



## COURSE DATA

### Data Subject

<b>Code</b>	44503
<b>Name</b>	Intervention in word reading and spelling difficulties
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	2.5
<b>Academic year</b>	2022 - 2023

### Study (s)

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2215 - Master's Degree in Special Education	Faculty of Philosophy and Educational Sciences	1	First term

### Subject-matter

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2215 - Master's Degree in Special Education	2 - Counselling and intervention in learning disabilities and behavioural difficulties	Obligatory

### Coordination

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

## SUMMARY

The subject Intervention in Difficulties in Word Recognition and Writing consists of 2.5 ECTS credits in the first year. The teaching responsibility for this subject lies with lecturers from the Department of Developmental and Educational Psychology.

The course aims to train participants in the detection, assessment and intervention in the possible problems that may arise in the teaching/learning process, which constitute one of the most prevalent problems at school age. Thus, this subject is organised around difficulties in word recognition and writing. This subject, as well as providing the theoretical basis, is eminently practical in nature, based on the analysis and resolution of cases with different types of learning problems in word recognition and writing.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

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

### Other requirements

No prerequisites, although knowledge of developmental psychology and educational psychology is recommended.

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 2215 - Master's Degree in Special Education

- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- 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
- Diseñar y aplicar procedimientos 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
- Conocer los fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo
- Conocer y analizar los programas que oferta la administración educativa
- Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo
- Conocer las manifestaciones de los diferentes tipos de dificultades en la autorregulación y el aprendizaje

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of the course, students are expected to be able to:

- Know and apply criteria for psychoeducational educational intervention in the school and family context.
- Understand the terminology, concepts and basic principles that make up the theoretical body related to learning difficulties.



- Know the principles, procedures and general phases of psychoeducational assessment and intervention in students with learning difficulties.
  - Search for, select and handle scientific documentation specific to the subject, being able to coherently synthesise diverse information into coherent bodies of knowledge.
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## DESCRIPTION OF CONTENTS

### 1. INSTRUCTIONAL UNIT 1

Neurocognitive advances in the study of word recognition and writing difficulties. Neuropathological and neurofunctional findings. Contributions of molecular genetic studies. From the biological to the behavioural level.

### 2. INSTRUCTIONAL UNIT 2

Indicators of risk of difficulties.  
Controversies surrounding the classification of difficulties in word recognition and writing. Clinically based systems and empirically based systems.

### 3. INSTRUCTIONAL UNIT 3

Systems for detecting and diagnosing difficulties in word recognition and writing. Critical analysis of the treatment response model.  
Curricular assessment procedures for word recognition and writing difficulties.

### 4. INSTRUCTIONAL UNIT 4

Historical approach to intervention.  
Development of preventive programmes for difficulties in the school and family context.  
Advances in the development of empirically based intervention programmes.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	17,50	100
Development of individual work	15,00	0
Study and independent work	15,00	0
Readings supplementary material	5,00	0
Resolution of case studies	10,00	0
<b>TOTAL</b>	<b>62,50</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 exposition and systematisation of knowledge by the lecturer that will require the active participation of the student with advanced reading 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, protocols for detecting learning difficulties will be interpreted, intervention programmes will be analysed, articles will be assessed and work will be presented as a basis for debate and comparison activities, and 2) individual and group work activities.

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**EVALUATION**

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:

- 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 50% 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.
- 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.
- Compulsory individual / group work. Mandatory individual / group work includes a written report and / or presentation in class. This report will have a weight of 30% 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 7 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.

## REFERENCES

### Basic

- Jiménez, J.E. (2012). Dislexia en español. Madrid: Pirámide.
- Miranda, A., Vidal-Abarca, E. y Soriano, M. (2000). Evaluación e Intervención Psicoeducativa en Dificultades de Aprendizaje. Madrid: Pirámide.
- Soriano, M. (2014). Dificultades de Aprendizaje. Granada: GEU.
- Vieiro, P. y Gómez, I. (2004). Psicología de la Lectura. Madrid. Pearson. Prentice Hall.
- Defior, S., Serrano, F. y Gutiérrez, N. (2015). Dificultades específicas del aprendizaje. Madrid, España: Editorial Síntesis.
- Cuetos, F., Soriano, M. y Rello, L. (2019). Dislexia. Ni despiste ni pereza. La Esfera de los Libros
- Jiménez, J. (2019, Ed). Modelo de Respuesta a la Intervención. Pirámide