Universitat de Lleida

DEGREE CURRICULUM
INTERVENTION IN LEARNING DIFFICULTIES AND DEVELOPMENTAL DISORDERS

Coordination: SENAR MORERA, FERNANDO

Academic year 2023-24

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	SENAR MORERA, FERNANDO
Department	PSYCHOLOGY, SOCIOLOGY AND SOCIAL WORK
Important information on data processing	Consult this link for more information.
Language	Spanish and Catalan

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
AMADO CODONY, ANNA	anna.amado@udl.cat	1,83	
DELGADO DURAN, ANTONIO	antonio.delgado@udl.cat	3,6	
SENAR MORERA, FERNANDO	fernando.senar@udl.cat	2,37	

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

UNIT 1. Introduction

UNIT 2. ADHD, conceptualization and educational intervention

UNIT 3. Dyslexia and dyscalculia, conceptualization and educational intervention

UNIT 4. Autism Spectrum Disorder (ASD), conceptualization and educational intervention

UNIT 5. Intellectual Disability, conceptualization and educational intervention

UNIT 6. Giftedness, conceptualization and educational intervention

UNIT 7. Behavioral Disorders, conceptualization and educational intervention

UNIT 8. Affective and Social Disorders, conceptualization and educational intervention

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	Course presentation Introduction	Explanation by the professor + learning activity in small groups
2-3	ADHD	Explanation by the professor + learning activity in small groups
4-5	Dyslexia and Dyscalculia	Explanation by the professor + learning activity in small groups
5-7	ASD	Explanation by the professor + learning activity in small groups
7-9	Intelectual Disability	Explanation by the professor + learning activity in small groups
9-10	Gifted children	Explanation by the professor + learning activity in small groups
11-12	Behavioral disorders	Explanation by the professor + learning activity in small groups
13-16	Affective an social disorders	Explanation by the professor + learning activity in small groups

Evaluation

Continuous Assessment

Assessment system	Minimum weighting	Maximum weighting
	Requirement	Requirement
Block 1:intervention work	30%	50%
Block 2: test exam	50%	50%
Block 3: Practical cases	20%	

- Both block 1 and block 2 must be passed with a minimum score of 5 points in order to average the other blocks.

- In case of failing block 1 and/or block 2, you can opt for recovery. The maximum qualification in this recovery will be 7 points.

Alternative assessment

If you opt for alternative assessment, you must contact the teaching staff of the subject.

Bibliography

Alt, M., Meyers, C., & Ancharski, A. (2012). Using priciples 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 inhibion, sustained attention, and executive functions: Cosntructing a univying 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. *Prisme, 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 Begavior 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 Congitive 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