

**COURSE DATA****DATA SUBJECT****Code:** 36301**Name:** Self-Regulation and Behavioural Problems**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Especialista en Pedagogía Terapéutica	ELECTIVES

COORDINATION

DESCALS TOMAS ADELA

MAÑA LLORIA AMELIA

SUMMARY

The aim of the course is to provide a framework of reference for understanding the situation of minors with behavioral problems at school.

Primary school students spend most of their time at school, apart from the time they spend at home. The personal histories of children with behavioral problems are often marked by repeated failures, resulting from the inability of both the family and school environments to offer interactions that enable them to successfully meet demands. Problematic behaviors manifest both at school and in interactions with the family at home. Until change occurs in both contexts, the environment will continue to foster disruptive behaviors in the child, which will interfere with the development of appropriate coping styles. Although a multidisciplinary team of professionals selects the assessment procedures and intervention strategies to address behavioral problems, the teacher is the main agent in their identification and intervention in an effort to resolve them. Therefore, it is essential that teachers receive training on how the main behavioral problems present themselves, what factors or causes contribute to their emergence, and what preventive and/or corrective intervention strategies can help children and their families address them effectively.

This course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly Quality Education (SDG 4), Gender Equality (SDG 5), and Reduced Inequalities (SDG 10), by promoting



teacher education committed to inclusion and equity.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is recommended to master the knowledge acquired in the course Developmental Psychology in order to assess whether a behavior pattern is problematic or not, as well as to design and implement educational interventions. The knowledge gained in the course Educational Psychology is also useful for the analysis and intervention in behavioral problems.

COMPETENCES / LEARNING OUTCOMES

1305 -

Collaborate in the detection and assessment of special educational needs.

Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.

Contribute to the organisation of the school response to meet the special educational needs of students.

Favour the integration of students with special educational needs into the school community.

Know and critically evaluate the fundamentals of different intervention techniques.

Know the biological, psychological and socio-environmental variables related to the schooling of students with special educational needs of diverse origin.

Make individual curricular adaptations to serve students with special educational needs.

Use public and private resources adequately to address special educational needs.

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Apply basic educational research methodologies and techniques, and be able to design innovation projects with appropriate evaluation indicators.

Collaborate in the identification and assessment of special educational needs.

Commit to professional teaching development and lifelong learning adapted to scientific, pedagogical and social changes.



Communicate effectively, both orally and in writing, in the official languages of the autonomous community.

Communicate orally and in writing observations and conclusions regarding assessment and intervention practices to other professionals and families.

Contribute to organising school responses to meet students' special educational needs.

Contribute to the design, development and implementation of solutions that respond to social needs, taking the Sustainable Development Goals as a reference framework.

Critically analyse and incorporate the most relevant contemporary social issues affecting family and school education, including the social and educational impact of audiovisual media and screens, multiculturalism and interculturality, and social inclusion.

Demonstrate the ability to prevent, identify and respond to sexual violence within educational settings, in accordance with Organic Law 10/2022.

Design, plan and evaluate teaching activities and classroom learning in multicultural and co-educational contexts.

Develop individual curricular adaptations to support students with special educational needs.

Identify and remove barriers to the inclusion of pupils with different abilities and learning rates.

Promote cooperative work as well as individual effort and achievement.

Promote educational initiatives aimed at preparing active and democratic citizens committed to equality and inclusion.

Recognise the identity of each educational stage and its cognitive, psychomotor, communicative, social and emotional characteristics.

Support the development of children with special educational needs through adapted physical education and the use of music and visual arts expression.

Support the integration of students with special educational needs into the school community.

Teach pupils and their environment to communicate using the most appropriate communication system for their characteristics.

Understand, from an educational perspective, inequalities based on sex and gender in society, and integrate the different needs and preferences related to sex and gender into the design of solutions and problem-solving processes.

Understand and critically evaluate the foundations of different intervention techniques.

Understand that systematic observation is a fundamental tool for reflecting on practice and reality, and contribute to innovation and improvement in education.

Understand the biological, psychological and socio-environmental variables associated with the schooling



of students with special educational needs arising from diverse causes.

Understand the processes of interaction and communication in the classroom.

Understand the tools that information and communication technologies provide for addressing diversity in education.

Use information and communication technologies appropriately to support the educational needs of pupils with special educational needs.

Use information and communication technologies confidently as standard professional tools.

