



SUBJECT
PSYCHOEDUCATIONAL INTERVENTION AND
INVESTIGATION IN STUDENTS WITH LEARNING
DIFFICULTIES, SPEAKING DISORDERS, HYPERACTIVITY
AND BEHAVIOUR PROBLEMS.

Field
Psycho-educational Intervention in Official Educational
Environments

Official Master in Inclusive Education
Catholic University of Valencia

Year 2023-2024

**COURSE GUIDE OF THE SUBJECT**

		ECTS
Subject: Psychoeducational intervention and investigation in students with learning difficulties, speaking disorders, hyperactivity and behaviour problems.		3
Type of Learning ¹ : Obligatory	YEAR: 1 Semester: 2 nd	
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SUBJECT ORGANIZATION

Fields and Subjects			
Field	SUBJECT	ECTS	Year/ Semester
Psycho-educational intervention in official educational environments	Psychoeducational intervention and investigation in students with learning difficulties, speaking disorders, hyperactivity and behaviour problems.	3	1/2

COURSE GUIDE FOR SUBJECT**Prerequisites:** None

¹ Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



GENERAL GOALS
To know about, identify and intervene on the main problems that face students with learning difficulties, as well as the coexistence problems that may exist in a school environment.

BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
B6 To have and understand knowledge that provides a basis or opportunity to be original in the development and application of ideas, often in an investigation context.			X	
B7. Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.			X	
B9 Students should know how to transmit their conclusions and the knowledge and reasons that support them to specialized and not specialized audiences in a clear and not ambiguous way.			X	

GENERAL COMPETENCES	Competence measuring scales			
	1	2	3	4
G2 – Critical thinking and self-criticism.		X		
G4. To develop new knowledge and specialized techniques which are suitable for investigation and progress.		X		
G5 – Master social skills and abilities required to promote an environment that favours learning and coexistence.				X
G6 To know how to deal with and resolve diverse problematic situations and interpersonal conflicts in a cooperative way.				X

SPECIFIC COMPETENCES	Competence measuring scales			
	1	2	3	4
E1 To be able to design and carry out programs that optimize the academic performance of children with specific needs, as well as their personal and social development, in the framework of an inclusive education.			X	
E2 To guarantee the critical and active knowledge of the legal and ethical requirements that are required to facilitate the inclusion of people with diverse educational needs, and make professional judgments that improve the educational		X		



practice				
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E6 - To select and apply a scientific methodology to select, develop and implement different exploration, assessment and diagnostic methods and tools which allow to determine specific needs in educational support of students.		X		
E7 To design programs and treatments that attend to the individual needs detected, based on scientific evidence, which promote inclusion.				X

LEARNING OUTCOMES	COMPETENCES
R1 The student designs and develops, according to the current national and autonomic regulation, the programs and services required to answer the possible situations in the educational practice of inclusive education.	G2, E5
R2 The student establishes the different measures of attention to diversity, in each of the cases involved.	G4, B9, E1, E6, B7, E1, E7,
R6 The student satisfactorily deals with coexistence problems and other situations.	G5, G6, E6, E10, E11
R9 The student understands the educational support needs that students may present and how they can affect their development.	B6, B9, G4, E6,
R10 The student knows and values the ordinary and extraordinary responses that exist at the methodological and organizational level to favour inclusion	G2, E5



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
PARTICIPATIVE MASTER CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	R1, R6, R8	0.4
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	R1, R6, R8	0.12
ASSESSMENT	Group of oral and/or written tests, expositions and paper discussions used for the initial, training and additive assessment of the student.	R1, R6, R8	0.08
Total			(0,6)



NON ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
SEMINAR	Active learning group where students become specialists in a topic: the participants don't receive the information; they have to look for it with their own resources in an environment of collaboration. The purpose is to develop a deep study of specific topics that requires that requires a participatory methodology.	R1, R6, R8	0.52
ONGOING ASSESSMENT ACTIVITIES	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess, individually or in groups, the level of acquisition of the learning outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/ .	R1, R6, R8	0.08
Total			(0,6)



INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
INDEPENDENT WORK	Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions. It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/.	R1, R2	1.8
Total			(1,8)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Summative test and theoretical-practical final (open questions, objective test questions)	R1, R6, R10	20%
Case study solution, single case	R9, R10	30%
Preparation of memorandum and Field work.	R2, R6	20%
Oral exhibition of group and individual works	R1, R2	20%
Individual monitoring of the attendance at the face-to-face sessions and active participation in practical theoretical classes, seminars and tutorials	R1, R2, R6, R9, R10	10%
Criterion of concession of the Mention of Distinction: From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.		
Comments: Note 1 In the description of the content and assessment criteria of the subject the procedure, reference materials and deadline dates will be explained, and they will also be described by the coordinator of the subject in the first class session. Note 2 Failure to follow the rules and deadlines for the completion of academic activities invalidates the note.		



