

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

Code	33719
Name	Diagnosis and intervention in subjects with special educational needs
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period year
1307 - Degree in Pedagogy	Faculty of Philosophy and Educational Sciences	4 First term

Subject-matter

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	101 - Assessment and diagnosis in education II	Optional

Coordination

Name	Department
MORAL MORA, ANA MARIA	270 - Research Methodology, Educational Diagnosis and Assessment
RAMOS SANTANA, GENOVEVA	270 - Research Methodology, Educational Diagnosis and Assessment

SUMMARY

Diagnosis and Intervention in Subjects with Special Educational Needs is an optional subject that starts from the conception of diagnosis as a science of action: it is "of and for practice" and is constituted "in and from practice". Hence, the training it offers must be understood from a double perspective: personal and professional (theoretical / technical / practical).

This subject aims to contribute to the training of professionals in the 21st century degree in pedagogy who know how to adapt to the new times, performing their duties in different professional fields, preferably in the educational framework, and incorporating the most up-to-date skills in their training. that the labor market demands.



The subject is structured in seven thematic units that deal with diagnosis and intervention in subjects with special educational needs.

Highlight the eminently applied character that this subject will have from the beginning and that will involve the resolution of practical cases around the contents outlined in this guide, without forgetting the importance of the theoretical support that a methodological and didactic approach of this type requires. This, in part, is motivated by the fact that professional experience shows that if it is important to "know", it is even more important to "know how to do" and to be able to solve situations of professional practice effectively. For this reason, in addition to proceeding to the diagnosis of proposed cases, the intervention procedure will be delved into. This preferably practical vision that is given to the subject is in perfect harmony with the demands of the current job market.

In this eminently practical context and so that the student's learning process is strengthened and enriched, practical cases will be assessed, focusing on the errors made and providing adequate procedures to correct them.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Students who take this subject will have studied Diagnosis in Education and Educational Evaluation Methodology, compulsory third-year subjects that will have provided them with an adequate general basis for diagnosis and evaluation methodology in the educational framework.

OUTCOMES

1307 - Degree in Pedagogy

- Develop organisational and planning skills.
- Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.
- Develop the capacity to solve problems and make decisions.
- Develop, promote and revitalise interpersonal communication skills.
- Show commitment to professional identity, development and ethics.
- Be able to conduct educational research in different contexts.
- Have abilities for quality management.



- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

LEARNING OUTCOMES

- Know how to use different resources to carry out diagnoses referring to subjects with special educational needs.
- Select, know how to apply, correct and correctly interpret diagnostic tests applicable to subjects with special educational needs.
- Know how to carry out psychopedagogical evaluations and prepare psychopedagogical reports, intervention and follow-up plans related to subjects with special educational needs.
- Know how to apply different sources of information to the theme of the subject.
- Technically and correctly write a psychopedagogical report, derived from a previous psychopedagogical evaluation and its corresponding intervention plan.
- Present orally and clearly the results of a psycho-pedagogical report and the intervention plan, if applicable, based on different subjects with special educational needs and contexts to which it may be directed.
- Know how to solve practical cases related to diagnosis and intervention in subjects with special educational needs.
- Know how to coordinate material resources and human potential from other members and professionals in the educational and community field.

Know how to apply the knowledge, skills and abilities of other disciplines to this area of professional practice.

DESCRIPTION OF CONTENTS

1. Diagnosis, educational needs and special educational needs



2. The diagnosis of subjects with special educational needs in the context of attention to diversity

3. Diagnosis in subjects with: mental deficiency; Down's Syndrome; visual deficiency; hearing impairment; motor deficiency; autism; personality disorders; behavior problems; intellectual giftedness.

4. Evaluation, psychopedagogical report and intervention plan in the diagnosis of subjects with special educational needs

5. Significant Individual Curricular Adaptations and Access Adaptations for subjects with special educational needs.

6. Application of techniques, resources and instruments to the diagnosis of subjects with special educational needs

7. Application of new technologies to the diagnosis of subjects with special educational needs.

8. Diagnosis for the social and labor insertion of subjects with special educational needs

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	15,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

The teaching methodology will be based on the organizational modalities and time distribution that marks the degree. In any case, given the theoretical-practical and applied nature of the subject, varied activities will be organized: case studies, brief presentations by the students, team tasks, etc. giving priority to a methodology that implies a dynamic based on debate and collaborative work



EVALUATION

To ensure the acquisition and development of the skills associated with the subject, the evaluation may be carried out through various procedures, taking into account the activities carried out by the students and the different options chosen. The following procedures may be used, among others:

- Objective tests, where the acquisition of knowledge will be assessed.
- Execution tests: knowing how to apply theoretical knowledge to specific problems (design, execution and evaluation).
- Reports/Memories: demonstrate the ability to synthesize in the presentation of Reports
- Individual or group written work: (autonomous or guided), taking into consideration (a) bibliographic and information search skills, (b) the temporal organization of the work carried out, (c) the organization of the ideas and arguments expressed, (d) the appropriate writing and exposition, (e) the originality, topicality and interest of the topic.
- Self-assessment systems: autonomy and self-critical ability to judge their own achievements will be valued.
- Portfolio: Collection of information to derive the grade (depending on attendance at classes, attendance at seminars, presentation of assignments, reports, practices, exercises and, in general, student productions throughout their learning process).

Specifically, the evaluation system of the subject will be assigned a percentage of the final grade according to the importance given as indicated below:

Final exam on official date: 60%

Internship Portfolio: 30%

Class participation: 10%

The grading system will be expressed by means of a numerical grade in accordance with the provisions of the regulations (RD 1125/2003 of September 5) in which the European system of credits and the grading system in official university degrees are established and valid throughout the national territory.

To consider:

- There is no difference in the evaluation procedure between the first and second calls.
- The sections of the evaluation are recoverable in the second call



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Basic

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Additional

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