

**COURSE DATA****DATA SUBJECT****Code:** 44502**Name:** Difficulties in behavioural self-regulation**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

| Degree                                      | Center                                         | Acad. year | Period        |
|---------------------------------------------|------------------------------------------------|------------|---------------|
| 2215 - Master's Degree in Special Education | Facultat de Filosofia i Ciències de l'Educació | 1          | First quarter |

**SUBJECT-MATTER**

| Degree                                      | Subject-matter                                                                     | Character  |
|---------------------------------------------|------------------------------------------------------------------------------------|------------|
| 2215 - Master's Degree in Special Education | Counselling and intervention in learning disabilities and behavioural difficulties | COMPULSORY |

**COORDINATION**

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**SUMMARY**

This course is part of the subject *Orientation and intervention in learning and behavioral difficulties* of the common and compulsory core of the Master's Degree in Special Education at the University of Valencia. Its objective is to train future professionals in the knowledge of behavioral self-regulation disorders and their impact on the educational and socio-family environments, on the management of detection and evaluation instruments, and in the design and implementation of intervention guidelines.

For this purpose, the course is structured in three thematic areas related to: 1) knowledge of the disorder and its manifestations, 2) knowledge and management of detection and identification procedures, and 3) knowledge of the basic principles for the design of specific intervention programs on the behavioral self-regulation difficulties. The contents of the thematic areas are oriented to the knowledge of the manifestations of self-regulation disorders in the different areas and contexts of development from which the identification and intervention are carried out.

**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

### 2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer las manifestaciones de los diferentes tipos de dificultades en la autorregulación y el aprendizaje

Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

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

## DESCRIPTION OF CONTENTS

### 1. Instructional Unit 1

1. Current controversies on the concept and classification systems of Conduct Disorders.
2. Advances in the study of Attention Deficit Hyperactivity Disorders: presentations, behavioral, cognitive and neurobiological characteristics. Detection and diagnostic procedures.



## 2. Instructional Unit 2

3. Comorbid conditions of ADHD (Oppositional Defiant Disorder and Dissocial Disorder).
4. Bullying and school violence: Prevalence and characteristics.

## 3. Instructional Unit 3

5. Intervention in behavioral self-regulation difficulties at an individual level.
  6. Intervention in behavioral self-regulation difficulties in development contexts.
  7. Preventive programs for bullying and school violence.
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## WORKLOAD

### PRESENCIAL ACTIVITIES

| Activity                          | Hours        |
|-----------------------------------|--------------|
| Theoretical and practical classes | 21,00        |
| <b>Total hours</b>                | <b>21,00</b> |

### NON PRESENCIAL ACTIVITIES

| Activity                              | Hours        |
|---------------------------------------|--------------|
| Attendance at other activities        | 0,00         |
| Individual or group project           | 16,00        |
| Independent study and work            | 15,00        |
| Preparation of lessons                | 10,00        |
| Preparation for assessment activities | 8,00         |
| Resolution of case studies            | 5,00         |
| <b>Total hours</b>                    | <b>54,00</b> |

## TEACHING METHODOLOGY

The theoretical-practical nature of the competencies specified for this course will be reflected in the teaching methodology that will be structured in two axes. The theoretical axis will have a component of presentation and systematization of knowledge by the teacher that will require active involvement of the student through advanced readings of the theoretical contents.

The practical axis will take the form of 1) supervised class activities in which case studies will be analyzed, graphic documents will be visualized, protocols for the detection of self-regulation difficulties will be interpreted, intervention programs will be analyzed, and articles will be reviewed. All these tasks will serve as a basis for discussion and shared learning, and 2) individual and group activities in class.



## EVALUATION

### Assessment systems

In the evaluation of the acquisition of the competences by the students, a combination of different types of information will be carried out, linked to the different activities that the students carry out. Therefore, the evaluation procedures will consider:

**a) Exam.** There will be an examination of objective questions with multiple answers and / or development that will consist of taking a written test. This test will have a weight of **60% in the final grade**, in addition a **minimum of 50%** mastery must be reached to pass the subject. This requirement is recoverable on second call.

**b) Classroom activities.** Preparatory activities and developed in the face-to-face sessions. **A minimum of 50%** must be reached in these activities and they will have a weight of **20% in the final grade**. In case of non-compliance with this requirement on first call, the student must take and pass on second call an additional assessment test on the skills worked on in classroom activities.

