

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

<b>Code</b>	35297
<b>Name</b>	Speech Therapy Intervention in Reading and Writing Disorders
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1203 - Degree in Speech Therapy	Faculty of Psychology and Speech Therapy	3 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1203 - Degree in Speech Therapy	24 - Speech therapy intervention in literacy disorders	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
SORIANO FERRER, MANUEL	305 - Developmental and Educational Psychology

**SUMMARY**

The subject Logopedic Intervention in Reading and Writing Disorders is a 4.5 ECTS credits subject, of a compulsory nature.

ECTS credits in the third year, of a compulsory nature, whose teaching responsibility lies with lecturers from the Department of Developmental and Educational Psychology.

The subject aims to train future speech therapists in the detection of and intervention in the possible problems which may arise in the process of problems that may arise in the teaching/learning process of written language, which constitute the most prevalent problems in the problems that are most prevalent at school age. Thus, this subject is organised around a) prevention and identification of difficulties, as well as assessment and intervention in written language difficulties; prevention and identification of difficulties, as well as assessment of and intervention in word recognition and writing difficulties; reading comprehension difficulties in reading comprehension and written composition, difficulties in



mathematics and, lastly, in problems associated. Finally, problems associated with reading and writing disorders.

This subject, as well as providing a theoretical foundation, is eminently practical in nature, based on the analysis and resolution of cases with different types of learning problems in reading and writing. 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 programmes and sessions for the prevention of reading disorders. Assess and intervene in lexical access, reading comprehension, writing and mathematics learning difficulties (DAM).

## DESCRIPTION OF CONTENTS

### 1. PREVENTION AND IDENTIFICATION OF writing-reading DISORDERS.

Preventive programmes in developmental contexts: Family and School.

Current trends and controversies in the identification. Identification criteria in practice speech therapy.

**2. ASSESSMENT AND INTERVENTION IN READING COMPREHENSION AND WRITING DIFFICULTIES WRITTEN EXPRESSION.**

Assessment procedures: psychometric vs. functional.

Intervention strategies for developmental dyslexia, dysorthography and developmental dysgraphia.

Specific instructional programmes

**3. ASSESSMENT AND INTERVENTION IN READING COMPREHENSION AND WRITING DIFFICULTIES WRITTEN EXPRESSION**

Assessment procedures: psychometric vs. informal.

Instructional methodologies for reading comprehension and writing: general and specific strategies.

Specific instructional programmes.

**4. ASSESSMENT AND INTERVENTION IN MATHEMATICS DIFFICULTIES**

Assessment procedures for DAM: psychometric vs. functional.

Intervention strategies in numeracy and numerical series. Instructional procedures in arithmetic operations. Instructional materials.

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

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

Assessment procedures for socio-personal and behavioural problems. Approaches to social adjustment of students. 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
<b>TOTAL</b>	<b>112,50</b>	

**TEACHING METHODOLOGY**

The theoretical-practical nature of the competences specified for this subject will be reflected in the training methodology, which will be structured along two axes. The theoretical axis will have a component of and systematisation of knowledge by the lecturer, which will require the active participation of the student with advanced active participation of the student with advanced readings of the contents. The practical axis will consist of 1) supervised class activities in which case studies will be



analysed, graphic documents will be viewed, and protocols will be graphic documents will be viewed, protocols for the detection of learning difficulties will be interpreted, intervention programmes will be intervention programmes will be analysed, articles will be assessed and work will be presented to serve as a basis for debate and contrast 2) individual and group work activities.

## EVALUATION

### FIRST SESSION

In the assessment of the acquisition of competences by students, a combination of different types of information will be used, linked to the different activities that students carry out. The assessment procedures will include the following at the first sitting:

- \* 10%: Attendance and active participation in classes and classroom activities that are proposed.
- \* 30%: Attendance, work and practical activities carried out by the student, which may consist of the resolution of practical cases, individual and group activities, student presentations. Attendance is compulsory and in order to pass the course, students must attend at least 80% of the classes. Non-attendance must be due to well-documented reasons of force majeure (sudden health condition, death of a relative up to the third degree, court summons, official examination, accompanying a first-degree relative for medical reasons).
- \*60%: Examination, consisting of written and/or oral tests, with objective and developmental questions. The mark for the objective part will never exceed 25% of the exam, while the development part will have a minimum weight of 35%.

The minimum requirements for passing the subject at the first sitting are as follows:

- Passing 50% of the exam (with a weight of 60%).
- Pass 50% of the assignments and practical activities (with a weight of 30%).
- Pass 50% of the attendance to the classroom activities (with a weight of 10%).

The sum of the 3 components must be equal to or higher than 5.