Use public and private resources appropriately to support learner diversity.

Work effectively as part of a multidisciplinary team, both within and outside the educational setting, to support each pupil, plan learning sequences and organise classroom and play-based learning environments.

DESCRIPTION OF CONTENTS

THEMATIC UNIT I.- CONCEPTUAL APPROACH TO BEHAVIORAL PROBLEMS.

This unit addresses aspects such as the variety of behavioral problems, ranging from simple disruptive behaviors in the classroom to diagnosed conduct disorders, the incidence of behavioral problems in the school population, and the etiology of these problems. It also describes the criteria used to diagnose conduct disorders and other difficulties presented by minors with behavioral problems.

Topic 1.- Conceptual delimitation of behavioral problems. Definition and types of behavioral problems. Prevalence of behavioral problems. Causes of problematic behavior.

Topic 2.- Manifestations and developmental course of behavioral problems. Transient behavioral problems: disruptive behaviors, disobedience and oppositionality, aggressive behaviors, and violence. Conduct disorders: Oppositional Defiant Disorder, Conduct Disorder, Intermittent Explosive Disorder. Difficulties associated with behavioral problems. Other disorders with associated behavioral problems (Attention Deficit Hyperactivity Disorder).

THEMATIC UNIT II.- ASSESSMENT OF BEHAVIORAL PROBLEMS.

This unit describes the tools that teachers can use to collaborate in detecting these problems, as well as the process to follow for preparing and interpreting observational records of behavior.

Topic 3.- Assessment of behavioral problems. Rating scales for problematic behaviors. Observation records of inappropriate behaviors.

THEMATIC UNIT III – INTERVENTION IN BEHAVIORAL PROBLEMS AND SCHOOL COEXISTENCE.

This unit analyzes action lines for addressing behavioral problems. Intervention in these problems is approached from two complementary perspectives: the psychoeducational or educational approach, aimed at the work of teachers with students in the classroom, which can in turn be subdivided into (a) the application of psychological techniques and procedures to achieve greater classroom control, and (b) following a set of recommendations to establish a positive classroom climate that optimizes the



teaching/learning process; and the family intervention approach.

Topic 4.- Action lines for addressing behavioral problems and school coexistence. Prevention as an intervention strategy. Ecosystemic intervention: design and organization of the educational response. Intervention strategies to address behavioral problems in the school setting. Intervention strategies to address behavioral problems. Guidelines for teachers on effective classroom management. Intervention strategies to help parents of minors with behavioral problems.

Topic 5.- Behavior modification techniques for managing behavior in the classroom. Token economy. Contingency contract.

Topic 6.- Cognitive-behavioral procedures for developing self-regulation. Self-instructions. Reinforced self-assessment. Anger control training.

Topic 7.- Intervention in conflict resolution in the classroom. Mediation as a resource. Programs and materials to promote conflict resolution.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Individual or group project	20,00
Independent study and work	27,00
Preparation of lessons	10,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	67,00

TEACHING METHODOLOGY

The work plan consists of the presentation of the fundamental aspects of each topic by the teacher. In addition, students are expected to engage in independent work (reading basic documents prior to the development of the topic) and to participate actively in class sessions.

Classes will be theoretical-practical, meaning that theoretical instruction will be complemented with practical classroom activities that the teacher considers appropriate to consolidate basic concepts and apply the knowledge acquired. Discussions of relevant readings, video analyses, case studies, and similar activities will be proposed. After completing these activities, either individually or in groups, reflections and conclusions will be shared collectively.

Furthermore, students will be required to complete a project and submit a corresponding report: Group work and personal reflection: Analysis of a case and proposal for classroom intervention. The project will be planned and carried out in small groups (maximum of 4 people). Each student will submit a personal reflection on their learning during the completion of the project.

EVALUATION



Global and continual evaluation will be used on both individual and group-based learning processes. Student evaluation will be based on three course elements: the final exam, class activities and group work.

1. Exam. The assessment of theory and practical contents will be assessed by means of a final test that will represent a **60% of the final grade**. The exam will include multiple choice questions and/or essay questions (open questions).

2. Class activities. Class activities, readings and tool analysis and others will represent a **20% of the final grade**.

3. Group work. Group work is intended to help students do an in-depth processing of the course contents and/or to help them apply the acquired knowledge to real situations. Group work includes a written report and a personal reflection in writing, and will represent a **20% of the final grade**.

