

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

<b>Code</b>	33600
<b>Name</b>	Special educational needs
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

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

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
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**

<b>Name</b>	<b>Department</b>
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 subjects Educational Psychology and Didactics and School Organisation, which are taught in the first year as they are the starting point for understanding exceptional development and subsequent 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
<b>TOTAL</b>	<b>150,00</b>	

## 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). It will consist of an in-depth study of the contents of the subject and/or the application of knowledge to real situations. In order to pass the subject in the first call, it is a requirement to hand in a report of the team project and to make an oral presentation of it. In the second call, the team project is not recoverable, so the marks obtained in the first call will be maintained. Consequently, students who do not submit the team project report or take part in the oral presentation at the first call will only be eligible for a maximum final grade of 7.5-8 (out of 10) at the second call (after deducting the percentage given by the teacher to this section).
- 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.

In order to pass the subject of Special Educational Needs at the first call, the student must pass the exam, present and pass the classroom activities, and deliver and orally present the team project. This means that, at the first call, students will not pass the subject if they do not pass any of the three sections that make up the final mark (exam, activities and team project). Even if two sections add up to a score of more than 5 (either the exam and the classroom activities or the exam and the team project), the subject will not be passed. In the event of failing any section, the marks obtained in the sections passed may be kept for the second call. In the second call, the student must pass the exam and pass the additional assessment test on classroom 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, D., & Fajardo, A. (Eds.). (2018). Intervención psicoeducativa en Alumnado con Necesidades Específicas de Apoyo Educativo. València: Tirant Humanidades.
- Marín Suelves, D., & Mañá Lloria, A. (Eds.). (2019). Intervenció psicoeducativa en alumnat amb necessitats específiques de suport educatiu. València: Tirant Humanidades.
- Marín, D., & Fajardo, A. (Eds.). (2022). Casos Prácticos de Alumnado con Necesidades Específicas de Apoyo Educativo. Preguntas y respuestas claves para futuros docentes. València: Tirant lo Blanch.
- 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.
- Antequera, M. et al. (2008). Manual de atención al alumnado con necesidades específicas de apoyo educativo derivadas de discapacidad intelectual. Consejería de Educación de la Junta de Andalucía.
- 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.