



Universitat de Lleida

DEGREE CURRICULUM  
**LEARNING DIFFICULTIES AND  
DEVELOPMENT DISORDERS**

Coordination: SANSO GALIAY, CLARA MARIA

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	LEARNING DIFFICULTIES AND DEVELOPMENT DISORDERS			
<b>Code</b>	100703			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Pre-School Education	2	COMMON	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	3		2
<b>Coordination</b>	SANSO GALIAY, CLARA MARIA			
<b>Department</b>	PSICOLOGIA			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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## Learning objectives

- Know and know how to detect the educational needs of educational support at the stage of 0-6 years from a bio-psycho-social approach (Affective and emotional development disorders, ASD, communicative and language disorders, visual, auditory disability, motor and cognitive disorders, students with biological risk and socio-cultural environment, high capacities, among others).
- Learn resources to promote the educational inclusion of students with educational needs for educational support.
- Reach a level of knowledge and understanding of ideas related to education from an inclusive approach.
- Know and analyze the didactic-organizational strategies for the construction of the school for all people within the framework of the paradigm of inclusive education.
- Know how to establish interdisciplinary exchanges, networking and cooperative work relationships.

## Competences

### GENERAL SKILLS

- CG1 Correction in oral and written communication.
- CG3 Mastery of Information and Communication Technologies

### SPECIFIC SKILLS

- CE3 Design and regulate learning spaces in contexts of diversity that attend to the unique educational needs of students, gender equality, equity and Respect for human rights.

## Subject contents

### MANDATORY CONTENTS

#### BLOCK I

- Inclusive education, schools for everyone and attention to diversity.

- Didactic and methodological strategies of attention to diversity.

## BLOCK II

- Difficulties in the development of language, speech, rhythm and communication.
- Difficulties in the development of written and mathematician language.
- Prenatal development, origin of some deficiencies and early attention.
- Emotional and behavioral disorders.
- Hearing impairment: evolutionary aspects and educational implications.
- Visual impairment: evolutionary aspects and educational implications.
- Motor disability: evolutionary aspects and educational implications.
- Intellectual disabilities: evolutionary aspects and educational implications.
- ADHD: evolutionary aspects and educational implications.
- ASD: evolutionary aspects and educational implications.
- High capacities: evolutionary aspects and educational implications.
- Socio cultural diversity: evolutionary aspects and educational implications.

## Methodology

The blended teaching planning for the 2020/2021 academic year means that the methodology specified below is organized 50% face-to-face and 50% online (videoconferences, forums, etc.).

Main methodological indicators:

- Professor presentations.
- Students presentations.
- Study of practical cases.
- Video analysis.
- Debates and reflections in big and small groups.
- Readings and analysis of documents.
- Information search.
- Assignments elaboration and its synthesis.
- Individual and group tutorials.

## Development plan

### CREATIVE MANAGEMENT

WEEK	DESCRIPTION	OBJECTIVES	PROFESSOR'S ASSIGNMENTS	STUDENT'S ASSIGNMENTS
WEEK 5-6	COURSE PRESENTATION	Delimitation of the contents, objectives and evaluation criteria of the course. Activate previous knowledge.	Professor's presentation	Active listening and questions

WEEK 5-6 To 8-9	BLOCK I SEMINARS: INCLUSIVE EDUCATION	<p>Acquire resources to promote the educational integration of students with educational needs for educational support.</p> <p>Acquire a level of knowledge and understanding of ideas related to education understood from an inclusive approach.</p> <p>Know and analyze the didactic-organizational strategies for the construction of the school for all people within the framework of the paradigm of inclusive education.</p> <p>Work on the metacognition badge</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>
WEEK 9-10 to 15	BLOCK II SEMINARS: SPECIFIC NEEDS OF EDUCATIONAL SUPPORT	<p>Be able to detect specific educational support needs.</p> <p>Be able to inform other specialist professionals about the warning signs observed in a child from 0 to 6 years old.</p> <p>Identify the different learning difficulties, ASD, communication and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children at biopsychosocial risk.</p> <p>Know the developmental milestones of students from 0 to 6 years old with learning difficulties, communicative and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children in biopsychosocial risk.</p> <p>Acquire a global vision of the educational implications that affect these disorders and verify the importance of providing an adequate educational response to the specificity of each person.</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>

\* The program may be changed from one week to another according to the course's needs.

