

**COURSE DATA****DATA SUBJECT****Code:** 46929**Name:** Intervention in Difficulties in Reading Comprehension and Written Expression**Cycle:** Master's Degree**ECTS Credits:** 2.5**Academic year:** 2025-26**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 subject Intervention in Difficulties in Comprehension and Written Expression consists of 2.5 ECTS credits and is developed in the first course, within the compulsory module: Organization, Research and Intervention in Special Education, in the sub-level of Orientation and Intervention in Learning and Behavioral Difficulties. The teaching responsibility of this subject falls on professors of the Department of Developmental Psychology and Education. The course aims to train in the detection, evaluation and intervention in the possible problems that may arise both in the processes of reading comprehension and written expression. Reading comprehension and, in part, written expression are basic instrumental tools for the integration and academic performance of studies. Thus, this subject is organized around analyzing the theoretical models that explain these processes, knowing the difficulties experienced by children during their acquisition and approaching students to the tools and processes aimed at their evaluation and intervention within school and/or professional contexts.

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

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

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.

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

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. Explanatory models of reading comprehension.

Cognitive processes involved in comprehension and learning from texts, as well as in text composition. Characteristics of students with difficulties in comprehension and composition of texts. National and international programs for the evaluation of reading competence in educational systems.

2. The assessment of reading comprehension difficulties.

Procedures and instruments for the evaluation of reading comprehension difficulties. Psychometric and functional procedures. Analysis of texts and curricular reading materials. The construction of reading comprehension assessment questions and activities.

3. Intervention in reading comprehension difficulties.

Methodologies with empirical evidence of intervention in reading comprehension difficulties. Intervention programs (paper and pencils and educational program). The construction of materials aimed at improving reading comprehension. Proposals for family and school counseling for children with reading comprehension difficulties.

4. The difficulties of written expression.

The main theoretical models explaining written expression. Guidelines and instruments for the evaluation of difficulties in written expression. Guidelines for the improvement of written expression problems.

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 competencies 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 exposition and systematization of knowledge by the professor that will require the active participation of the student with advanced readings of the contents. The practical axis will take the form of 1) supervised class activities in which practical cases will be analyzed (problem-based learning) and through the presentation and discussion of documents related to articles and theoretical models, detection and evaluation protocols, as well as intervention programs, and 2) individual work activities (self-study) or in cooperative groups that will be delivered to the teacher.

Translated with DeepL.com (free version)

EVALUATION

In the evaluation of the acquisition of the competences by the students, a combination of different types of information will be used, linked to the different activities that the students develop. The regulations of the master's degree determine its face-to-face nature, so attendance to classes and other lecture activities scheduled in this subject is compulsory. In the final grade of the two annual calls of the subject this aspect will be especially valued. Minimum requirements: In order to pass the subject it is necessary that the student has at least a 5, both in the Exam and in the part of Works and Practical Activities. In the case of not reaching the minimum grade in any of these sections, the maximum grade that the student will be able to obtain in the subject will be 4.9, being suspended until the next call. The evaluation procedures will include: - 20%: Attendance and participation in classes and classroom activities (will not be recoverable in second call). - 60%: Examination, 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 Round - 60%: Exam. To recover the exam, the student will have to take an exam, similar to the one of the first call. - 20%: Works and Practical Activities. For the recovery of the Practical Works and Activities there will be two modalities: - Modality A: if the student has actively participated in at least 75% of the classroom sessions and has delivered most of the assignments and practical activities, he/she will be able to choose in the second call to perform and/or redo all those activities that were not passed in the first call. - Mode B: students who do not meet the criteria of mode A or who, despite meeting them, do not opt for this one, must take a Practice 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 competences developed in the practical activities. - In modality B, none of the Practical Works 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 assigned percentages, through the following table: 0-4.9 Failed. 5-6.9 Pass. 7-8.9 Outstanding. 9-10. Outstanding or Honors.

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

- 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.
- Gallardo, J.R.; y Gallego, J.L. (1993). Manual de logopedia escolar. Archidona (Málaga). Ediciones Aljibe García-Vidal, J.; y González-Manjón, D. (2000). Dificultades de Aprendizaje e intervención psicopedagógica: Lectura y Escritura (Vol II). Ediciones EOS. Madrid. Texto referencia Ripoll, J.C. (2013). Intervención en problemas de comprensión lectora de la asignatura Niños con Dificultades de Aprendizaje. Universidad de Navarra. 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.