



# UNIVERSITÀ DEGLI STUDI DI PALERMO

<b>DEPARTMENT</b>	Scienze Psicologiche, Pedagogiche, dell'Esercizio Fisico e della Formazione		
<b>ACADEMIC YEAR</b>	2016/2017		
<b>MASTER'S DEGREE (MSC)</b>	LIFE-SPAN CLINICAL PSYCHOLOGY		
<b>SUBJECT</b>	LEARNING DISABILITIES IN DEVELOPMENT. EVALUATION AND INTERVENTION TECHNIQUES		
<b>TYPE OF EDUCATIONAL ACTIVITY</b>	B		
<b>AMBIT</b>	50473-Psicologia dello sviluppo e dell'educazione		
<b>CODE</b>	13212		
<b>SCIENTIFIC SECTOR(S)</b>	M-PSI/04		
<b>HEAD PROFESSOR(S)</b>	ALESÌ MARIANNA	Professore Ordinario	Univ. di PALERMO
<b>OTHER PROFESSOR(S)</b>			
<b>CREDITS</b>	6		
<b>INDIVIDUAL STUDY (Hrs)</b>	110		
<b>COURSE ACTIVITY (Hrs)</b>	40		
<b>PROPAEDEUTICAL SUBJECTS</b>			
<b>MUTUALIZATION</b>			
<b>YEAR</b>	2		
<b>TERM (SEMESTER)</b>	1° semester		
<b>ATTENDANCE</b>	Not mandatory		
<b>EVALUATION</b>	Out of 30		
<b>TEACHER OFFICE HOURS</b>	<b>ALESÌ MARIANNA</b> Wednesday 11:30 - 13:30 Il ricevimento si svolge in presenza presso lo studio del docente in v.le delle Scienze, edificio 15, IV piano. Su richiesta dello studente, si può svolgere il ricevimento online su piattaforma Microsoft Teams, Codice: lx3paxm.		

**DOCENTE:** Prof.ssa MARIANNA ALESI

<b>PREREQUISITES</b>	Developmental Psychology and General Psychology
<b>LEARNING OUTCOMES</b>	<p>Knowledge and ability to understand Knowledge and understanding of complex topics concerning the diagnosis of disability with a particular emphasis on theories, tests, clinical interview with children and families to deliver the diagnosis.</p> <p>Capacity to apply knowledge and understanding Ability in implementing and applying knowledge and method (clinical interview and tests) to carry out a diagnosis and plan an intervention program.</p> <p>Autonomy of judgments Ability to work with a critical approach to select and administer measures</p> <p>Ability to communicate Acquisition and employ of communicative skills and psychological lexicon in academic, professional and social fields.</p> <p>Capacity of learning Achieving an expertise in individual study, selecting and applying suitable method and tests to assess typical and atypical development and as well as bibliographic consultation.</p>
<b>ASSESSMENT METHODS</b>	<p>The exam aims at verifying knowledge and understanding of topics, interpretative competence and autonomy of judgement of concrete cases. For attending students the evaluation will consist of written and oral test. Two written tests will be carried out at half and end of the course. It consists in 3 open questions (max length 12 lines and max time 15 minutes for each one) aimed at verifying knowledge of contents to be acquired and the capability to establish relationships between theories and methods which have been an object of study during the course. The oral exam consists in the discussion of a topic chosen by the student and enriched by a recent international research article developing the specific topic. The purpose is to verify knowledge of specific argument in relationship with other topics studied during the course as well as analytical and expository skills. For not attending students the evaluation will consist of an oral exam aimed at verifying knowledge and understanding of topics, interpretative competence and autonomy of judgement of concrete cases as well as analytical and expository skills.</p> <p>The score will range from 18 to 30-30 with honours marks.</p>
<b>EDUCATIONAL OBJECTIVES</b>	Capacity to elaboration of the diagnosis of Learning Disabilities. Planning educational interventions rehabilitation in the field of learning disabilities.
<b>TEACHING METHODS</b>	Theoretical lectures on relevant topics and exercises on given test class for the evaluation of learning development of children.
<b>SUGGESTED BIBLIOGRAPHY</b>	<p>C.Cornoldi ( a cura di)2007 Difficolta' e disturbi dell'apprendimento. Ed. Il Mulino</p> <p>D. Viola (2012). Difficolta' e disturbi specifici dell'apprendimento. Libreria Universitaria</p>

## SYLLABUS

<b>Hrs</b>	<b>Frontal teaching</b>
3	Learning Disabilities: Classification Criteria DSM-V
2	Emergent Literacy towards Formalized Literacy
2	Early Identification of Learning Disabilities
4	dyslexia, dysgraphia and dysorthography
2	Dyscalculia
2	Non-verbal skills in children
2	the text comprehension disorder
2	intellectual disability in learning disabilities
2	borderline intellectual functioning in learning disabilities
3	emotional-motivational skills in learning disabilities
3	Special needs in children
3	Rehabilitation: training techniques
<b>Hrs</b>	<b>Practice</b>
5	assessment tools of learning disabilities
5	Clinical cases Elaboration of diagnosis and intervention strategies for children of learning disabilities