



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

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

**Code:** 1162016 **Name:** Educational intervention in specific learning difficulties

**Credits:** 6,00 **ECTS Year:** 3, 4 **Semester:** 1

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

**Subject Matter:** Educational intervention in specific learning difficulties **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** Inclusive Education and Socio-Community Development

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

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

### Lecturer/-s:

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## Module organization

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

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 3, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 25/26



Educational  
intervention on  
problems of social  
maladjustment

6,00

Educational intervention  
in problems of social  
maladjustment

6,00

This elective is not  
offered in the  
academic year  
25/26

## Recommended knowledge

Knowledge related to the detection, planning, intervention and monitoring of students derived from the specific needs of educational support that presents a specific learning disorder; dyslexia, dysgraphia, dysorthography, dyscalculia, to be able to apply it in collaboration with the rest of the inclusion support staff, as well as knowledge related to the preparation, selection and construction of didactic materials that facilitate access to student learning.

Knowledge related to teaching work, with the acquisition of habits and skills for autonomous and cooperative learning.

Knowledge related to technologies and technical resources that facilitate access to information and communication.

## 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 difficulties in reading, writing, and mathematics learning
- 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 knows how to use psycho-social intervention strategies that prevent exclusion and discrimination of students with specific learning difficulties
- R4 The student knows how to report on the progress of students with specific learning difficulties and proposes guidance aimed at different educational agents
- R5 The student detects and designs proposals for attention in the school, social, and family environment of those students with needs derived from specific learning difficulties



## 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
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG3	Effectively address language learning scenarios in multicultural and multilingual contexts. Promote reading and critical analysis of texts from various scientific and cultural domains included in the school curriculum.				X
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.			X	
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.			X	
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	



CG12 Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.

X

## SPECIFIC

## Weighting

1 2 3 4

EPT1 Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils 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 for pupils with specific needs.

X

EPT3 Respect for the personal and cultural differences of students with special needs and other members of the educational community.

X

EPT4 Ability to critically analyse conceptions of education derived from scientific research.

X

EPT5 Ability to design and develop educational projects and programming units to adapt the curriculum to the context of the specific needs and socio-cultural contexts of learners.

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 learner.

X

EPT8 Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and cross-disciplinary knowledge in an integrated manner, appropriate to the learning characteristics of the student.

X

EPT9 Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.

X

EPT10 Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.

X



## Year 2025/2026

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EPT11	Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.			X
EPT12	Ability to carry out educational support activities within the framework of inclusive education.			X
EPT13	Ability to carry out the tutorial function, guiding pupils and parents, and coordinating the educational action concerning their group of pupils.			X
EPT14	Ability to participate in research projects related to the teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.		X	
EPT15	Knowing how to develop the relationship and communication skills of pupils 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 pupils 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	Knowing how to face and cooperatively resolve 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 pupils with specific needs.		X	
EPT21	To raise the commitment to optimise the academic performance of pupils with special needs and their progress in school within the framework of a comprehensive education.			X



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

### In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	15,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R2, R3, R4, R5	10,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	20,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
	5,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5	10,00%	Projects. Development and/or design works.

### 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 projects will consist of:

Single case analysis (monitoring and oral presentation) 30% of the course grade

Case study solutions: 15% of the course grade

Projects: 10% of the course grade

Active participation in theoretical and practical sessions: 5% 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 as follows:





- A final written exam will follow the same format described above and will account for 75% of the course grade. It consists of two parts:

a) a 30-question multiple-choice test section marked using the scoring formula:  $\text{Correct Answers} - \text{Errors} / (N-1)$  (30%)

b) a section of short questions on solving a practical case (45%) Assessed learning outcomes: R1-R2-R3-R4-R5

Analysis of a single, individual case (follow-up and oral presentation) will account for 25% of the course grade. Assessed learning outcomes: R1-R2-R3-R4-R5

### Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R2, R3, R4, R5	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R5	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5	20,00%	Projects. Development and/or design works.

### 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:  $\text{score} = \text{Correct Answers} - \text{Errors} / (N-1)$  (30%)

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

Projects and development projects will consist of:

Single case analysis (monitoring and oral presentation) 30% of the course grade

Case study solutions: 15% of the course grade

Projects: 10% of the course grade





Active participation in theoretical and practical sessions: 5% 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 as follows:

- A final written exam will follow the same format described above and will account for 75% of the course grade. It consists of two parts:

a) a 30-question multiple-choice test section marked using the scoring formula:  $\text{Correct Answers} - \text{Errors} / (N-1)$  (30%)

b) a section of short questions on solving a practical case (45%) Assessed learning outcomes: R1-R2-R3-R4-R5

Analysis of a single, individual case (follow-up and oral presentation) will account for 25% of the course grade. Assessed learning outcomes: R1-R2-R3-R4-R5

## 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 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 Participatory Master Class

M2 Case Study

M4 Learning Contracts

M5 Seminar Work



M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M16	Learning Contracts
M17	Problem-based Learning
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M2, M7	R2, R3, R4, R5	5,00	0,20
Theoretical Class M1	R1, R2, R3, R4, R5	27,00	1,08
Practical Class M2, M7	R1, R2, R3, R4, R5	11,00	0,44
Seminar M5	R4, R5	6,50	0,26
Tutoring M9, M10	R1, R4	8,00	0,32
Evaluation M2	R1, R2, R3, R4, R5	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 work M5, M6, M7	R2, R3, R4	36,00	1,44
Individual work M2, M4, M5, M6	R1, R2, R3, R4, R5	54,00	2,16
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4, R5	25,00	1,00
Practical class (e-learning mode) M12, M18	R1, R2, R3, R4, R5	10,00	0,40
Seminar (e-learning mode) M13	R4, R5	5,00	0,20
Individual tutoring (e-learning mode) M19, M20	R1, R4	15,00	0,60
Evaluation (e-learning mode) M12	R1, R2, R3, R4, R5	5,00	0,20
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M13, M17	R1, R2, R3, R4, R5	60,00	2,40
Group Work (e-learning mode) M13, M17, M18	R2, R3, R4	5,00	0,20
Discussion Forums (e-learning mode) M12, M13, M18	R1, R3, R4, R5	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R4, R5	22,50	0,90
<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. Introduction to learning difficulties.	Definition of learning difficulties. Historical introduction. Current approach to the construct.
2. Difficulties in reading	Mental processes involved in reading. Developmental dyslexia. Explanatory hypotheses of developmental dyslexia. Subtypes of developmental dyslexia. Perspectives in the classification. Decode a text. Word recognition: psychometric and functional evaluation. Read and understand a text. Mechanisms that allow the comprehension of the text. Types of reading comprehension. Factors that influence the comprehension of a text. Psychometric and functional evaluation of reading comprehension. Intervention in reading difficulties.
3. Difficulties in writing	The difficulties for writing. The processes involved in writing. Dysgraphia. Disortography. Functional evaluation of writing: error log. Intervention in difficulties in writing.
4. Difficulties in learning mathematics	Mathematics learning difficulties concept. Delimitation criteria of the DAM. Risk indicators in DAM. Difficulties in solving problems and calculating: evaluation. Intervention in math difficulties



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

The curriculum.  
Guidance for teachers.  
Orientations to families.

## Temporary organization of learning:

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



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