

**COURSE DATA****DATA SUBJECT**

Code: 44503
Name: Intervention in word reading and spelling difficulties
Cycle: Master's Degree
ECTS Credits: 2.5
Academic year: 2025-26

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

SORIANO FERRER MANUEL

SUMMARY

The subject Intervention in Difficulties in Word Recognition and Writing consists of 2.5 ECTS credits in the first year. The teaching responsibility for this subject lies with lecturers from the Department of Developmental and Educational Psychology.

The course aims to train participants in the detection, assessment and intervention in the possible problems that may arise in the teaching/learning process, which constitute one of the most prevalent problems at school age. Thus, this subject is organised around difficulties in word recognition and writing. This subject, as well as providing the theoretical basis, is eminently practical in nature, based on the analysis and resolution of cases with different types of learning problems in word recognition and writing.

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 prerequisites, although knowledge of developmental psychology and educational psychology is recommended.

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 fundamentos, principios, valores y actitudes que sustentan el derecho a la educación del alumnado con necesidades específicas de apoyo educativo

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

Conocer y analizar los programas que oferta la administración educativa

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

Diseñar y aplicar procedimientos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

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

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.

DESCRIPTION OF CONTENTS

1. INSTRUCTIONAL UNIT 1

Neurocognitive advances in the study of word recognition and writing difficulties. Neuropathological and neurofunctional findings. Contributions of molecular genetic studies. From the biological to the behavioural level.



2. INSTRUCTIONAL UNIT 2

Indicators of risk of difficulties.

Controversies surrounding the classification of difficulties in word recognition and writing. Clinically based systems and empirically based systems.

3. INSTRUCTIONAL UNIT 3

Systems for detecting and diagnosing difficulties in word recognition and writing. Critical analysis of the treatment response model.

Curricular assessment procedures for word recognition and writing difficulties.

4. INSTRUCTIONAL UNIT 4

Historical approach to intervention.

Development of preventive programmes for difficulties in the school and family context.

Advances in the development of empirically based intervention programmes.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	17,50
Total hours	17,50

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	15,00
Independent study and work	20,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	45,00

TEACHING METHODOLOGY

The theoretical-practical nature of the competences specified for this subject will be reflected in the training methodology, which will be structured along two axes. The theoretical axis will have a component of exposition and systematisation of knowledge by the lecturer that will require the active participation of the student with advanced reading of the contents. The practical axis will consist of 1) supervised class



activities in which case studies will be analysed, graphic documents will be viewed, protocols for detecting learning difficulties will be interpreted, intervention programmes will be analysed, articles will be assessed and work will be presented as a basis for debate and comparison activities, and 2) individual and group work activities.

Translated with www.DeepL.com/Translator (free version)

EVALUATION

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 50% 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) Compulsory individual / group work. Mandatory individual / group work includes a written report and / or presentation in class. This report will have a weight of 30% 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 7 points on second call.

If any part of the evaluation is not passed on the first call, the marks obtained in the sections already passed for the second call will be retained.

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).

2.2023).



REFERENCES

- Jiménez, J.E. (2012). Dislexia en español. Madrid: Pirámide.
- Miranda, A., Vidal-Abarca, E. y Soriano, M. (2000). Evaluación e Intervención Psicoeducativa en Dificultades de Aprendizaje. Madrid: Pirámide.
- Soriano, M. (2014). Dificultades de Aprendizaje. Granada: GEU.
- Vieiro, P. y Gómez, I. (2004). Psicología de la Lectura. Madrid. Pearson. Prentice Hall.
- Defior, S., Serrano, F. y Gutiérrez, N. (2015). Dificultades específicas del aprendizaje. Madrid, España: Editorial Síntesis.
- Cuertos, F., Soriano, M. y Rello, L. (2019). Dislexia. Ni despiste ni pereza. La Esfera de los Libros
- Jiménez, J. (2019, Ed). Modelo de Respuesta a la Intervención. Pirámide