



Universitat de Lleida

DEGREE CURRICULUM
**INTERVENTION IN LEARNING
DIFFICULTIES AND
DEVELOPMENTAL DISORDERS**

Coordination: CLARÀ GARANGOU, MARC

Academic year 2019-20

Subject's general information

Subject name	INTERVENTION IN LEARNING DIFFICULTIES AND DEVELOPMENTAL DISORDERS			
Code	102916			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Psychology	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	2		1
Coordination	CLARÀ GARANGOU, MARC			
Department	PSICOLOGIA			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
CLARÀ GARANGOU, MARC	marc.clara@udl.cat	6	
MORA VILARDOSA, MARIA TERESA	mariateresa.mora@udl.cat	1,8	

Learning objectives

Know how to identify developmental disorders and learning difficulties in educational contexts.

Know and know how to identify the educational needs of these students.

Know and design educational proposals and strategies that allow the inclusion and development of these students, both in the second and third level of curriculum development.

Work collaboratively with others, planning and self-evaluating this collaboration both at the group level and at the individual level

Competences

Basic competences:

CB1 Possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge from the vanguard of its field of study.

CB2 Apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

CB5 Know how to develop those learning skills necessary to undertake further studies with a high degree of autonomy

General Competences:

CG1 Develop the necessary professional skills, adapt to new situations and solve problems derived from the profession of psychologist.

CG2 Being able to work in multidisciplinary teams and collaborate efficiently with other professionals.

CG3 Show skills for interpersonal relationships.

CG6 Have the critical capacity to take relevant decisions and make referrals to other professionals when appropriate.

CG7 Identify the needs and demands of the recipients and adequately communicate the results derived from the diagnosis made.

CG8 Develop and keep updated their own competences, skills and knowledge according to the standards of the profession of psychologist.

CG9 Appreciate diversity and difference as a structural element of the human being, considering the historical and sociocultural factors that intervene in the human psychological configuration

Specific competences:

Detection of needs.

CE1 Define the objectives and goals of the psychological action in the different contexts, proposing and negotiating the goals with the recipients.

CE2 Identify and analyze the demands and psychological needs of people, groups or organizations in different contexts.

Evaluation of programs and interventions at individual, group and organizational levels.

CE3 Describe and measure variables (personality, intelligence and other aptitudes and attitudes) and cognitive, emotional, psychobiological and behavioral processes.

CE4 Identify differences, problems and needs (individual, group and intergroup) and diagnose following the criteria of the profession.

CE5 Analyze the contexts in which individual behaviors, group and organizational processes are developed.

CE6 Plan the evaluation of psychological programs and / or interventions.

CE7 Select and build indicators and techniques to evaluate psychological programs and / or interventions

CE8 Choose and apply the appropriate psychological intervention techniques to achieve the objectives and goals set.

CE9 Analyze and interpret the results of the evaluation.

Intervention, mediation and treatment.

CE10 Prepare the appropriate intervention plan according to its purpose (prevention, treatment, rehabilitation, insertion, accompaniment, etc.).

CE11 Apply the methods or strategies included in the intervention plan, depending on the relevant contexts for the service requested (psychological counseling, counseling, negotiation, mediation, etc.)

CE12 Respond and act appropriately and professionally, taking into account the attitudes and values of the profession, as well as its ethical and deontological code, in each and every one of the intervention processes.

Professional communication

CE14 Share relevant information in a professional manner with other professionals of the service and / or multiprofessional team.

CE15 Prepare technical, oral and written reports on the results of the evaluation process, the research or the services requested.

CE16 Communicate their own assessments in a critical and argumentative manner, respecting the ethical commitment required by the dissemination of psychological knowledge.

Research and dissemination of psychological knowledge.

CE18 Use the different documentary sources in psychology, show a mastery of the necessary strategies to access information and assess the need for documentary updating.

CE19 Collect, sort and classify data and research materials (documents, medical records, files, etc.).

CE20 Analyze and interpret data within the framework of established disciplinary knowledge

CE21 Make critical decisions about the choice, application and interpretation of the results derived from the different methods of psychological research.

Transversal Competences:

CT1 Acquiring adequate comprehension and oral and written expression of Catalan and Spanish.

CT2 Acquire a significant command of a foreign language, especially English.

CT3 Acquire training in the use of new technologies and information and communication technologies.

CT5 Acquire essential notions of scientific thought.

Subject contents

Topic 1. The role of the psychologist in educational contexts. Concepts and basic axes of the educational intervention.

