

**COURSE DATA****Data Subject**

Code	33600
Name	Special educational needs
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Faculty of Teacher Training	2	First term
1305 - Degree in Primary School Education	Faculty of Teacher Training	2	First term
1324 - Degree in Preschool Education (Ontinyent)	Faculty of Teacher Training	2	First term

Subject-matter

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	1 - Learning and personality development	Basic Training
1305 - Degree in Primary School Education	2 - Learning and personality development	Basic Training
1324 - Degree in Preschool Education (Ontinyent)	1 - LEARNING AND PERSONALITY DEVELOPMENT	Basic Training

Coordination

Name	Department
FAJARDO BRAVO, INMACULADA	305 - Developmental and Educational Psychology
MARIN SUELVE, DIANA	100 - Education and School Management

SUMMARY

The current education system establishes a model of school that is more open to diversity, supporting the inclusion of all students in the general education instead of a segregated education, in which students with special needs were educated in a separated system. In this context, the subject of *Special Educational Needs* is aimed at providing future teachers with the necessary knowledge and the set of competencies that would allow them to perform their educational task, accommodating both the diversity and the individuality of all students. The concept of attention to diversity is not restricted to the study of the



different types of disabilities, but it also covers a wide variety of difficulties in school that constitute the continuum of *specific educational support needs*. From this perspective, the subject of *Special Educational Needs* will include the study of the psychological particularities and the support needs of special students, giving the basic psychological and pedagogical foundation necessary for an appropriate educational intervention.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The subject of Special Educational Needs will be taught in the second course, once the students had acquired knowledge on the basic concepts and main milestones of the different aspects of child development, such as the motor function, perception, cognitive and linguistic abilities, emotional and social competencies, etc. These objectives are covered in the first-course subject of Psychology of Development. Besides, the subject of Special Educational Needs will also rely on the knowledge acquired from the first-course subjects of Psychology of Education, General didactics, and Organisation and management of centres, where students analyse the main instructional models, the most relevant educational and organizational strategies, and the key intrapersonal and interpersonal factors involved in the teaching-learning process. It is advised that all students had successfully completed these four first course subjects, since they constitute the starting point to understand the exceptional development of children with special needs and the consequent educational intervention.

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Know the main developmental milestones to detect risks in development.
- Identify cognitive dysfunctions, learning difficulties and those related to attention.
- Know the impact of physical difficulties on child development and be able to design an appropriate educational response.
- Know the impact of exceptional cognitive abilities on child development and be able to design an appropriate educational response.



- Know how to inform other specialist professionals to work in collaboration with the school and the teacher to address any special educational needs that may arise.
- Acquire resources to favour the educational integration of students with difficulties.

1324 - Degree in Preschool Education (Ontinyent)

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Know the main developmental milestones to detect risks in development.
- Identify cognitive dysfunctions, learning difficulties and those related to attention.
- Know the impact of physical difficulties on child development and be able to design an appropriate educational response.
- Know the impact of exceptional cognitive abilities on child development and be able to design an appropriate educational response.
- Know how to inform other specialist professionals to work in collaboration with the school and the teacher to address any special educational needs that may arise.
- Acquire resources to favour the educational integration of students with difficulties.

LEARNING OUTCOMES

1. Students know, analyse, assess and identify learning difficulties and the consequences of exceptional development on the teaching and learning process.
2. Students search and organize information obtained from academic bibliography sources, such as scientific databases and journals, and from different information technologies.
3. Students search, select and apply educational resources to solve practical cases.
4. Students use new technologies to search information and educational resources, and also to perform practical activities either individually or in team.
5. Students express themselves correctly through written projects and oral presentations.
6. Students work collaboratively in teams to complete practical activities and theoretical dissertations.
7. Students make written reports aimed at other professionals in educational settings.

DESCRIPTION OF CONTENTS



1. From integration to inclusion and the compensation of inequalities

This section provides an initial conceptualization of the subject, introducing key terms and concepts.

Unit 1: Historical introduction and legal framework.