### SECOND CALL FOR APPLICATIONS

The assessment procedures will include the following in the second sitting:

- \* 40%: Oral exam using a digital recording of the exam and/or written exam on the competences worked on both in the classroom activities and in the practical work and activities.
- \*60%: Examination, which will consist of written and/or oral tests, with objective questions and developmental 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 at the second sitting are as follows:

- Pass 50% of the exam (with a weight of 60%).
- Pass 50% of the test of competences worked on both in the classroom activities and in the practical work and activities (with a weight of 40%).

Note regarding plagiarism: the copying or plagiarism of any task that is part of the assessment will make it impossible to pass the course, and the student will be subject to the appropriate disciplinary procedures. It is a student's duty to refrain from using or cooperating in fraudulent procedures in the assessment tests, in the work carried out or in official university documents (Art. 13 d) of the University Student Statute in R.D. 1791/2010, of 30 December).

Likewise, during tutorial hours, the teaching staff may request 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 failing the subject or activity in question.

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>

Grading system:

The assessment 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 30 May 2017).

[http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)

In accordance with 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: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: B grade.
- From 9 to 10: outstanding or outstanding with honours.

The different sections included in the assessment will only be added together when the minimum requirements established for each of them are exceeded.

The grade obtained in the first call of the course will be included in the course transcript in accordance with the following rules:



If there is no grade in the evaluation section with the highest weighting, the grade will be NOT PRESENTED, regardless of the rest.

If there is a grade in the evaluation section with the highest weighting, and this does not meet the minimum requirements, the grade for this section will be SUSPENDED and a numerical mark in base 10.

If there is a grade in the evaluation section with the highest weighting, and this exceeds the minimum requirements established, but these requirements are not reached in any of the remaining sections, a grade of SUSPENSE will be recorded and a numerical mark in base 10 of the grade of the section for which the student does not pass the subject.

In the second call, the procedure will be as follows:

The option NOT PRESENTED will only be possible when more than one of the evaluation sections has not been taken, including the one with the highest weighting.

If there are marks in all the assessment sections and the minimum requirements are not met in any of them, the grade will be recorded as SUSPENDED and the mark in base 10 corresponding to the section that has not been passed. If more than one section has not been passed, the maximum mark in base 10 will be recorded as a fail.

If one or more of the minimum requirements are not passed and a section of the assessment is missing, the grade for the section not passed will be recorded as a FAIL and a numerical mark in base 10.

If two assessment sections are passed and there is a third section in which no evidence of assessment has been presented, SUSPENDED will be recorded and, as a grade, the average of the scores, with 0.0 for the part not presented (maximum possible 4.9).

If the test with the highest weighting is passed, but evidence is missing in one or more of the remaining sections, SUSPENDED will be recorded. The parts will be added together and: a) if the sum is less than 5, this result will be recorded; b) if the sum is greater than 5, 4.9 will be recorded.

The procedure to be followed for the award of an Honours Degree shall be as follows: A matriculation may be obtained if the overall grade exceeds 9. In the event of a tie in the grades the matriculation will be awarded to the person who obtained the highest grade in the examination.

## REFERENCES

### Basic

- Bryant, P. & Bradley, L. (1998). Problemas infantiles de lectura. Madrid: Alianza Editoria
- Cuetos, F., Soriano, M., y Rello, L. (2019). Dislexia. Ni despiste ni pereza. Madrid: La Esfera de los Libros



- Jiménez, J. E. (2016). Dislexia. Madrid: Pirámide.
- Jiménez, J.E. (2019): Modelo de respuesta a la intervención. Un enfoque preventivo para el abordaje de las dificultades específicas de aprendizaje. Madrid: Pirámide
- Miranda, A., Fortes, M. C., y GIL, M. D. (1998). Las dificultades en el aprendizaje de las matemáticas: un enfoque evolutivo. Málaga: Aljibe.
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#### **Additional**

- Carriedo, N. & Alonso Tapia, J. (1994). ¿Cómo enseñar a comprender un texto?. Madrid. Ediciones de la Universidad Autónoma de Madrid.
- Cassany, D. (2000). Reparar la escritura. Didáctica de la corrección de lo escrito. Barcelona. Graó. Biblioteca Aula.
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- Leucona, M. P. (1998). Pensar para escribir. Un programa de enseñanza para la composición escrita. Madrid. Centro de Investigación y Documentación Educativa.
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- Sánchez, E. (1998). Comprensión y redacción de textos. Barcelona. Edebé.
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- Suárez, A. (2000). Iniciación escolar a la escritura y la lectura. Madrid. Pirámide.
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A lo largo de las clases se proporcionará a los estudiantes bibliografía más específica.



