



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1412016 **Name:** Educational intervention in specific learning difficulties

**Credits:** 6,00 **ECTS Year:** 3 **Semester:** 1

**Module:** Mention in Specific Educational Needs and Attention to Diversity

**Subject Matter:** Specific Educational Needs and Attention to the Diversity **Type:** Elective

**Department:** -

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specific Educational Needs and Attention to the Diversity	42,00	Design and assessment of programmes and plans of socio-educational action	6,00	This elective is not offered in the academic year 23/24
		Developmental and educational aspects of students with hearing impairments	6,00	4/2
		Developmental and educational aspects of students with visual impairments and motor impairments	6,00	4/2
		Educational intervention for problems of social maladjustment	6,00	This elective is not offered in the academic year 23/24
		Educational intervention in specific learning difficulties	6,00	3/1
		Educational intervention in students with intellectual disabilities and on the autism spectrum	6,00	3/2
		Pathology and intervention in specific disorders of language development	6,00	4/2



## Recommended knowledge

Knowledge related to the prerequisites for reading, writing and calculation. Knowledge of how to work and enhance previous elements such as psychomotor skills, cognition, attention, perception, memory, phonological awareness, emergent literacy, spatial orientation, laterality, elements related to the development of logical thinking prior to calculation .

Knowledge related to early attention associated with the development of pre-literacy and pre-calculus requirements.

Knowledge of internalizing and externalizing disorders concomitant with reading-writing disorders, linked to mood, anxiety, depression, disruptive behaviors, etc.

## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows the characteristics of students with specific learning difficulties in reading, writing and mathematics.
- R2 The student designs the educational attention that should be implemented in specific learning difficulties within the regulatory framework that ensures educational inclusion .
- R3 The student proposes strategies that develop autonomy and learning in students with specific learning difficulties.
- R4 The student knows how to use psychosocial intervention strategies that avoid exclusion and discrimination of the student with specific learning difficulties .
- R5 The student knows how to report on the evolution of the student with specific learning difficulties and proposes orientations addressed to the different educational agents .
- R6 The student detects and designs proposals of attention in the school, social and family environment of those students with needs derived from specific learning difficulties .
- R7 The student manages the organizational aspects of the classroom to adequately address the unique needs of the student body.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			X	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.			X	

SPECIFIC		Weighting			
		1	2	3	4
EPT1	To know the characteristics of students with developmental and sensory disorders and learning difficulties, and to understand the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of students with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics in students with specific needs.				X
EPT3	Respect for the personal and cultural differences of students with specific needs and other members of the educational community.		X		
EPT4	Ability to critically analyze the conceptions of education derived from scientific research.	X			



EPT5	Ability to design and develop educational projects and programming units that allow adapting the curriculum to the context of the specific needs and socio-cultural contexts of the students.			X
EPT6	Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.		X	
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the student.	X		
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and transversal knowledge in an integrated manner, appropriate to the learning characteristics of the student.			X
EPT9	Ability to prepare, select and construct didactic materials and apply them in the specific frameworks of the different disciplines.			X
EPT10	To know how to adequately use technological aids in teaching-learning activities, as well as technical resources that facilitate access to information and communication.			X
EPT11	Ability to promote the quality and adequacy of educational contexts (classroom and center), so as to ensure the well-being and accessibility of students.			X
EPT12	Ability to carry out educational support activities within the framework of inclusive education.			X
EPT13	Ability to perform the tutorial function, guiding students and parents, and coordinating the educational action related to their group of students.		X	
EPT14	Ability to participate in research projects related to teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.	X		
EPT15	To know how to develop the relationship and communication skills of students with specific needs with their peer group and the adults in their environment.		X	
EPT16	Development of emotional control skills in the different circumstances of professional performance.		X	
EPT17	Ability to encourage students with specific needs to participate in the construction of rules of coexistence..	X		



EPT18 To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.	X		
EPT19 To know how to face and cooperatively solve problematic situations and interpersonal conflicts of various kinds.		X	
EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of students with specific needs.		X	
EPT21 To raise the commitment to optimize the academic performance of students with specific needs, as well as their school progress within the framework of a comprehensive education.			X

## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7	40,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R3, R4, R5, R6, R7	10,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R5, R6, R7	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R4, R5, R6, R7	30,00%	Non-final written exams: individual or group directed work.

