

26684 - Treatment of Disorders of Reading and Writing

Syllabus Information

Academic year: 2024/25

Subject: 26684 - Treatment of Disorders of Reading and Writing

Faculty / School: 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

Degree: 298 - Degree in Primary School Education

299 - Degree in Primary School Education

300 - Degree in Primary School Education

ECTS: 6.0

Year: 4

Semester: First semester

Subject type: Optional

Module:

1. General information

Build a model of reading and writing processing from experience as readers and writers.

Perceive the complexity of the act of reading and writing, its components and underlying psychological processes.

Relate these processes to possible difficulties in learning to write. PASS model: processes and reading.

Detect the good use and/or reading and writing difficulties of children through functional evaluation. Know tests that assess reading and writing. Differentiate between global and specific difficulties.

Propose an intervention tailored to individual needs.

Reading and writing are fundamental for curricular learning and for a person's emotional development.

Encouraging this learning will have a positive impact on their integral development.

2. Learning results

In order to pass this subject, students must demonstrate the following results:

1. -Knows what reading and writing tasks involve and the basic psychological processes involved in learning these tasks.
 2. -Constructs a processing model of what is involved in reading and another of what is involved in writing in order to facilitate learning and prevent difficulties.
 3. -Relates the difficulties children may encounter in some aspects of reading and writing to the psychological processes underlying these tasks.
 4. -Can perform a functional assessment of written language difficulties and disorders based on the tasks performed by the children.
 5. -Sets meaningful goals and work sessions consistent with the needs of the children.
 6. -Understand the effect that repeated experiences of failure can have on motivation and attributions.
- For this reason, it takes into account personal and social development variables in its work with children.

3. Syllabus

1. -Psychological bases of the teaching-learning process. Cognitive, metacognitive and motivational processes.
2. -Our task as readers: cognitive processes and reading. Guidelines to favor the learning of reading. -Reading difficulties.
3. -Our task as writers: cognitive processes and reading. Guidelines to favor the learning of reading. -Difficulties in writing.
4. -Functional assessment of reading and writing: criteria. Theoretical foundation of some tests. Diagnosis differential diagnosis: global-specific difficulties.
5. -PASS model and reading: reading profiles, prevention and intervention programs.
6. -Reading and writing difficulties: comprehensive care.
7. -Written language in Special Education centers.

4. Academic activities

To achieve the expected results, the following activities are proposed:

- Expository sessions in which the teacher will mainly intervene, asking questions and trying to involve the students.

- Analysis of real cases: readings of children who find the task of reading difficult, answers to reading comprehension questions, written texts (dictations, narratives...), written texts (dictations, narratives...).
- Study and evaluation of intervention programs, materials, booklets...
- Elaboration of a project.
- Use of active methodologies.

Work will be done in small groups or individually, but the activity will always involve sharing. In it, will share the path followed in the resolution of the activity.

5. Assessment system

Types of tests and their value on the final grade: assessment criteria for each test

-Development of a project (50%)

It will be carried out in parallel to the study of the course and the resolution of practical activities. It involves working with a real case . It will be developed in small groups and the work done will be presented in writing and/or orally.

The completion of this project is **mandatory for all students** and requires the supervision and guidance of teachers during its development. No work that has not been previously supervised will be accepted.

- **Practical activities and mandatory homework (50%)**

In order for these activities to be counted and graded, they must be submitted on the dates established by teachers. In addition, the student must have completed at least 80% of them in person.

- **Global test (50%)**

Those students who have not completed or passed the practical activities and compulsory assignments, may take a global test consisting of questions on the contents of the course and the resolution of cases and/or problems.

A minimum score of 5 points in each of the parts is required to pass the subject.

The same criteria will be applied in the **second and subsequent rounds** as in the overall test.

* Finally, it must be taken into account that the Regulations of the Coexistence Rules of the University of Zaragoza will apply to irregularities committed in the assessment tests through academic fraud, as well as the application, as well as the application of the article of the Regulations of the Learning Assessment Rules in relation to irregular practices other than academic fraud.

6. Sustainable Development Goals

3 - Good Health & Well-Being

4 - Quality Education

10 - Reduction of Inequalities