



Universitat de Lleida

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

Coordination: ESCOLAR BAÑERES, MARIA ALBA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	INTERVENTION IN LEARNING DIFFICULTIES AND DEVELOPMENTAL DISORDERS			
<b>Code</b>	102916			
<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 Psychology	3	COMPULSORY	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>	2		1
<b>Coordination</b>	ESCOLAR BAÑERES, MARIA ALBA			
<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
ESCOLAR BAÑERES, MARIA ALBA	alba.escolar@udl.cat	6,57	
GASA MIR, MONICA	monica.gasa@udl.cat	2,4	

## 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 skills:

CB1 Possess and understand knowledge in an area of study which is at the foundation of general secondary education, and is usually at a level which, while supported by advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.

CB2 Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated by developing and defending arguments and solving problems within their area of study.

CB4 To be able to convey information, ideas, problems and solutions to both specialist and non-specialist audiences.

CB5 Be able to develop those learning skills necessary to undertake further study with a high degree of autonomy.

General Competences:

CG1 Developing the ability to adapt to new situations and solve problems effectively.

CG2 Developing the ability to work in multidisciplinary teams and collaborate efficiently with other professionals.

CG3 Showing skills for interpersonal relationships.

CG5 Demonstrate critical ability to make relevant decisions.

CG6 Reflecting on one's own limitations in a self-critical manner, considering the possibility of requesting interdisciplinary collaborations.

CG7 Acting with creativity, research culture and professional communication.

CG8 Identify and evaluate own competencies, skills and knowledge according to the standards of the profession.

CG9 Recognising diversity and difference as a structural element of the human being, while recognising,

understanding and respecting the cultural complexity of today's society.

Specific Competencies:

SG1 Identifying and analysing the characteristics and needs of individuals, groups and organisations, as well as the relevant contexts for the service being requested.

CE2 Planning the evaluation of programs and/or psychological interventions, selecting the appropriate indicators and techniques.

CE3 Apply the techniques for collecting information, obtaining relevant data for the evaluation of programs and/or psychological interventions.

SG4 Analyzing and interpreting the results of psychological evaluation.

CE5 Design and apply a psychological intervention strategy/plan, depending on the contexts or services demanded.

CE6 Respond and act in an appropriate and professional manner, taking into account the attitudes and values of the profession, as well as its code of ethics and deontology, in each and every one of the intervention processes.

CE7 Provide information to users and establish an adequate interpersonal relationship, taking into account the different contexts of professional relations.

CE8 To prepare technical reports, both oral and written, on the results of the evaluation process, of the research or of the services demanded, respecting the ethical commitment that the dissemination of psychological knowledge requires.

CE9 To use the different documentary sources in psychology, to show a mastery of the necessary strategies to access the information and to assess the need for documentary updating.

CE10 Manage, analyse and interpret data within the framework of the disciplinary knowledge of the different fields of psychology.

CE11 Make critical decisions on the choice, application and interpretation of the results derived from the different psychological research methods.

Transversal competences:

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

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

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

CT5 Acquiring 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.

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