

**COURSE DATA****DATA SUBJECT****Code:** 46928**Name:** Intervención en las dificultades en el reconocimiento y escritura de palabras**Cycle:** Master's Degree**ECTS Credits:** 2.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Orientación e Intervención en Dificultades de Aprendizaje y Comportamiento	COMPULSORY

COORDINATION

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SUMMARY

The course Intervention in difficulties in word recognition and spelling comprises 2.5 ECTS credits in the first year. Teaching responsibility for this course lies with faculty from the Department of Developmental and Educational Psychology. The course aims to train participants in the detection, assessment and intervention regarding the potential problems that may arise in the teaching/learning process, which constitute one of the most prevalent problems at school age. Thus, this course is organised around difficulties in word recognition and spelling. In addition to providing the theoretical foundation, this course is eminently practical in nature, based on the analysis and resolution of cases involving different types of learning difficulties in word recognition and spelling. This subject makes it possible to address the Reduction of Inequalities (SDG 10) in the school setting, through evidence-based assessment and intervention proposals for children with special needs, thereby ensuring Quality Education (SDG 4).

This course will focus on fostering an understanding of the regulatory framework and the fundamental principles of Organic Law 10/2022, dated September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and a gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings, while integrating



teaching practices aimed at preventing and detecting sexual violence, in coordination with the institutional resources and protocols established by the UV.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There are no prerequisites, although knowledge of developmental psychology and instructional psychology is recommended.

COMPETENCES / LEARNING OUTCOMES

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Analyse the advantages and disadvantages of the programmes offered by the educational administration.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to assess the consequences of different types of difficulties in self-regulation and learning in the social, personal and academic domains.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the impact of specific educational support needs on family relationships.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know the ethical principles of professional action in the field of specific educational support needs.

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reconocimiento y escritura de palabras**

Know the fundamentals, principles, values and attitudes underlying the right to education of students with specific educational support needs.

Know the manifestations of the different types of difficulties in self-regulation and learning in the social, personal and academic domains.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

DESCRIPTION OF CONTENTS

1. Conceptual Approach 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. Risk Indicators, Classifications and Manifestations Indicators of risk of difficulties. Controversies surrounding the classification of difficulties in word recognition and writing. Clinically based systems and empirically based systems. 3. DALE Assessment and Diagnosis 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. Strategies and resources for intervention in DALE 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	25,00
Total hours	25,00

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



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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.

EVALUATION

In assessing student's acquisition of competences, 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 include: 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).

REFERENCES

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