Unit 2: Curricular and organizational issues.

2. Learning difficulties and behavioural problems.

This section characterises learning difficulties and behavioural problems with an emphasis on the identification of the relevant indicators that will allow referring a child to specific professionals. It also provides basic knowledge on intervention programs that will help teachers work in collaboration with the different professionals involved in attention to diversity.

Unit 3: Specific learning disorder: Conceptualization, etiology, typology, development and educational intervention

Unit 4: Behavioural regulation and problems: Conceptualization, etiology, typology, development and educational intervention.

3. Special educational needs arising from intellectual disability and autism spectrum disorder.

This section considers the implications of intellectual disability and the autism spectrum disorder on the teaching and learning process.

Unit 5: Intellectual disability: Conceptualization, etiology, typology, development and educational intervention.

Unit 6: Autism spectrum disorder: Conceptualization, etiology, typology, development and educational intervention.

4. Special educational needs of high-ability learners.

This section analyses the cognitive, emotional and social characteristics of high-ability learners, and introduces the main strategies for the psychoeducational intervention.

Unit 7: Special educational needs of high-ability learners. Strategies for identification and psychoeducational intervention.

**5. Special educational needs arising from sensory and motor disabilities.**

This section studies the influence that sensory disabilities have on students integral development and presents basic guidelines to work in collaboration with other specialised professionals.

Unit 8: Motor disability and brain damage: Conceptualization, etiology, typology, development and educational intervention

Unit 9: Visual disability: Conceptualization, etiology, typology, development and educational intervention.

Unit 10: Hearing disability: Conceptualization, etiology, typology, development and educational intervention.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

Course sessions:

Students will have to attend theoretical and practical course sessions, in which the different topics of the subject of *Special Educational Needs* will be presented and discussed. A series of coursework activities will be required during these course sessions, which will be based on different teaching strategies: lectures, seminars, practical activities, teamwork, etc.

Group project:

Students will undertake a monographic project in teams to highlight the importance of collaborative learning and reinforce their individual progress. The projects will be orally presented and defended, either individually or collectively, in front of the whole group of students, in a seminar with reduced audience or in individual tutorial sessions.

Tutorial sessions:



Individual or collective tutorial sessions would serve as a way to coordinate students' coursework, to assess their individual progress, and also to evaluate the teaching activities and methodology.

Individual study and instruction:

Students will autonomously complete individual and co-operative coursework activities, which will be supervised and evaluated by the teacher.

EVALUATION

The students' evaluation will consider the following areas and compulsory requirements:

- **Examination:** A written examination will count 50%-60% of the final grade. It will include essay and/or multiple-choice questions. Passing the examination is a compulsory requirement for all students. If a student fails in the first call, the examination can be retaken in the second call.
- **Practical activities and applications:** Performing a series of practical activities and applications will count 50%- 40% of the final grade. This area is subdivided into two parts:
 - A team project (50% of the grade for this section), aimed at achieving a deeper knowledge of the contents and/or their application on real situations. The team project requires the submission of a written report and performing an oral presentation, which are considered unrecoverable grading items. Therefore, if a student fails to meet these requirements in the first call, s/he will not be allowed to recover them in the second call, so that the maximum final grade in the subject will be 7.5-8.0 points (out of 10).
 - Coursework activities undertaken during the course sessions (50% of the mark for this section), aimed at analysing technical materials, case studies, illustrative videos, and/or specialised readings. The correct submission of the 70% of all coursework activities is a compulsory requirement for any student. In addition, when coursework activities are graded, it is also necessary to obtain the minimum grade to pass. If a student fails to meet these requirements in the first call, s/he will be allowed to recover this part of the final grade in the second call, by completing an additional test on the competencies developed with the coursework activities.

The teachers will further specify, in the initial sessions of the course, the contribution (percentage) of each part in the final grade, according to their course programme.

