

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

Code	44502
Name	Difficulties in behavioural self-regulation
Cycle	Master's degree
ECTS Credits	3.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
2215 - M.U. en Educación Especial 16-V.2	Faculty of Philosophy and Educational Sciences	1	First term

Subject-matter

Degree	Subject-matter	Character
2215 - M.U. en Educación Especial 16-V.2	2 - Counselling and intervention in learning disabilities and behavioural difficulties	Obligatory

Coordination

Name	Department
LUCAS MOLINA, BEATRIZ	305 - Developmental and Educational Psychology
SORIANO FERRER, MANUEL	305 - Developmental and Educational Psychology

SUMMARY

This subject is part of the topic *Orientation and intervention in learning and behavioral difficulties* from the common and compulsory section of the Master's Degree in Special Education at the University of Valencia. Its objective is the training of future professionals in the knowledge of behavioral self-regulation disorders and their impact on the educational and socio-family environments, on the management of detection and evaluation instruments, and in the design and implementation of intervention guidelines.

To this end, the subject is structured into three thematic areas related to: 1) knowledge of the disorder and its manifestations, 2) knowledge and management of detection and identification procedures, and 3) knowledge of the basic principles for the design of specific intervention programs on the behavioral self-regulation difficulties. The contents of the thematic areas are oriented to the knowledge of the manifestations of self-regulation disorders in the different areas and contexts of development from which the identification and intervention are carried out.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Es recomendable que tengan conocimientos de Psicología del Desarrollo y Psicología de la Instrucción.

OUTCOMES

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- Students should demonstrate self-directed learning skills for continued academic growth.
- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Buscar, gestionar y analizar información científico-profesional
- Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo
- Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo
- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones
- Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social
- Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares
- Conocer las manifestaciones de los diferentes tipos de dificultades en la autorregulación y el aprendizaje

LEARNING OUTCOMES

Upon completion of the course, students are expected to:

- Use and manage social skills and problem resolution abilities to promote coexistence and conflicts between teachers, students and families.



- Differentiate and know the diagnostic criteria of the different types of self-regulation difficulties, as well as the developmental course, comorbidities, and prevalence.
- Select and use various tools for detecting and identifying the self-regulation difficulties in different contexts of development.
- Know and apply criteria for the psychoeducational intervention both at the school and the family context.
- Value the need to collaborate in an interdisciplinary manner with other professionals involved in the identification, prevention, and intervention of self-regulation difficulties.

DESCRIPTION OF CONTENTS

1. Instructional Unit 1

1. Current controversies on the concept and classification systems the Conduct Disorders.
2. Advances in the study of Attention Deficit Hyperactivity Disorders: subtypes, behavioral, cognitive and neurobiological characteristics. Detection and diagnostic procedures.

2. Instructional Unit 2

3. Comorbid conditions of ADHD (Oppositional Defiant Disorder and Dissocial Disorder).
4. Bullying and school violence: Prevalence and characteristics.

3. Instructional Unit 3

5. Intervention in behavioral self-regulation difficulties at the individual level.
6. Intervention in behavioral self-regulation difficulties in the development contexts.
7. Preventive programs for bullying and school violence.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Development of group work	8,00	0
Development of individual work	8,00	0
Study and independent work	15,00	0
Preparation of evaluation activities	8,00	0
Preparing lectures	5,00	0
Preparation of practical classes and problem	5,00	0
Resolution of case studies	5,00	0
TOTAL	75,00	

TEACHING METHODOLOGY

Non available

EVALUATION**Assessment systems**

In the evaluation of the acquisition of the competences by the students, a combination of different types of information will be carried out, linked to the different activities that the students carry out. Therefore, the evaluation procedures will consider:

- a) Exam.** There will be an examination of objective questions with multiple answers and / or development that will consist of taking a written test. This test will have a weight of **60% in the final grade**, in addition a **minimum of 50%** mastery must be reached to pass the subject. This requirement is recoverable on second call.
- b) Classroom activities.** Preparatory activities and developed in the face-to-face sessions. **A minimum of 50%** must be reached in these activities and they will have a weight of **20% in the final grade**. In case of non-compliance with this requirement on first call, the student must take and pass on second call an additional assessment test on the skills worked on in classroom activities.
- c) Compulsory individual / group work.** Mandatory individual / group work includes a written report and / or presentation in class. This report will have a weight of **20% in the final grade**. Failure to comply with this requirement **will not be recoverable on second call**, so those students who have not done so on first call will have a maximum final grade of 8 points on second call.

If any part of the evaluation is not passed on the first call, the marks obtained in the sections already



passed for the second call will be retained.

Grading system

The different sections contemplated in the evaluation will only be added when the minimum requirements established for each one of them are exceeded. If a student do not pass some of the sections at the first call, the points of the other exceed sections will be saved for the second call. The evaluation of the subject and the review of and appeal against the allotted grades 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: fail (D).
- From 5 to 6.9: pass (C).
- From 7 to 8.9: remarkable (B).
- From 9 to 10: excellent (A) or First Honors (A+).

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 the 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.

First Honors

As stated in the normative about the attribution of First Honor grades (article 17), it will follow a strict order of numerical mark. In case of a tie, the qualification will be granted to the student with the higher numerical score in the Exam. If the tie persists, the higher score in the Class activities and, finally the higher score in the Reports will apply. If all of them are identical, the teacher can ask for an additional test to be taken by the candidates.

Warning about plagiarism and fraudulent practices

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

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>

REFERENCES



Basic

- Brown, T.E. (2006). Trastorno por déficit de atención. Una mente desenfocada en niños y adultos. Barcelona: Masson.
- Barkley, R., Benton, C: (2000) Hijos desafiantes y rebeldes: consejos para recuperar el afecto y lograr una mejor relación con su hijo. Editorial Paidós.
- * Miranda, A. (Coord): (2011) Manual práctico de TDAH. Madrid: Ed Síntesis.
- Hill, J. y (2001) Maughan, B. Conduct disorders in Childhood and Adolescents. Cambridge University Press. (Libro electrónico UVEG)

Additional

- Miranda, A., Amado, L. y Jarque, S. (2001). Trastornos por déficit de tención con hiperactvidd. Una guía práctica. Málaga: Aljibe.
- Miranda, A., Grau, D., Meliá, A. y Roselló, B. (2008). Fundamentación de un programa multicomponencial de asesoramiento a familias con hijos con un trastorno por déficit de atención con hiperactividad. Revista de Neurología, 46, 43-46.
- Miranda, A., Roselló, B. y Soriano, M. (1998). Estudiantes con problemas atencionales. Valencia: Promolibro.