**c) Individual / group assignment.** Individual / group assignment includes a written report and / or presentation in class. This report will have a weight of **20% in the final grade**. Failure to comply with this requirement **will not be recoverable on second call**, so those students who have not done so on first call will have a maximum final grade of 8 points on second call.

In the second call, the grades obtained in the sections that exceed the minimum requirements (exam and/or classroom activities) may be maintained and the grade of the non-recoverable section (individual/group assignment) will be maintained.

### Grading system

The different sections contemplated in the assessment will only be added when the minimum requirements established for each one of them are exceeded.

The assessment of the course and the review of and appeal against the allotted grades are subject to the provisions of the Reglament d'Avaluació i Qualificació de la Universitat de València per a títols de Grau i Màster (ACGUV 108/2017 of May 30, 2017, [http://www.uv.es/graus/normatives/2017\\_108\\_Reglament\\_avaluacio\\_qualificacio.pdf](http://www.uv.es/graus/normatives/2017_108_Reglament_avaluacio_qualificacio.pdf)). According to this, it is specified in numerical expression from 0 to 10 with one decimal place, using the following grading scale:

-From 0 to 4.9: fail (D).



-From 5 to 6.9: pass (C).

-From 7 to 8.9: remarkable (B).

-From 9 to 10: excellent (A) or First Honors (A+).

The grade obtained in the first call of the course will be included in the grade of the course according to the following rules:

¿ If the element of assessment with the highest weighting 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 the 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 any of the remaining elements does not, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

For the second call, the following rules shall apply:

¿ The mark of ABSENT can only be awarded when more than one element of assessment including that with the highest weighting has not been assessed.

¿ If all the elements of assessment have been assessed but one of them does not meet minimum requirements, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed. If more than one element of assessment has been failed, the element with the highest mark on the 10-point scale will be used.

¿ If one or more of the minimum requirements is not met and one element of assessment has not been assessed, the subject will be given a mark of FAIL and the numerical mark on the 0-10 scale for the element failed.

¿ If two elements of assessment meet the minimum requirements and a third element has not been assessed, the subject will be given a mark of FAIL and the average numerical mark resulting from the two elements passed and the non-assessed element (which awards 0 points). The highest mark possible is 4.9.



## First Honors

As stated in the normative about the attribution of First Honor grades (article 17), it will follow a strict order of numerical mark. In case of a tie, the qualification will be granted to the student with the higher numerical score in the Exam. If the tie persists, the higher score in the Class activities and, finally the higher score in the Reports will apply. If all of them are identical, the teacher can ask for an additional test to be taken by the candidates.

## Warning about plagiarism and fraudulent practices

Evidence of copying or plagiarism in any of the assessable tasks will result in failure to pass the subject and in appropriate disciplinary action being taken. Please note that, in accordance with article 13. d) of the Statute of the University Student (RD 1791/2010, of 30 December), it is the duty of students to refrain from using or participating in dishonest means in assessment tests, assignments or university official documents. 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.

In the event of fraudulent practices, the Action Protocol for fraudulent practices at the University of Valencia will be applied (ACGUV 123/2020): <https://www.uv.es/sgeneral/Protocols/C83sp.pdf>

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).

## REFERENCES

- Brown, T.E. (2006). Trastorno por déficit de atención. Una mente desenfocada en niños y adultos. Barcelona: Masson.
- Miranda, A., Amado, L. y Jarque, S. (2001). Trastornos por déficit de tención con hiperactividd. Una guía práctica. Málaga: Aljibe.
- Barkley, R., Benton, C: (2000) Hijos desafiantes y rebeldes: consejos para recuperar el afecto y



lograr una mejor relación con su hijo. Editorial Paidós.

- \* Miranda, A. (Coord): (2011) Manual práctico de TDAH. Madrid: Ed Síntesis.
- Hill, J. y (2001) Maughan, B. Conduct disorders in Childhood and Adolescents. Cambridge University Press. (Libro electrónico UVEG)
- Miranda, A., Grau, D., Meliá, A. y Roselló, B. (2008). Fundamentación de un programa multicomponential de asesoramiento a familias con hijos con un trastorno por déficit de atención con hiperactividad. Revista de Neurología, 46, 43-46.
- Miranda, A., Roselló, B. y Soriano, M. (1998). Estudiantes con problemas atencionales. Valencia: Promolibro.