

**COURSE DATA****DATA SUBJECT****Code:** 44447**Name:** Psychological intervention in learning difficulties**Cycle:** Master's Degree**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Common training II	COMPULSORY

COORDINATION

MORELL MENGUAL VICENTE JAVIER

SUMMARY

The aim of the course Psychological Intervention in Learning Disabilities is to provide students with the conceptual knowledge and practical tools necessary for the effective professional practice of educational psychologists within educational and community settings. This overall aim is further specified through the following objectives, which are linked to the competencies outlined in the Master's Verifica document. Upon completion, students will be able to:

1. Understand the behavioral, neurological, and etiological characteristics of learning disabilities related to reading, writing and mathematics.
2. Recognize and assess the impact of learning disabilities on educational and occupational pathways across the lifespan.
3. Identify and detect the presence of reading, writing, and mathematics learning difficulties in school settings.
4. Administer and interpret cognitive assessment tools as part of a differential diagnosis process for learning disabilities.
5. Compare and select specific assessment instruments for diagnosing learning disabilities.
6. Understand the developmental course of learning disabilities and identify areas of risk throughout the lifespan.
7. Analyze psychoeducational intervention programs aimed at addressing learning disabilities in educational and social contexts.



This course contributes particularly to the achievement of Sustainable Development Goals (SDGs) 4 (Quality Education), 10 (Reduced Inequalities) and 16 (Peace, Justice and Strong Institutions) through the analysis of education, the promotion of equity and inclusion, and the fostering of critical thinking, democratic participation and commitment to socially just education.

This course will promote knowledge of the regulatory framework and the fundamental principles of Organic Law 10/2022 of 6 September on the Comprehensive Guarantee of Sexual Freedom. Course contents will address issues related to equality and a gender perspective, with particular attention to strategies for the prevention, awareness, and detection of situations of sexual violence within educational settings. Furthermore, teaching practices aimed at preventing and identifying sexual violence will be integrated into the course, in coordination with the institutional resources and protocols established by the University of Valencia.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No previous background knowledge is necessary.

COMPETENCES / LEARNING OUTCOMES

2211 - Master's Degree in Psychopedagogy

Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.

Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades



educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal , así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.

Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.

Diseñar, implementar, coordinar y evaluar intervenciones y programas de orientación psicopedagógica sobre el proceso de enseñanza-aprendizaje, sobre la adaptación personal y social y sobre las salidas profesionales del alumnado.

Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.

Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.

Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación....) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.

Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.

Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.

Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.

Que los estudiantes se impliquen de manera general y transversal, en la aplicación y defensa de todos los derechos fundamentales y democráticos, así como los principios de mejora social

Realizar la evaluación y la valoración sociopsicopedagógica del alumnado y determinar el modelo y los servicios de su escolarización mas adecuados.

Reunir e interpretar datos relevantes para emitir juicios psicopedagógicos que incluyan una reflexión sobre cuestiones de índole social, científica o técnica.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.



Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

1. Difficulties in the learning process of reading and writing

Conceptual framework.

Psychoeducational assessment and diagnosis.

Psychoeducational intervention.

2. Difficulties in reading comprehension and written expression

Conceptual framework.

Psychoeducational assessment and diagnosis.

Psychoeducational intervention.

3. Difficulties in number sense, calculation, and mathematical reasoning

Conceptual framework.

Psychoeducational assessment and diagnosis.

Psychoeducational intervention.

4. Socio-emotional and behavioral correlates of learning difficulties

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,50
Seminar	4,00
Classroom practices	8,50
Total hours	33,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	25,00
Preparation of lessons	5,50
Preparation for assessment activities	0,00
Resolution of case studies	17,00
Total hours	67,50



TEACHING METHODOLOGY

The theoretical-practical nature of the competencies specified for this subject will be reflected in a teaching-learning methodology structured around two main components. The theoretical component will consist of lectures delivered by the instructor, combined with the active participation of students through the reading of texts and other materials. The practical component will involve: 1) Supervised activities, including the analysis of practical cases, interpretation of standardized and non-standardized tools for identifying learning difficulties, and the analysis and design of psychoeducational intervention programs; 2) Individual and group work activities.

EVALUATION

Assessment of competency acquisition by students will be based on a combination of different sources of evidence, linked to the various activities carried out. Accordingly, the assessment procedures will include:

- a) Examination. Students will complete an oral and/or written exam, with a weighting of no less than 40% and no more than 50%. A minimum of 50% mastery is required to pass the course. This requirement is recoverable in the resit (second call).
- b) Portfolio. The portfolio will include the different assignments completed by the student, with a weighting of no less than 15% and no more than 20%. To pass the course in the first call, students must submit and pass at least 70% of the assignments. If this requirement is not met in the first call, the student must complete and pass an additional assessment in the resit covering the competencies addressed in the activities.
- c) In-class presentations of completed assignments. This component will have a weighting of no less than 15% and no more than 20%. This requirement can be fulfilled in the resit (second call) by completing an additional assessment covering the competencies addressed.
- d) Oral interviews with students. These will have a weighting of between 0% and 10%. This requirement is recoverable in the resit through an additional interview.
- e) Participation. This will have a weighting of between 0% and 10%. This requirement can be fulfilled in the resit (second call) by completing an additional assessment covering the competencies addressed.

At the beginning of the course, teaching staff will specify the exact weighting of each assessment procedure in the course syllabus, ensuring the total adds up to 100% of the final grade. If any component of the assessment is not passed in the first call, the grades obtained for components already passed will be carried over to the resit.

Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020). The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them



from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

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