



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: Inclusive Education and Socio-Community Development

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:

| | | |
|---------|---|----------------------|
| CAOGD | <u>Raquel Ibañez Martínez</u> (Responsible Lecturer) | raquel.ibanez@ucv.es |
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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 25/26 |
| | | 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 25/26 |
| | | 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 |
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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 | | |



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|--|---|---|---|
| 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/exam will consist of:

The final written test (40%) consists of two parts:

a) a section of 30 multiple-choice multiple-choice questions marked using the formula: $\text{score} = \frac{\text{Correct Answers} - \text{Errors}}{(N-1)}$ (30%)

b) a section of short questions on solving a practical case (10%)

Projects and development work will consist of:

Non-final written tests: 30% of the course grade.

Case analysis (oral presentation and follow-up): 30% of the course grade.

Single assessment: Exceptionally, students who cannot participate in the continuous assessment system due to not attending at least 60% of the classes may opt for this assessment system. In this case, the assessment will be carried out as follows:

- Final written test using the same format described above and will account for 75% of the course grade. It consists of two parts:

a) a section of 30 multiple-choice multiple-choice questions marked using the formula: $\text{Score} = \frac{\text{Correct Answers} - \text{Errors}}{(N-1)}$ (30%)

b) a section of short questions on the resolution of a practical case (45%) Single, individual case analysis (follow-up and oral presentation): 25%

Assessed learning outcomes: R1-R2-R3-R4-R5

Single, individual case analysis (follow-up and oral presentation): 25% of the course grade.



Use of Artificial Intelligence: The use of AI is permitted for:

Study support (generating alternative explanations, concept maps, or self-assessment exercises)

Receiving feedback on the clarity or coherence of one's own text.

The use of AI is not permitted for:

Completing assessable tasks, unless required in a specific activity and so instructed by the instructor.

If AI is used in any of the activities under the permitted conditions, it must be stated in which part of the activity it was used, which AI tool was used, and for what purpose.

Other observations: In order to calculate percentages, it is essential to pass each and every one of the assessment instruments. Failure to comply with the rules and deadlines established for completing academic activities will invalidate the grade.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

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 |
| TOTAL | | 60,00 | 2,40 |



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 |
| TOTAL | | 90,00 | 3,60 |



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



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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