

26684 - Treatment of Disorders of Reading and Writing

Información del Plan Docente

Academic Year	2017/18
Faculty / School	107 - Facultad de Educación 202 - Facultad de Ciencias Humanas y de la Educación 301 - Facultad de Ciencias Sociales y Humanas
Degree	300 - Degree in Primary School Education 298 - Degree in Primary School Education 299 - Degree in Primary School Education
ECTS	6.0
Year	4
Semester	Half-yearly
Subject Type	Optional
Module	---

1.General information

1.1.Introduction

Primary Education schoolchildren should enjoy reading and learning from reading, and enjoy constructing different texts. However in order to accomplish this, we must detect and respond to their needs.

Apart from the foreseen themes, we shall also study the reading and writing tasks that different children do (those who find it hard to decode new words, or do conventional compositions, or need considerable time to complete tasks, or do not make inferences). Combining theoretical aspects and real cases will help us to understand the difficulties and/or disorders that may emerge in written language, and to consider suitable intervention to cover needs. This could help to change the expectations of children and of those around them.

1.2.Recommendations to take this course

1.3.Context and importance of this course in the degree

1.4.Activities and key dates

2.Learning goals

2.1.Learning goals

1. Know what reading and writing tasks imply, and the basic psychological processes involved
2. Know how to relate difficulties with the psychological processes that underlie the performance of these tasks (PASS model and reader profiles)
3. Be able to make a functional evaluation and know the characteristics that delimit difficulties and/or disorders in written language. Know the tests that evaluate reading and writing
4. Be capable of considering significant objectives and coherent work sessions with children's needs. Know and evaluate intervention programmes and booklets
5. Understand the effect that repeated failure experiences may have on motivation and attributions

2.2.Importance of learning goals

3.Aims of the course and competences

3.1.Aims of the course

3.2.Competences

4.Assessment (1st and 2nd call)

4.1.Assessment tasks (description of tasks, marking system and assessment criteria)

5.Methodology, learning tasks, syllabus and resources

5.1.Methodological overview

5.2.Learning tasks

5.3.Syllabus

1. The psychological bases of the teaching/learning process. Cognitive, metacognitive and motivational processes
2. Our task as readers: cognitive processes and reading. When reading is done with difficulty
3. Our task as writers: cognitive processes and writing. When writing is done with difficulty
4. Functional evaluation of reading/writing task. A test that evaluates reading and writing. Overall difficulties, specific difficulties
5. The PASS model and reading: different reader profiles, prevention and intervention programmes
6. Paying attention to reading/writing difficulties. Considerations from an integrative perspective
7. Written language in Special Education Centres

5.4.Course planning and calendar

5.5.Bibliography and recommended resources