Topic 2. Educational intervention in ADHD

Topic 3. Educational intervention in linguistic and communicative development disorders

Topic 4. Educational intervention in affective and social disorders

Topic 5. Educational intervention in high capacities

Topic 6. Educational intervention in specific learning disorders: dyslexia and dyscalculia

Topic 7. Educational intervention in intellectual disability

Topic 8. Educational intervention in Autism Spectrum Disorder

Methodology

Regarding the organization of the interaction:

- Lectures with dialogical orientation (facilitating the participation of students)
- Work in small groups with teacher support (during teaching hours and in tutorials)
- Individual work with teacher support (during teaching hours and in tutorials)

Regarding learning activities:

- Study and resolution of cases
- Work with recent research articles (including articles in English)
- Self-regulation and planning of their own work, with teacher support
- Work based on the support of the Virtual Campus of the UdL

Development plan

Week	Topic	Type of work
1	Presentation The psychologist in the school context The intervention process	Explanation by the professor + learning activity in small groups
2-3	Dyslexia and dyscalculia	Explanation by the professor + learning activity in small groups
4-5	ASD	Explanation by the professor + learning activity in small groups
6-7	Behavioral disorders	Explanation by the professor + learning activity in small groups
8-9	ADHD	Explanation by the professor + learning activity in small groups
10-11	Language disorders	Explanation by the professor + learning activity in small groups
12-13	High Capacities	Explanation by the professor + learning activity in small groups
14-15	Intellectual Disability	Explanation by the professor + learning activity in small groups

Evaluation

Continuous Assessment

Assessment system	Minimum weighting	Maximum weighting
Assistance to 80% of the face-to-face sessions	Requirement	Requirement
Learning activities	20%	30%
Written evidence about a case	30%	40%

Written brief response test	30%	50%
-----------------------------	-----	-----

Single Assessment

In the case of failure to meet the requirements of assistance of the continuous assessment for justified and documented reasons, it is possible to take the single assessment mode. In this case, the assessment will consist of a final test and the delivery of evidence to be specified according to the teaching staff. To qualify for this type of assessment, you must apply for it during the first month of the course.

Bibliography

- Alt, M., Meyers, C., & Ancharski, A. (2012). Using principles of learning to inform language therapy design for children with specific language impairment. *International Journal of Language & Communication Disorders*, 47(5), 487-498, DOI: 10.1111/j.1460-6984.2012.00169.x
- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders. Fifth Edition. DSM-5*. Washington, DC: American Psychiatric Publishing.
- Archibald, L. (2017). Working memory and language learning: A review. *Child Language Teaching and Therapy*, 33(1), 5-17, DOI: DOI: 10.1177/0265659016654206
- Barkley, R.A. (1997). Behavioral inhibition, sustained attention, and executive functions: Constructing a unifying theory of ADHD. *Psychological Bulletin*, 121, 65-94.
- Barkley, R.A. (2001). The executive functions and self-regulation: An evolutionary neuropsychological perspective. *Neuropsychology Review*, 11(1), 1-29.
- Barkley, R.A. (2014). Sluggish cognitive tempo (concentration deficit disorder?): Current status, future directions, and a plea to change the name. *Journal of Abnormal Child Psychology*, 42, 117-125, DOI: 10.1007/s10802-013-9824-y
- Baron-Cohen, S. (2001). Theory of mind in normal development and autism. *Prisma*, 34, 174-183.
- Borovsky, A., Burns, E., Elman, J.L., & Evans, J.L. (2013). Lexical activation during sentence comprehension in adolescents with history of Specific Language Impairment. *Journal of Communication Disorders*, 46, 413-427, DOI: <http://dx.doi.org/10.1016/j.jcomd>
- Butterworth, B., Varma, S., & Laurillard, D. (2011). Dyscalculia: from brain to education. *Science*, 332, 1049-1053, DOI: 10.1126/science.1201536
- Castejón, E., Prieto, A., & Bolea, E. (2014). *Alteracions greus de la conducta en entorns educatius*. Girona: Prisma.
- Catalá-López, F., Hutton, B., Núñez-Beltrán, A., Page, M.J., Ridao, M., Macías Saint-Gerons, D., Catalá, M.A., Tabarés-Seisdedos, R., & Moher, D. (2017). The pharmacological and non-pharmacological treatment of attention deficit hyperactivity disorder in children and adolescents: A systematic review with network meta-analyses of randomised trials. *Plos One*, 12(7), 1-31, DOI: <https://doi.org/10.1371/journal.pone.0180355>
- Cobb, B., Lehmann, J., Newman-Gonchar, R., & Alwell, M. (2009). Self-determination for students with disabilities. A narrative metasynthesis. *Career Development for Exceptional Individuals*, 32(2), 108-114, DOI: 10.1177/0885728809336654
- Defior, S. (2015). Cómo mejorar la lectura. *Mente y Cerebro*, 70, 16-23.
- Direcció General d'Ordenació i Innovació Educativa (2004). *L'ús del llenguatge a l'escola: propostes d'intervenció*

per a l'alumnat amb dificultats de comunicació i llenguatge. Barcelona: Servei de Difusió i Publicacions, Generalitat de Catalunya.

