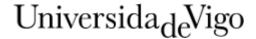
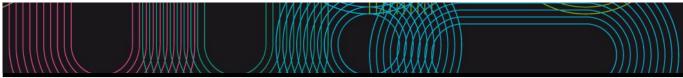
Subject Guide 2020 / 2021





IDENTIFYING DATA

Subject Psychology:
Prevention and
treatment of
learning difficulties

and developmental

disorders

Code O05G120V01204
Study (*)Grao en
programme Educación Primaria

Descriptors ECTS Credits Choose Year Quadmester
6 Basic education 1st 2nd

Teaching Galician

language

Department

Coordinator Rodríguez Enríquez, Mónica
Lecturers Rodríguez Enríquez, Mónica
Sueiro Domínguez, Encarnación

E-mail monica.ro.en@gmail.com

Web

General It Will treat to know and identify the main difficulties of learning and disorders of the development, his description 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.
- 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

Training	and	Learning

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

Description
Supervision in the classroom and in the *titorías
Supervision in the classroom and in the *titorías
Description
Resolution of *dudas in the *titorías and by mail electronic

Assessment

	Description	Qualification Training and Learning			earning	
				R	esults	
Case studies	Concretion and oral defence of a proposal of identification, prevention	30	A2	B2	C4	D1
	and treatment of one marry of difficulties of learning or a case of disorde	r	А3	B4	C5	D2
	of the development.			B10	C13	D8
	•				C17	D9
Problem	*Profundización Theoretical-practical of the contained of the subject.	20	A2	B2	C6	D7
solving	Design of proposals of prevention and intervention of practical cases		А3	B4	C19	D8
_	example of difficulties of learning and disorders of the development.			B10		D9
	·					D13
						D16
Objective	Answer to theoretical questions-practical envelope to subject in format	50	A2	В4	C5	D8
guestions	type test of multiple option.		А3		C6	
exam					C13	
					C17	
					C19	

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., Higueras, 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 distraidos, 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/005G120V01931

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

Prevention and treatment of oral language learning difficulties/005G120V01933

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/005G120V01205 Psychology: Developmental psychology from 6 -12 years/005G120V01103

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.