

**44504 Intervention in reading comprehension and written composition difficulties****COURSE DATA****DATA SUBJECT****Code:** 44504**Name:** Intervention in reading comprehension and written composition 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

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SUMMARY

The subject Intervention in difficulties in written comprehension and expression consists of 2.5 ECTS credits and is developed in the first year. The teaching responsibility of this subject falls on the teaching staff of the Department of Developmental and Educational Psychology.

The subject aims to train in the detection, evaluation and intervention in the face of possible problems that may arise in the teaching/learning process, which constitute one of the most prevalent problems in school-age children. Thus, this subject is organized around the difficulties in the processes of comprehension and composition of texts.

The subject, in addition to providing the theoretical foundation, has an eminently practical character, based on the analysis and resolution of cases with different types of learning problems.

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 enrollment restrictions have been specified with other subjects in the curriculum.

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



Cognitive processes involved in comprehension and learning from texts, as well as in the composition of texts.

Characteristics of students with difficulties in comprehension and composition of texts.

1.- Explanatory models of reading comprehension

Cognitive processes involved in comprehension and learning from texts, as well as in the composition of texts.

National and international programmes for the assessment of reading competence in education systems.

2.- The evaluation of reading comprehension difficulties.

Procedures and instruments evaluation of the difficulties in comprehension reader.

Psychometric and functional procedures.

Analysis of curricular texts and reading materials.

The construction of questions and activities to assess reading comprehension.

3.- The intervention in the difficulties of reading comprehension.

Methodologies with empirical evidence of intervention in reading comprehension difficulties.
Intervention programs (paper and pencil and educational software).

The construction of materials aimed at improving reading comprehension.

Proposals for family and school counselling for children with reading comprehension difficulties.

4. Difficulties in written expression.

The main theoretical explanatory models of written expression.

Guidelines and instruments for the assessment of written expression difficulties. Guidelines for the improvement of written expression problems.



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 in two axes. The theoretical axis will have a component of presentation and systematization of knowledge by the teacher that will require the active participation of the student with advanced readings of the contents. The practical axis will be specified in the realization of 1) supervised class activities in which practical cases will be analyzed, graphic documents will be viewed, protocols for the detection of learning difficulties will be interpreted, intervention programs will be analyzed, articles will be evaluated and works will be presented that serve as the basis for debate and contrast activities and 2) individual and group work activities.

EVALUATION

In the evaluation of the acquisition of skills by students, a combination of different types of information will be carried out, linked to the different activities that students develop.

The regulations of the master's degree determine its face-to-face nature, so attendance at classes and other teaching activities scheduled in this area is mandatory. In the final grade of the two annual calls for the subject, this aspect will be especially valued.

Minimum requirements:

In order to pass the subject, the student must have at least a 5, both in the *Exam* and in the *Work and Practical Activities part*. In the event that the minimum grade is not reached in any of these sections, the



maximum grade that the student can obtain in the subject will be 4.9, being suspended until the next call.

The evaluation procedures will include:

- 20%: *Attendance and Active Participation in classes and classroom activities* (will not be recoverable in the second call)
- 60%: *Exam*, which will consist of written tests (recoverable in the second call).
- 20%: *Work and Practical Activities*, refers to the work and deliveries made by the student, which may consist of the resolution of practical cases, individual and/or group activities (recoverable).

2nd Call

- 60%: Exam. To recover the exam, the student must take an exam, with similar characteristics to that of the first call.
- 20%: Work and Practical Activities. There will be two modalities for the recovery of Work and Practical Activities:

¿ Modality A: if the student has actively participated in at least 75% of the face-to-face sessions and has delivered most of the *Assignments and Activities and Internships*, he/she may choose in the second call to carry out and/or re-elaborate all those activities that were not passed in the first call.

¿ Modality B: students who do not meet the criteria of modality A or who, despite meeting them, do not opt for it, must take an Internship Exam, in which they will have to solve one or two cases similar to those worked on, together with a series of theoretical-practical questions related to the competencies developed in the practical activities.

- In modality B, none of the *Practical Work or Activities* carried out during the course will be taken into account, being the full grade in this section the one obtained in the evaluation test carried out for this purpose.



The **final grade** will be obtained from the weighted average, according to the percentages assigned, through the following table:

0-4,9	Suspense.
5-6,9	Approved.
7-8,9	Notable.
9-10	Outstanding or Distinction.

The fraudulent performance of assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Qualification Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI), which is not previously and expressly authorised by the teaching staff, to prepare assessment materials, will allow them not to be considered as their own authorship and will be treated in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

- 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.
- Defior, S., Serrano, F. y Gutiérrez, N. (2015). Dificultades específicas del aprendizaje. Madrid,



España: Editorial Síntesis.

- - Sánchez, E., García, J.R., y Rosales, J. (2010). La lectura en el aula: qué se hace, qué se debe hacer y qué se puede hacer. Barcelona. Grao.