#### PRESCHOOL EDUCATION (EVENING GROUP)

WEEK	DESCRIPTION	OBJECTIVES	PROFESSOR'S ASSIGNMENTS	STUDENT'S ASSIGNMENTS

WEEK 5-6	COURSE PRESENTATION	Delimitation of the contents, objectives and evaluation criteria of the course. Activate previous knowledge.	Professor's presentation	Active listening and questions
WEEK 5-6 To 8-9	BLOCK I SEMINARS: INCLUSIVE EDUCATION	<p>Acquire resources to promote the educational integration of students with educational needs for educational support.</p> <p>Acquire a level of knowledge and understanding of ideas related to education understood from an inclusive approach.</p> <p>Know and analyze the didactic-organizational strategies for the construction of the school for all people within the framework of the paradigm of inclusive education.</p> <p>Work on the metacognition badge</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>
WEEK 9-10 To 15	BLOCK II SEMINARS: SPECIFIC NEEDS OF EDUCATIONAL SUPPORT	<p>Be able to detect specific educational support needs.</p> <p>Be able to inform other specialist professionals about the warning signs observed in a child from 0 to 6 years old.</p> <p>Identify the different learning difficulties, ASD, communication and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children at biopsychosocial risk.</p> <p>Know the aspects of the development of students, from 0 to 6 years, with learning difficulties, communicative and language disorders, emotional, behavioral and attention problems, physical, sensory and mental disabilities and children in biopsychosocial risk.</p> <p>Acquire a global vision of the educational implications that affect these disorders and verify the importance of providing an adequate educational response to the specificity of each person.</p>	<p>Present</p> <p>Enable the debate</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p>	<p>Search and analyze information</p> <p>Make logical arguments</p> <p>Relate theory and practice</p> <p>Maintain a reflective and systematic questioning attitude</p> <p>Practical cases resolution</p>

\* The program may be changed from one week to another according to the course's needs.

## Evaluation

**CREATIVE MANAGEMENT**

Continuous evaluation divided in the following evidences:

**Block I**

Individual work (Metacognition Badge): 33%

**Block II**

Exam 47% (BG syllabus: 30% + Exam - HP (Practice Time) syllabus: 17%)

Group work HP: 20%

**Requirements:**

- Written test BLOCK I: the Badge must be passed with a grade equal to or higher than 5. Otherwise, you will be entitled to recovery.
- Badge: It will be an essential requirement to pass the subject to pass the metacognition badge.
- Written test BLOCK II (GG and HP): To be able to average between the two parts of the written test with the other evidence it will be an essential requirement to have a 5 of average mark. When one of the two parts has a grade equal to or higher than 4.5 and can be averaged with the other evidence (in order to get a 5 or higher), students will not be required to make the recovery. Otherwise, students who take a grade lower than 4.5 in one or both parts (GG and / or HP syllabus) will have the possibility of recovering the suspended part (s). If after the recovery any of the written evidence does not have a 4.5 or more, and even if the average gives approved, the subject will be suspended.
- HP group work: The grade of the work will average with the rest of the evidence.
- The work will go through the UdL plagiarism tool. In the event that a percentage equal to or greater than 20% comes out, it will be understood that the work is plagiarized and the subject will be suspended.
- In group work all group members will have the same grade. In the case of having the work suspended, it is mandatory that all members of the group who are to recover the work show up for recovery.
- Submission of evidence: Evidence that is not submitted / made on time will not be qualified and, consequently, will not be entitled to recovery in those evidence that can be recovered.
- Attendance: Attendance will be 80% mandatory for Block II HP.
- Misspellings are penalized. In the event that the volume of absences is very high, the possibility of not being able to pass the subject will be considered, even if all the evidence is approved.
- Linguistic and formal correction in written productions is an indispensable requirement (<http://www.fce.udl.cat/Recursos/guies/guiatreballs.pdf>). In the foundation of the written works it is essential to resort to academic sources, correctly cited in accordance with the APA regulations. These expressive errors or the incorrect presentation will have repercussions in the qualification of the matter.

**Assessment criteria of the evaluation evidences***BLOCK I Individual work (Metacognition Badge):*

- The assessment criteria of this evidence are specified on the badge document.