DESCRIPTION OF CONTENTS	COMPETENCES
Organization in contents blocks or thematic groups. Development of contents in didactic guides.	(Indicate, numerically, the related competences)
Learning, reading and writing problems.	B6, B7, B9, G2, E1, E6, E7
Dyslexia. Intervention	G4, B6, B7, B9, E1, E6, E7
Oral language disorders.	G5, E2, E5
Attention deficit hyperactivity disorder.	G2, B6, B7, B9, E5, E6
Behavioural disorders	G6, B9, E5, E7,
Family and difficulties of cognitive and social learning	G4, B7, E5, E7,



BIBLIOGRAPHY

Basic bibliography

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- González, R. M. y Cuetos, F. (2008). Ale2. Actividades para el aprendizaje de la lectura y escritura: cuaderno de evaluación inicial. Madrid: CEPE.
- González, R. M. y Cuetos, F. (2008). Ale3. Actividades para el aprendizaje de la lectura y escritura: cuaderno de evaluación inicial. Madrid: CEPE.
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LEGISLATION

- Decreto 39/2008, de 4 de abril, del Consell, sobre la convivencia en los centros docentes no universitarios sostenidos con fondos públicos y sobre los derechos y deberes del alumnado, padres, madres, tutores o tutoras, profesorado y personal de administración y servicios (DOGV no 5738 de 9 de abril).
- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE).
- Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE).
- Ley Orgánica 10/2002, de 23 de diciembre, de Calidad de la Educación (LOCE).
- LOGSE. Ley Orgánica 1/1990, de 3 de Octubre, de Ordenación General del Sistema Educativo.
- Orden 24 de junio de 2008 de la Conselleria de Educación sobre la evaluación en la etapa de educación infantil (DOGV no 5814 de 25 de julio).
- ORDEN de 16 de julio de 2001 por la que se regula la atención educativa al alumnado con necesidades educativas especiales escolarizado en centros de Educación Infantil (2º ciclo) y Educación Primaria (DOGV núm. 4087 de 17.09.2001)

Rules on living in school centers

- ORDEN 62/2014, de 28 de juliol, de la Conselleria d'Educació, Cultura i Esport, per la qual s'actualitza la normativa que regula l'elaboració dels plans de convivència en els centres educatius de la Comunitat Valenciana i s'establixen els protocols d'actuació i intervenció davant de supòsits de violència escolar.
- Resolució 4 de desembre de 2012, de la directora general d'Innovació, Ordenació i Qualitat Educativa, de la Conselleria d'Educació, Formació i Ocupació, per la qual es concedixen ajudes econòmiques en 2012 per a la realització de projectes d'intervenció i integració per a la prevenció de l'absentisme escolar en coordinació amb les unitats d'atenció i intervenció adscrites al Pla de Prevenció de la Violència i Promoció de la Convivència en els centres educatius.
- [DOCV 17/09/2012] DECRET 136/2012, de 14 de setembre, del Consell, pel qual modifica el Decret 233/2004, de 22 d'octubre, pel qual es va crear l'Observatori per a la Convivència Escolar en els Centres de la Comunitat Valenciana.

Webgraphy

- Conselleria d'Educació, Cultura i Esport
http://www.cece.gva.es/default_edu.asp
- Conselleria d'Educació: Educació i Qualitat Educativa
<http://www.cece.gva.es/eva/index.asp>



Ministerio de Educación
http://ntic.educacion.es/w3/recursos2/orientacion/01apoyo/op06_f.htm
Plan Estratégico de Convivencia Escolar
<https://www.mecd.gob.es/educacion/mc/convivencia-escolar/plan-convivencia.html>
Guía informativa para las familias. Generalitat Valenciana.
http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf (Castellano).
http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf (Valencià).
Orientados www.cece.gva.es/orientados
Conselleria de Educación, Cultura y Deporte- plan previ
www.cece.gva.es/eva/es/previ.htm
Ministerio de Educación-convivencia
www.mecd.gob.es/dctm/ministerio/educacion/sistema-educa



Addendum to the Course Guide of the Subject

PSYCHOEDUCATIONAL INTERVENTION AND INVESTIGATION IN STUDENTS WITH LEARNING DIFFICULTIES, SPEAKING DISORDERS, HYPERACTIVITY AND BEHAVIOUR PROBLEMS

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



Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate Ultra



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

Comments to the Assessment System:



ONLINE 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
---		---	

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