSION and numerical grade will be recorded based on 10 of the qualification of the section by the one who does not pass the subject.

On second call, it will proceed according to:
• The option NOT PRESENTED will only fit, when more than one of the evaluation sections has not been submitted, including the one with the highest weighting.

• If there are grades in all the evaluation sections and the minimum requirements are not met in any of them, there will be SUSPENSION and the grade in base 10 corresponding to the section that has not been passed. If there is more than one section that is not passed, the maximum grade will be included in the failure in base 10.

• If one or more of the minimum requirements is not exceeded and an evaluation section is missing, SUSPENSION and a numerical grade based on 10 of the qualification of the section not passed will be recorded.

• If two evaluation sections are passed and there is a third in which evaluation evidence has not been presented, SUSPENSION will be recorded and, as a grade, the average of scores being 0.0 the part not presented (maximum possible 4.9).

• If the highest weighting test is passed, but evidence is lacking in one or more of the remaining sections, SUSPENSION will be recorded. The parts shall be added and: a) if the sum is less than 5, such result shall be recorded; b) If the sum is greater than 5, 4.9 will be recorded.

The procedure to be followed to grant the Honor Roll will be as follows: An enrollment may be obtained if the overall grade exceeds 9. In the event of a tie in the grades, the enrollment will be awarded to the person who has obtained the highest grade in the exam.

REFERENCES

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 A lo largo de las clases se proporcionará a los estudiantes bibliografía más específica.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

1. CONTENTS

All the contents initially programmed in the teaching guide are maintained, both for the theoretical sessions and the practical sessions.

2. VOLUME OF WORK AND TEMPORARY PLANNING OF TEACHING

The workload foreseen in the course guide is maintained for both theory classes (30 hours) and practice (15 hours). The same volume of study and autonomous work of the student is also maintained, with a total volume of work of 112.50 hours.

In the event that teaching is developed in a hybrid way, the theory classes will be carried out 100% in a non-presential way but synchronously according to the schedule programmed by the faculty. The practical hours will be carried out 100% in person, provided that the health and university authorities allow it.

3. TEACHING METHODOLOGY

Substitution of the face-to-face theory classes by synchronous video conferencing using the Blackboard Collaborate tool on the days and times corresponding to the theory class schedule. The sessions can be recorded and the students will have the links to the recordings. Activities can be planned during the

theory sessions using different tools in the virtual classroom. These activities will also be corrected and commented on in the theoretical classes. Some of these activities, given that they are corrected synchronously in the corresponding session, may not be recoverable (in this case, prior notice will be given). On the other hand, the practical sessions will be attended. In case of changes that require teaching entirely online, the practical sessions will be adapted to be taught with a combination of synchronous content through Blackboard Collaborate and other activities using the tools of the virtual classroom.

In principle, the same materials will be used as in the original guide for face-to-face teaching. Use of the virtual classroom forum I read badly, but I'm not stupid! to ask and answer questions.

Tutoring system: the virtual tutoring program is maintained and tutorials are introduced through video conferences in synchronization with face-to-face tutorials.

4.   EVALUATION

In the case of a mixed teaching situation (semi-presential), the theoretical contents will be evaluated by means of a face-to-face test that will contain objective test-type questions and open-ended development questions. The percentage of the final mark associated with this test will be 40%. The multiple-choice part of the exam will not exceed 15% of the grade associated with the exam, while the developmental part will have a minimum weight of 2.5% of that grade. In the case that a classroom exam is not possible, the evaluation will be done by means of the tool 'questionnaires' in the virtual classroom. On the other hand, the practical contents will be evaluated continuously and may account for up to 60% of the grade. These percentages will be made up of the sum of 40% that can be obtained through the activities, exercises, reports, reports, etc., proposed in the practical sessions, and 20% of the classroom activities proposed during the theoretical classes.

In the case of a totally online teaching situation, the final exam will represent 30% of the total grade and will be carried out by means of the virtual classroom tool "questionnaires". The continuous assessment part will represent the remaining 70%, subdivided into 50% of the activities proposed in the practical sessions, and 20% of the classroom activities proposed in the theoretical sessions.

The final mark of the course is obtained from the weighted sum of the marks of each part of the evaluation, provided that the part corresponding to the written tests called officially and in the practice report has been passed.

5.   BIBLIOGRAPHY

The recommended bibliography in the course guide is maintained, as it is not mandatory and is complementary to the presentations and materials uploaded to the virtual classroom. In the case of totally on-line teaching, if some material is not accessible, it will be replaced by contents prepared by the teacher and deposited in the virtual classroom, or by other materials available in the databases subscribed to by the UV (requiring a VPN connection).