

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

<b>Code</b>	44521
<b>Name</b>	Attention to individual differences
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2022 - 2023

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
2215 - Master's Degree in Special Education	Faculty of Philosophy and Educational Sciences	1 First term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2215 - Master's Degree in Special Education	7 - Attention to individual needs	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
CARBONELL PERIS, RAFAEL	120 - Comparative Education and History of Education

**SUMMARY**

English version is not available

**PREVIOUS KNOWLEDGE****Relationship to other subjects of the same degree**

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



Other requirements

**COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)**

**2215 - Master's Degree in Special Education**

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social
- Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad
- Buscar, gestionar y analizar información científico-profesional
- Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo
- Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo
- Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones
- Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos
- Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo
- Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo
- Diseñar, aplicar y evaluar estrategias educativas inclusivas
- Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social



## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

It is expected that students at the end of the course will be able to:

- Raise awareness of the importance of personal attitudes in the performance of the teaching function and especially with respect to specialized staff to support inclusion.
- Know how to inform and collaborate with other professionals to jointly address the detection of needs and the attention to the needs presented by the students.
- To organize resources and design methodologies for the inclusive educational response to students with individual needs.
- To know intervention strategies and organization with students with specific educational support needs associated with a need for compensation of inequalities in education.
- To know the procedures for planning and educational intervention with students with health problems, hospitalized or convalescent.

## DESCRIPTION OF CONTENTS

### 1. The basic general framework regarding attention to individual differences in Spain. International declarations that have an impact on regulatory development.

1. Basic state regulations: LOMLOE.
2. International Convention on Persons with Disabilities.
3. World Education Forum: Incheon Declaration.

### 2. Equity and inclusion in the Valencian educational system.

1. General principles.
2. Shares and joint participation.
3. Organization of the educational response.
4. Schooling

### 3. The model of educational guidance in the Valencian Community, and its impact on the processes of inclusion.

1. Organization of educational and vocational guidance.
2. Tutorial action and educational guidance.
3. Educational guidance teams.
4. The educational and professional guidance departments.
5. External coordination.
6. The Specialized Guidance Units.
7. The planning of educational and professional orientation.



#### **4. Detection and identification of specific educational support needs and needs for compensating inequalities. The role of the family.**

1. Socio-psycho-pedagogical evaluation.
2. Documentation accrediting the personal circumstances of the students.
3. Criteria for the application of response measures for inclusion.
4. Specialized support staff.
5. Accreditation of the compensation needs for inequalities.

#### **5. Specific Special Education Centers as Resource Centers.**

1. Tasks as resource and support centers.
2. Coordination with the specialized services and with the CEFIRE.
3. Professionals and tasks of direct attention to students with n.e.e. schooled in ordinary schools in the area.
4. Intervention in the design, development and evaluation of personalized action plans.

#### **6. Current debates on attention to individual differences. Evolution, trends and pending challenges.**

1. Models of educational attention.
2. Current debates regarding attention to the individual differences of students.
3. Evolution, trends and pending challenges in Europe and in Spain.

#### **7. Good practices in educational inclusion**

1. Good practices in terms of inclusion.
  - 1.1. Hospital and home care.
  - 1.2. Truancy.
  - 1.3. Coexistence.
  - 1.4. Participation of families.

#### **8. Elaboration of an intervention program in the school environment**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	21,00	100
Development of group work	7,00	0
Development of individual work	10,00	0
Study and independent work	10,00	0
Readings supplementary material	5,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	7,00	0
<b>TOTAL</b>	<b>75,00</b>	

**TEACHING METHODOLOGY**

Participatory master class.

Problem-based learning.

Academic Tutoring.

Group and cooperative work.

Exhibition, debate and coordination

**EVALUATION**

The individual and team work done by the students will be evaluated, both in terms of the acquisition of general competences of the Master and specific competences of the subject. For this purpose, the following evaluation procedures will be applied:

- Resolution of practical questions related to topics 1-6, both inclusive. These will be carried out individually or collectively (groups of up to 4 students) and presented by means of a Dossier, and will represent 60% of the final grade.
- Participation and intervention in the dynamics of the class. It will represent 10% of the final grade.
- Theoretical-practical test of individual character about the content of topics 1-7, both inclusive. It will represent 20% of the final grade.
- Proposal of a plan of activities to develop in the school environment. Presented individually or collectively (group of up to 4 students), it will represent 10% of the final grade.





## REFERENCES

### Basic

- Arnaiz, P. (2003) La educación inclusiva: una escuela para todos. Aljibe. Málaga.
- Grau C. & cols., (2005) Educación especial: orientaciones prácticas. Aljibe. Málaga.
- Grau, C. & cols., (2010). Intervención psicoeducativa en necesidades específicas de apoyo educativo. Pearson. Madrid.
- Maraculla, I. y Saiz, M. (2009) Buenas prácticas de escuela inclusiva. La inclusión de alumnado con discapacidad: un reto, una necesidad. Graó. Barcelona.
- Puigdemívol, I. (2009) La educación especial en la escuela integrada. Graó. Barcelona.
- Santos Guerra, M.A. (2008). La pedagogía contra Frankenstein. Barcelona: Graó.
- Racionero, S; Ortega, S; García, R; Flecha, R. (2012). Aprendiendo contigo. Barcelona: Hipatia Editorial.