Teaching staff will set aside time during the **final in-person sessions of the course** for students to complete the **institutional teaching evaluation surveys**.

The **minimum requirements** to pass the course are as follows:

At the first evaluation:

Passing the exam (mastering a minimum of 50%), and

Passing the class activities (at least 50% of activities passed), and

Having handled at least 70% of the total number of activities.

The two elements with minimum requirements can be re-evaluated a second time. Students that have not completed the group work will be able to get a maximum grade of 8 at the first evaluation, after subtracting the 20% corresponding to this element.

Teachers may propose voluntary activities. These activities may be valued with a maximum of 0.5 points, as long as the minimum requirements to pass the course have been met and at least a 5 is achieved in the final mark.

At the second evaluation:

Passing the exam (mastering a minimum of 50%)

Passing a written exam on the competences that are targeted by the class activities (mastering a minimum of 50%). This test will cover all the activities whether or not the students has turned in/passed any of them at the first evaluation.

At the second evaluation, the scores from the elements meeting the minimum requirements could be kept and those from the group work element from the first evaluation will be kept and computed into the final grade. Students that have not completed the group work will be able to get a maximum grade of 8 at the second evaluation, after subtracting the 20% corresponding to this element.

WARNING ON PLAGIARISM

Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia

(http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf).

It is recommended to consult the document "Guia d'actuació per a l'ús responsable de la intel·ligència artificial (IA) en les activitats docents i d'avaluació a la Universitat de València en la Facultat de Formació del Professorat" (https://www.uv.es/magisdire/Calidad/Guia_actuacio_IA_UV_FFP).



pdf).

During tutorials, lecturers may require individual or group interviews in order to verify the degree of participation and achievement of goals for any given task. Failure to accept the verification will result in such task or activity being failed.

GRADING SYSTEM

Grades shall be subject to the provisions of the University of Valencia Regulations on Marks.

According to this, subjects are graded on a scale of 0 to 10 points to one decimal place, followed by a qualitative equivalence:

- From 0 to 4.9: fail.
- From 5 to 6.9: pass.
- From 7 to 8.9: good.
- From 9 to 10: excellent or excellent with distinction.

The mention of excellent with distinction will be awarded directly to the highest grades, always at the discretion of the teacher. Only one honors can be awarded for every twenty students within each group.

The different elements of assessment will only count towards the final aggregate mark if the minimum requirements established for those elements that have minimum requirements are met. To pass the subject, the sum of the three sections, once the weightings have been applied, must reach a mark of 5 out of 10.

Subject records will include the mark obtained at the **first evaluation** according to the following rules:

- If the element of assessment with the highest weighting (the exam) has not been assessed, the subject will be graded as ABSENT, irrespective of the rest.
- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.
- If the element of assessment with the highest weighting (the exam) has been assessed and it does meet minimum requirements, but the other element with minimum requirements (class activities) has not been passed or submitted, the final grade will be FAIL, and the numerical grade on a 0-10 scale will correspond to the element that was not passed.
- If less than 70% of the required class activities have been submitted, the subject will be marked as FAIL, and the numerical grade on the 0–10 scale will depend on the number of activities not submitted.
- If the elements of assessment with minimum requirements have been passed (exam and class activities) but the final aggregate mark of three elements (exam, class activities and group work) is less than 5, the subject will be given a mark of FAIL, and the numerical mark will be the final aggregate mark of those three elements. The student will decide which element or elements he/she will retake in Second call.

For the **second evaluation**, the following rules shall apply:

- If the element of assessment with the highest weighting (the exam) has not been



assessed, the subject will be graded as ABSENT, irrespective of the rest.

- If the element of assessment with the highest weighting has been assessed but it does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for that element.

- If the element of assessment with the highest weighting has been assessed and it does meet minimum requirements but the other element with minimum requirements (written test on the class activities) has not been passed, the subject will be marked as FAIL, and the numerical grade on the 0-10 scale for the element failed. If the student does not attend the class activities exam in the second evaluation, having passed the main exam in the first session, the subject will be marked as ABSENT.

- If both elements of assessment with minimum requirements (exam and class activities) have been passed, but the final aggregate mark of the three elements (exam, class activities and group project) is below 5, the subject will be marked as FAIL, and the numerical grade will be the final aggregate mark of those three elements.

Review of and appeals against assessment results shall be subject to the Regulations for Appealing against Marks of the University of Valencia.

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