



IDENTIFYING DATA

Psychology: Prevention and treatment of learning difficulties and developmental disorders

Subject	Psychology: Prevention and treatment of learning difficulties and developmental disorders			
Code	O05G120V01204			
Study programme	(*)Grao en Educación Primaria			
Descriptors	ECTS Credits 6	Choose Basic education	Year 1st	Quadmester 2nd
Teaching language	Galician			
Department				
Coordinator	Rodríguez Enríquez, Mónica			
Lecturers	Rodríguez Enríquez, Mónica Sueiro Domínguez, Encarnación			
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General description	It Will treat to know and identify the main difficulties of learning and disorders of the development, his evaluation and basic principles of the intervention.			

Competencies

Code	
A2	Students know how to apply knowledge in their work or vocation in a professional manner and have competences that are usually proven through preparation and defence of arguments and problem-solving in their area of study.
A3	Students have the ability to gather and interpret relevant data (usually within their study area) to make judgements that include a reflection on the relevant social, scientific or ethical issues.
A4	Students can transmit information, ideas, problems and solutions to both specialised and non-specialised public.
B2	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the centre.
B4	Design and regulate learning spaces in diversity contexts, to address gender equality, equity and respect for human rights that constitute the values of citizenship training.
B10	Reflect on classroom practices to innovate and improve teaching. Acquire habits and skills for autonomous and cooperative learning and promote them among students.
C3	To be familiar with and master the knowledge required to understand the personality development of these students and identify malfunctions.
C4	To identify learning difficulties, report them and cooperate in their treatment.
C5	To know the current approaches and developments that are based on the acquisition of competencies.
C6	To identify and plan the resolution of educational issues affecting students with different abilities and different learning paces.
C13	To promote cooperative work and individual work and effort.
C17	To be familiar with and apply innovative experiences in Primary Education.
C19	To know and to be able to apply the basic techniques of research in education and to be able to design innovation projects, identifying assessment indicators.
D1	Capacity for analysis and synthesis
D2	Capacity for organisation and planning
D7	Troubleshooting
D8	Decision-making
D9	Team work
D13	Recognition of diversity and multiculturalism
D16	Autonomous learning

Learning outcomes

Expected results from this subject	Training and Learning Results			
Identify and schedule in the resolution of educational situations that affect the students with different capacities and distinct types of learning.	A2	B4	C4 C13 C17	D2 D7 D13
(*)Coñecer os ámbitos xerais da intervención socioeducativa e a súa relación coa Educación Social e colectivos sensibles a ser intervidos.				
Identify school demonstrations of difficulties of learning and disorders of the development.	A3	B2	C4 C5	D8
Apply the knowledges purchased to favour the learning and the development in diverse and plural contexts.	A2	B4	C5 C6 C19	D2 D7 D8 D13 D16
#Analyze of critical form the knowledges *provenientes of the psychology of the education and of the development to build an own vision, *integradora and articulated that allow the improvement, the learning and the development of the boys and girls with needs specify of educational support.	A3	B4 B10	C3 C6 C17	D13 D16
Identify the difficulties of learning and the disorders of the development, inform and collaborate in the his treatment.	A3 A4	B2	C6	D1 D2 D8 D9

Contents

Topic

The needs specify of educational support and the *
*discapacidade.

Identification, prevention and intervention *
*psicoeducativa in the difficulties in the school
learning during the primary education.

Identification and intervention *psicoeducativa in *
the difficulties of learning associated to social
factors in the primary education.

Identification and intervention *psicoeducativa in *
the difficulties of learning linked to the disorders
of the development in the primary education.

Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	22	11	33
Case studies	15	45	60
Problem solving	15	15	30
Objective questions exam	2	25	27

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Lecturing	Explanation by part of the professors of the fundamental aspects of each of the subjects of the subject.
Case studies	Concretion of a proposal of identification, prevention and treatment of one marry of difficulties of learning and a case of disorder of the development.
Problem solving	*Profundización Theoretical-practical in the contained of the subject. Design of proposals of prevention and intervention of practical cases example of difficulties of learning and disorders of the development.