*BLOCK II written exams*

- Practical cases resolution
- Identify theoretical contents of the course

*BLOCK II written assignment*

- Mandatory participation in the group tutorial
- Quality of the work script
- Creativity of the oral presentation and written assignment
- Inquire about an specific case on topic of the course, which has been previously determined by the professor, focusing on the etiology, characteristics, definition, evolutionary features, among other aspects of interest.

- Establish connections between the Block I of the course and other knowledges and previous experiences.

### **Provisional due dates of written exams and other evidences**

Block II written assignment: june 2022 (date, time and place are not fixed yet)

Block II written assignment's presentation: may 2022 (date, time and place are not fixed yet)

Badge (Block I): june 2021 (date, time and place are not fixed yet)

Block II written exams: june 2021 (date, time and place are not fixed yet)

### **OTHER CIRCUMSTANCES OF EVALUATION**

#### ***EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)***

(Condition: Certificate of disability or certificate of presenting any learning difficulty)

The professors in charge of the course may modify the assessment system and whether or not to carry out face to face activities depending of the Special Educational Needs of every student. Any decision will be always guided and guaranteed by the UdL Attention to Diversity Commission.

#### ***EVALUATION FOR STUDENTS WITH ACREDITED WORK***

(Condition: aprobal of the relevant comission for carrying out this single type of evaluation).

The evaluation consists on a final exam with a value of 70% and a workshop with a value of 30% of the final mark.

#### ***OTHER EVALUATION SYSTEMS***

(Condición: only for exceptional cases).

Exceptionally, it will be considered to adapt to specific cases.

### **PRESCHOOL EDUCATION (EVENING GROUP)**

Continuous evaluation divided in the following evidences:

#### **Block I**

Individual work: 15%

Group work: 15%

#### **Block II**

Written exam - LG syllabus: 28%

Written exam - MG syllabus: 16%

MG Group work: 26%

#### **Requirements**

- BLOCK II written exams : An average grade of 5 must be achieved within the 2 exams. Is mandatory to show a minimun knowledge of the course in both exams. Otherwise an average garde will not be obtained



and the course will be failed.

- Group work: Is mandatory to approve the group work of Block I with a grade equal or greater than 5.
- Attendance: Attendance is mandatory to Block II lectures.
- Spelling mistakes. In case the number of spelling mistakes is significantly high the possibility of failing the course will be considered despite all the evidences have been passed.

### **Provisional due dates of written exams and other evidences**

The due dates of the Block I and Block II written assignments, as well as the presentations of the Block I written assignment will be held the **last weeks of the course**.

The written exams will be held during **week 17** of the course.

### **Assessment criteria of the evaluation evidences**

#### *BLOCK I Individual and group work*

- Creativity of the oral presentation (work group).
- Resolution of a practical case (student with SEN) towards the planning and methodology more adequate for the specific situation.
- Relate the teacher's role with professionals from and outside the educational center.
- Establish connections between the Block II of the course and other knowledges and previous experiences.
- Identify theoretical contents of the course.

#### *BLOCK II written exams*

- Resolution of a practical case
- Identify theoretical contents of the course

#### *BLOCK II written assignments*

- Mandatory participation in the group tutorial.
- Quality of the work script.
- Creativity of the oral presentation and written assignment.
- Inquire about an specific topic of the course, which has been previously determined by the professor, focusing on the etiology, characteristics, definition, evolutionary features, among other aspects of interest.
- Establish connections between the Block I of the course and other knowledges and previous experiences.

## **OTHER CIRCUMSTANCES OF EVALUATION**

### ***EVALUATION FOR STUDENTS WITH SEN (Special Educational Needs)***

(Condition: Certificate of disability or certificate of presenting any learning difficulty)

The professors in charge of the course may modify the assessment system and whether or not to carry out face to face activities depending of the Special Educational Needs of every student. Any decision will be always guided and guaranteed by the UdL Attention to Diversity Commission.

### ***EVALUATION FOR STUDENTS WITH ACREDITED WORK***

(Condition: approval of the relevant comission for carrying out this single type of evaluation).

The evaluation consists on a final exam with a value of 70% and a workshop with a value of 30% of the final mark.

## OTHER EVALUATION SYSTEMS

(Condición: only for exceptional cases).

Exceptionally, it will be considered to adapt to specific cases.

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