Finally, to pass the subject of Special Educational Needs in the first call, it is required that students pass the examination, submit and pass the coursework activities, and submit and present orally the team project. If a student fails any of the assessment areas in the first call, the grades corresponding to the areas already passed can be passed to the second call. In the second call, to pass the subject of Special Educational Needs, it is required that students pass the examination and the additional test on the coursework activities.



REFERENCES

Basic

- Ainscow, M. (2001). Desarrollo de las escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares. Madrid: Narcea.
- Escribano, A. & Martínez, A. (2013). Inclusión educativa y profesorado inclusivo: aprender juntos para aprender a vivir juntos. Madrid: Narcea.
- Friend, M. & Bursuck, W. D. (2014). Including Students with Special Needs: A Practical Guide for Classroom Teachers. Boston, MA: Pearson.
- Grau Rubio, C. & Gil Llario, M.D. (Eds.) (2012). Intervención psicoeducativa en necesidades específicas de apoyo educativo. Madrid: Pearson.
- Marín Suelves, D., & Mañá Lloria, A. (Eds.). (2019). Intervenció psicoeducativa en alumnat amb necessitats específiques de suport educatiu. València: Tirant Humanidades.
- Note for students in English groups: Teachers may assign basic and/or complementary bibliography in English according to their initial course program.

Additional

- Aguilar, J.L. et al. (2008). Manual de atención al alumnado con necesidades específicas de apoyo educativo derivadas de discapacidad auditiva. Consejería de Educación de la Junta de Andalucía.
- Aguirre, P. et al. (2008). Manual de atención al alumnado con necesidades específicas de apoyo educativo derivadas de discapacidad visual y sordoceguera. Consejería de Educación de la Junta de Andalucía.
- Alcantud, F. (Ed.) (2013). Transtornos del espectro autista. Detección, diagnóstico e intervención temprana. Madrid: Pirámide.
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- Barrera, A.; R. Durán; González, J. & Reina C. (2008). Manual de atención al alumnado con necesidades específicas de apoyo educativo por presentar altas capacidades intelectuales. Consejería de Educación de la Junta de Andalucía.
- Betanzos, J.M. (2011). Parálisis cerebral y contexto escolar. Madrid: Editorial Eos.
- Díaz-Aguado, M.J. & Baraja, A. (1993). Interacción educativa y desventaja socio-cultural. Madrid CIDE/MEC. Editorial Universitario.
- Grau, C. (2004). Atención educativa al alumnado con enfermedades crónicas o de larga duración. Málaga: Aljibe
- Miranda, A., Vidal-Abarca, E., & Soriano, M. (2000). Evaluación e intervención psicoeducativa en dificultades de aprendizaje. Madrid: Pirámide.



- Note for students in English groups: Teachers may assign basic and/or complementary bibliography in English according to their initial course program.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

English version is not available

Volumen de trabajo y planificación temporal de la docencia

La guía docente actual establece 60 horas de clases teóricas y/o prácticas en el aula y 90 horas de estudio y trabajo autónomo. Sin embargo, para adaptar la asignatura al modelo de docencia híbrida, el tiempo indicado para las clases teóricas y/o prácticas se divide del siguiente modo: 50% de clases presenciales en el aula y 50% de clases no presenciales, que podrán ser síncronas o asíncronas. Para cumplir con esta planificación temporal, se ha establecido un sistema de rotación semanal, dividiendo al alumnado en dos subgrupos que asisten a las clases presenciales y no presenciales de forma alterna.

Plan de contingencia: Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las horas destinadas a las clases teóricas y/o prácticas en aula se podrán sustituir por clases no presenciales, que podrán ser igualmente síncronas o asíncronas.

Metodología docente

La guía docente actual establece cuatro tipos de actividades docentes: clases teóricas y/o prácticas, trabajo en grupo, tutorías, y estudio y trabajo autónomo.