Personalized assistance

Methodologies	Description
Case studies	Supervision in the classroom and in the *titorías
Problem solving	Supervision in the classroom and in the *titorías
Tests	Description
Objective questions exam	Resolution of *dudas in the *titorías and by mail electronic

Assessment

Description		Qualification Training and Learning Results					
Case studies	Concretion and oral defence of a proposal of identification, prevention and treatment of one marry of difficulties of learning or a case of disorder of the development.	30	A2 A3	B2 B4 B10	C4 C5 C13 C17	D1 D2 D8 D9	
Problem solving	*Profundización Theoretical-practical of the contained of the subject. Design of proposals of prevention and intervention of practical cases example of difficulties of learning and disorders of the development.	20	A2 A3	B2 B4 B10	C6 C19	D7 D8 D9 D13 D16	
Objective questions exam	Answer to theoretical questions-practical envelope to subject in format type test of multiple option.	50	A2 A3	B4	C5 C6 C13 C17 C19	D8	

Other comments on the Evaluation

Sources of information

Basic Bibliography

American Psychiatric Association, **DSM-5. Manual Diagnóstico y Estadístico de los Trastornos Mentales**, 5ª, Panamericana, 2014

Botías, F., Higuera, A. M. y Sánchez, J. F., **Necesidades Educativas Especiales: planteamientos prácticos**, Wolters Kluwer Educación, 2012

Fiuza, M. J. y Fernández, M. P., **Dificultades de aprendizaje y trastornos del desarrollo. Manual didáctico**, Pirámide, 2013

Flores, P. y Rico, L. (Coords.), **Enseñanza y aprendizaje de la smatemáticas en Educación Primaria**, Pirámide, 2015

Lebrero, M. P. y Fernández, M. D., **Lectoescritura. Fundamentos y estrategias didácticas**, Síntesis, 2015

Complementary Bibliography

Armenta, F. y Rodríguez, C., **Necesidades específicas de apoyo educativo: Teoría, programas, adaptaciones curriculares, las nuevas tecnologías y las competencias básicas**, Fundación Ecoem, 2010

González, M. J. (Coord.), **Prevención de las dificultades de aprendizaje**, Pirámide, 2012

Santiuste, V., **Dificultades de aprendizaje e intervención psicopedagógica**, CCS, 2006

Cruz, J. y Yoldi, M., **Alumnos distraídos, inquietos e impulsivos (TDAH). Estrategias para atender su tratamiento educativo en educación primaria**, CEPE, 2009

De la Iglesia, M. y Olivar, J. S., **Autismo y síndrome de Asperger. Trastornos del espectro autista de alto funcionamiento. Guía para educadores y familiares**, CEPE, 2011

Teruel, J. y Latorre, A., **Dificultades de aprendizaje. Intervención en dislexia y discalculia**, Pirámide, 2014

Vila, J.O. y Gutiérrez, F., **Manual básico de dificultades de aprendizaje**, Sanz y Torres, 2013

García, J. N., **Dificultades del desarrollo: evaluación e intervención**, Pirámide, 2007

Miller, K., **Thriving with ADHD workbook for Kids**, Callisto Media, 2018

Recommendations

Subjects that continue the syllabus

Special educational needs associated with intellectual disability/O05G120V01931

Prevention and treatment of reading, writing and calculation learning difficulties/O05G120V01932

Prevention and treatment of oral language learning difficulties/O05G120V01933

Subjects that are recommended to be taken simultaneously

Education: Design and development of the primary education curriculum/O05G120V01201

Education: New technologies applied to primary education/O05G120V01202

Subjects that it is recommended to have taken before

Psychology: Educational psychology: School learning processes/O05G120V01205

Psychology: Developmental psychology from 6 -12 years/O05G120V01103

Contingency plan

Description

Given the uncertain and unpredictable evolution of the health alert caused by COVID-19, the University establishes extraordinary planning that will be activated at the time that the administrations and the institution itself determine it, taking into account safety, health and responsibility criteria, and guaranteeing teaching.

□ In the case of not being able to carry out the teaching in person, the following measures will be taken:

-Teaching methodology: Teaching theoretical classes online. Leaving, whenever possible with the available technical mechanisms, the recordings of the same the disposition of the student body.

-Attention to the students: tutorials in the remote campus room 2210. It will try to make the schedules as flexible as possible in order to favor the adequate attention of the students.

-Study materials: provision of all the necessary study materials for the subject on the FAITIC platform. These materials will be designed to facilitate self-learning in the subject of the students.

□ In the case of not being able to carry out the EVALUATION in person, the following measures will be taken:

- Review of the assessment of class attendance in the continuous assessment modality for tasks that demonstrate the work of the subject in a constant way in the subject.

- Students who adhere to the continuous evaluation modality will be evaluated through the same works and exam, but changing the weight. Classroom work (works, cases and activities) will score 60% of the grade, while the final test or tests will score 40% of the grade.

- Students who do not adhere to the continuous assessment modality will be assessed through oral tests, assuming 100% of the grade.