DuCharme, R.W., & Gullotta, T.P. (eds.)(2013). *Asperger syndrome: a guide for professionals and families*. New York: Springer Science and Business Media.

Evans, S.W., Sarno Owens, J., Wymbs, B.T., & Ray, R. (2017). Evidence-based psychosocial treatments for children and adolescents with attention deficit/ hyperactivity disorder. *Journal of Clinical Child & Adolescent Psychology*, DOI: 10.1080/15374416.2017.1390757

Fernandez, E., & Johnson, S.L. (2016). Anger in psychological disorders: Prevalence, presentation, etiology and prognostic implications. *Clinical Psychology Review*, 46, 124-135, DOI: <http://dx.doi.org/10.1016/j.cpr.2016.04.012>

Fraire, M.G., & Ollendick, T.H. (2013). Anxiety and oppositional defiant disorder: A transdiagnostic conceptualization. *Clinical Psychology Review*, 33, 229-240, DOI: <http://dx.doi.org/10.1016/j.cpr.2012.11.004>

Ghosh, A., Ray, A., & Basu, A. (2017). Oppositional defiant disorder: current insight. *Psychology Research and Behavior Management*, 10, 353-367

Goldstein, S., & Naglieri, J.A. (Ed.)(2013). *Interventions for Autism Spectrum Disorders*. New York: Springer Science and Business Media.

Harris, J.C. (2006). *Intellectual Disability: Understanding Its Development, Causes, Classification, Evaluation, and Treatment*. Oxford: Oxford University Press.

Jacobson J.W., Mulick J.A., Rojahn J. (Eds) (2007). *Handbook of Intellectual and Developmental Disabilities. Issues on Clinical Child Psychology*. Boston, MA: Springer.

Kadosh, R.C., Dowker, A., Heine, A., Kaufmann, L., & Kucian, K. (2013). Interventions for improving numerical abilities: present and future. *Trends in Neuroscience and Education*, 2, 85-93, DOI: 10.1016/j.tine.2013.04.001

Krishnan, S., Watkins, K.E., & Bishop, D.V.M. (2016). Neurobiological basis of language learning difficulties. *Trends in Cognitive Sciences*, 20 (9), 701-714, DOI: <http://dx.doi.org/10.1016/j.tics.2016.06.012>

Marchesi, A., Palacios, J., Coll, C., (2017). *Desarrollo psicológico y educación. 3. Respuestas educativas a las dificultades de aprendizaje y del desarrollo*. Madrid: Alianza Editorial.

Montgomery, J.W., Gillam, R.B., & Evans, J.L. (2016). Syntactic versus memory accounts of the sentence comprehension deficits of specific language impairment: Looking back, looking ahead. *Journal of Speech, Language, and Hearing Research*, 59, 1491–1504, DOI: 10.1044/2016_JSLHR-L-15-0325

Morrisson, A.B., & Chein, J.M. (2011). Does working memory training work? The promise and challenges of enhancing cognition by training working memory. *Psychonomic Bulletin & Review*, 18, 46-60. DOI 10.3758/s13423-010-0034-0

Plucker, J.A., & Callahan, C.M. (2014). Research on giftedness and gifted education: Status of the field and considerations for the future. *Exceptional Children*, 80, 390-406, DOI: 10.1177/0014402914527244

Price, G. R. (2013). Dyscalculia: characteristics, causes, and treatments. *Numeracy*, 6 (1), article 2, DOI: 10.5038/1936-4660.6.1.2

Suarez-Manzano, S., Ruiz-Ariza, A., De La Torre-Cruz, M., & Martínez-López, E.J. (2018). Acute and chronic effect of physical activity on cognition and behaviour in young people with ADHD: A systematic review of intervention studies. *Research in Developmental Disabilities*, 77, 12-23, DOI: <https://doi.org/10.1016/j.ridd.2018.03.015>

Tarbox, J., Dixon, D.R., Sturmey, P., Matson, J.L. (2014). *Handbook of early intervention for autism spectrum disorders*. New York: Springer Science and Business Media

Wollams, A.M. (2014). Connectionist neuropsychology: uncovering ultimate causes of acquired dyslexia. *Philosophical Transactions of the Royal Society*, 369, 1-12, DOI: 10.1098/rstb.2012.0398

Worrell, F.C., Subotnki, R.F., Olszewski-Kubilius, P., & Dixson, D.D. (2019). Gifted Students. *Annual Review of Psychology*, 70, 551-576, DOI: <https://doi.org/10.1146/annurev-psych-010418-102846>