Para adaptar la asignatura al modelo de docencia híbrida, en primer lugar, las clases teóricas y/o prácticas podrán ser de tres tipos:

- a) Presenciales, impartidas en el aula con el 50% del alumnado asistente.
- b) No presenciales síncronas, retransmitidas por el docente en directo mediante Blackboard Collaborate u otra plataforma análoga. Las clases no presenciales síncronas se impartirán dentro del horario habitual de la asignatura, siempre que se disponga de los medios tecnológicos adecuados.
- c) No presenciales asíncronas, facilitando el docente a través de Aula Virtual materiales docentes, presentaciones (con o sin locución) o vídeos en los que se explicarán los contenidos de cada tema y se modelarán las competencias requeridas.

Las clases teóricas y/o prácticas, en cualquiera de los tres tipos anteriores, se orientarán hacia una docencia activa que potencie la participación, atendiendo especialmente a los contenidos y competencias de mayor complejidad, a la resolución de dudas, a la discusión de contenidos, y a la realización y corrección de actividades. Con este objetivo, se incluirán actividades de trabajo autónomo del alumnado a través de Aula Virtual, como el estudio de casos u otras actividades prácticas, de reflexión y/o de ampliación. La corrección y discusión de estas actividades se podrá realizar de forma presencial en el aula, de forma no presencial síncrona o de forma no presencial asíncrona (por ejemplo, proporcionando



un documento con respuestas correctas y/o estableciendo una discusión en un chat o foro de Aula Virtual).

Las tutorías se podrán realizar de forma asíncrona (por ejemplo, mediante un foro de tutorías en Aula Virtual, por correo electrónico, o a través de la mensajería interna de Aula Virtual) y/o de forma síncrona (mediante una sala de chat en Aula Virtual o una videoconferencia con Blackboard Collaborate u otra plataforma análoga).

Finalmente, el trabajo en grupo se mantendrá como está previsto en la guía docente. El trabajo en grupo constará de dos partes, un informe del trabajo grupal y una presentación oral. Para realizar la presentación oral se requerirá al alumnado que utilice vídeos o presentaciones, que podrán defenderse de forma presencial en el aula, de forma no presencial síncrona (mediante Blackboard Collaborate u otra plataforma análoga) o podrán ser vídeos o presentaciones locutadas para el visionado de forma asíncrona. Además, se solicitará al alumnado que detalle las tareas realizadas individualmente y los procedimientos de coordinación utilizados por el grupo mediante la presentación de un documento específico por Aula Virtual.

Plan de contingencia: Si la situación sanitaria requiriera reducir o eliminar la docencia presencial, las clases teóricas y/o prácticas en aula se podrán sustituir por clases no presenciales síncronas o asíncronas. Respecto a las actividades y trabajo en grupo, la metodología descrita ya permite su realización de forma no presencial, por lo que se establecerá esta modalidad como única opción posible.

Evaluación

- **Examen:** El porcentaje de la calificación final correspondiente al examen se reducirá al 40% respecto a lo establecido por la guía docente. El examen se realizará de forma presencial, salvo que la situación sanitaria lo impida, y constará de varias preguntas de elección múltiple y/o preguntas abiertas de aplicación, integración y/o reflexión a partir de los contenidos del temario.

- **Actividades prácticas y de aplicación:** Esta parte otorgará un 60% de la calificación final, correspondiendo el 30% al trabajo grupal y otro 30% a las actividades de aula física o virtual. El trabajo en grupo y las actividades de aula física o virtual seguirán los formatos y directrices indicadas en el apartado de metodología docente.

Plan de contingencia: Si la situación sanitaria fuera incompatible con un examen presencial, este pasaría a realizarse de forma no presencial, facilitando las preguntas y recogiendo las respuestas mediante las herramientas disponibles en Aula Virtual. Además de ello, en caso necesario, el profesorado aplicará medidas de flexibilidad en el formato y plazo de presentación de las actividades.

Por último, se hace constar que, de acuerdo con el reglamento de evaluación y calificación de la UV, las actividades de evaluación orales, realizadas de forma presencial o no presencial síncrona, deberán ser grabadas mediante las herramientas tecnológicas disponibles (por ejemplo, Blackboard Collaborate u otra plataforma análoga).