

**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:** 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

MARTINEZ GIMENEZ TOMAS

SORIANO FERRER MANUEL

GIL PELLUCH LAURA

SUMMARY

The subject Intervention in Word Recognition and Spelling Difficulties comprises 2.5 ECTS credits in the first year. Teaching responsibility for this subject lies with the staff of the Department of Developmental and Educational Psychology.

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

This subject makes it possible to address Reduced 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).



46929 Intervention in Difficulties in Reading Comprehension and Written Expression

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

COMPETENCES / LEARNING OUTCOMES

2276 - Master's Degree in Special Education

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. Written expression difficulties.

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 a training methodology structured along two axes. The theoretical axis will involve the presentation and systematization of knowledge by the faculty, requiring active student participation. The practical axis will consist of individual and group activities, including the analysis of case studies, the viewing of visual documents, the interpretation of learning-difficulty detection protocols and excerpts from socio-psychopedagogical reports, the analysis of intervention proposals, and the development of assignments that serve as a basis for debate and contrast activities. Some activities will be carried out under supervision in the classroom, while others will be performed autonomously outside the classroom.

EVALUATION

The assessment of students' acquisition of competencies will combine different types of information linked to the various activities students undertake. Accordingly, the assessment procedures will include:

- Exam. A written test will be administered consisting of objective multiple-choice and/or open-ended questions. This test will account for 75% of the final grade; in addition, a minimum mastery level of 50% must be achieved to pass the course. This requirement may be retaken in the second sitting.
- Mandatory group assignment. The mandatory group assignment includes a written report and/or its presentation in class. This group assignment will account for 25% of the final grade. Failure to complete this requirement may not be retaken in the second sitting; therefore, students who have not completed it in the first sitting will receive a maximum final grade of 7.5 points in the second sitting.



The use of technologies (including AI) on assessment materials without prior and express authorization from the faculty will result in such materials not being considered the student's own work, and they will be handled in accordance with current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 12.2023).

Fraudulent completion of assessment tests and plagiarism in assessment assignments will be handled in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action on Fraud (ACGUV 123/2020).

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- Vidal-Abarca, E. (2025). *Comprender y Aprender: Cómo favorecer la comprensión lectora en el aula*. Biblioteca Innovación Educativa (SM).
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- Miranda, A., Vidal-Abarca, E. & Soriano, M. (2000). *Evaluación e Intervención Psicoeducativa en Dificultades de Aprendizaje*. Pirámide.
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