### Observations

The final written test (40%) consists of two parts: a) a part of 30 multiple choice multiple choice questions corrected using the formula  $\text{score} = \frac{\text{Correct} - \text{Errors}}{(N-1)}$  b) a part of short questions about the resolution of a practical case Note 1. To add the percentages it is essential to approve each and every one of the evaluation instruments. Failure to comply with the rules and deadlines established for carrying out the academic activities will invalidate the grade.



## CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- |     |                                    |
|-----|------------------------------------|
| M1  | PARTICIPATIVE MASTERCLASS          |
| M2  | CLASSROOM PRACTICES                |
| M3  | CASE STUDIES                       |
| M5  | WORK AT SEMINARS                   |
| M6  | PROBLEM-BASED LEARNING             |
| M7  | GROUP TUTORING                     |
| M8  | INDIVIDUAL TUTORING                |
| M9  | PROJECT-BASED LEARNING             |
| M10 | COOPERATIVE AND COLLABORATIVE WORK |



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R3, R4, R5, R6, R7	27,00	1,08
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2, M3	R1, R2, R3, R4, R5, R6, R7	11,00	0,44
Supervised monographic sessions with shared participation M5	R7	6,50	0,26
Presentation in plenary. Application of interdisciplinary knowledge M10	R6	5,00	0,20
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R1, R5, R6, R7	8,00	0,32
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M2	R1, R2, R3, R4, R5, R6, R7	2,50	0,10
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>





## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M3, M5, M7, M10	R2, R3, R4, R6	36,00	1,44
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M3, M5, M6, M7, M10	R1, R2, R3, R4, R5, R6, R7	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
1. Learning difficulties. Introduction	<ul style="list-style-type: none"><li>1.1. Learning difficulties.</li><li>1.2. Historical introduction.</li><li>1.3. Theoretical approach to the actual definition of construct.</li></ul>
2. The difficulties in reading.	<ul style="list-style-type: none"><li>2.1. Mental processes involved in reading.</li><li>2.2. Dyslexia.</li><li>2.3. Hypothesis dyslexia.</li><li>2.4. The subtypes of dyslexia. Perspectives in the standings.</li><li>2.5. Decode a text. Word recognition: psychometric and functional assessment.</li><li>2.6. Read and understand a text. Mental processes that take part in the comprehension of written texts.</li><li>2.7. Types of reading comprehension. Factors that have influence on the difficulties in reading comprehension.</li><li>2.8. Assessment of reading comprehension.</li><li>2.9. Intervention in reading difficulties.</li></ul>
3. The writing difficulties.	<ul style="list-style-type: none"><li>3.1. The difficulties of writing.</li><li>3.2. Mental processes that take part in writing.</li><li>3.3. Dysgraphia.</li><li>3.4. Dysorthography.</li><li>3.5. Functional assessment of writing: strategies of intervention depending on the kind of mistake.</li><li>3.6. Intervention in writing difficulties.</li></ul>
4. Learning difficulties in mathematics.	<ul style="list-style-type: none"><li>4.1. Concept of learning difficulties in mathematics.</li><li>4.2. Criteria of defining of DAM.</li><li>4.3. Risk indicators in DAM.</li><li>4.4. Difficulties in the solution of problems and the calculation: assessment.</li><li>4.5. Intervention in DAM.</li></ul>



5. The role of the PT specialist teacher to the DEA.

5.1. The curriculum.  
5.2. Guidance for teachers.  
5.3. Orientations families.

## Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Learning difficulties. Introduction	4,00	8,00
2. The difficulties in reading.	12,00	24,00
3. The writing difficulties.	6,00	12,00
4. Learning difficulties in mathematics.	6,00	12,00
5. The role of the PT specialist teacher to the DEA.	2,00	4,00



## References

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## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒

Microsoft Teams

☐

Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
Prueba escrita	40%	no hay cambios	Teams
Caso práctico	10%	no hay cambios	Teams
Análisis de caso único, trabajo grupal	30%	no hay cambios	Teams
Asistencia y participación actividades	20%	no hay cambios	Teams

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System:





Particularmente, en el instrumento de evaluación “asistencia y participación de actividades” 20%, y en las situaciones 2 y 3, será preciso conectarse para poder realizar las actividades de aula.

En caso de ausencia justificada el alumno/a podrá disponer de un tiempo límite para subir la actividad a plataforma.

En la situación 2 la prueba escrita se llevará a cabo de manera presencial llevando a cabo pruebas en diferentes días para asegurar la presencia de todo el alumnado a la prueba.

En la situación 3 la prueba escrita se llevará a cabo mediante un cuestionario on line previsto en la aplicación.