

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

<b>Code</b>	46944
<b>Name</b>	Intervención en discapacidades sensoriales
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	4.5
<b>Academic year</b>	2024 - 2025

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period year</b>
2276 - Master's Degree in Special Education	Faculty of Philosophy and Educational Sciences	1 Annual

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2276 - Master's Degree in Special Education	7 - Atención a las Necesidades Individuales	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
AVILA CLEMENTE, VICENTA	305 - Developmental and Educational Psychology
FAJARDO BRAVO, INMACULADA	305 - Developmental and Educational Psychology

**SUMMARY**

This subject provides an approach to sensory difficulties due to deficits in vision or hearing. It establishes the basis for understanding the aetiology of the main visual and hearing disabilities found in the educational context, as well as the development of people with these characteristics and the most appropriate educational attention, always taking as a basis the most innovative scientific productions.

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

COMP01 - Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education. TYPE: Competences

COMP02 - Be able to integrate knowledge and deal with the complexity of making judgements on the basis of incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of their knowledge or judgements. TYPE: Competences

COMP07-CT - Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development. TYPE: Competences  
COMP09-CT - Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience. TYPE: Competences

COMP11-CT - Know and understand, from within the field of special education, the inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving. TYPE: Competences

CON04 - Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs. TYPE: Knowledge or contents

CON09 - Know the aetiology and the physical, cognitive and emotional characteristics of different syndromes with specific educational support needs. TYPE: Knowledge or contents

CON12 - Know the related anatomophysiological foundations of the abilities to see and hear, as well as understand the heterogeneity of the different degrees of sensory, visual and hearing disabilities, as well as their characteristics and psycho-educational and social implications. TYPE: Knowledge or contents

HAB03 - Design and manage assessment and intervention procedures in the field of specific educational support needs. TYPE: Skills or abilities

HAB04 - Design, apply and evaluate inclusive educational strategies. TYPE: Abilities or skills  
HAB08 - Search, manage and analyse scientific-professional information, technical, research and/or evaluation reports on educational actions, processes and results. TYPE: Abilities or skills

HAB09 - Know how to prevent the appearance and/or intensification of specific educational support needs. TYPE: Abilities or skills



## DESCRIPTION OF CONTENTS

### 1. Visual Impairment

1. Concept and Classification: How vision works, Parameters defining vision, Assessment, Classification (Blind vs. low vision), Main pathologies).
2. Effects of DV on development and learning: Cognitive area, Motor development, Language development, Affective and social development.
3. Specific areas of intervention: Orientation and mobility, Daily living skills, Reading and writing.
4. Assistive Technology in DV: Universal design, Optical and ergonomic aids, Typhlotechnical aids.

### 2. Hearing impairment

1. Identification and classification.
2. Developmental aspects of hearing impairment.
3. Communication and language intervention.
4. Educational intervention.

## WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Attendance at events and external activities	3,00	0
Development of group work	10,00	0
Development of individual work	15,00	0
Study and independent work	10,00	0
Readings supplementary material	10,00	0
Preparation of evaluation activities	23,00	0
Preparing lectures	10,00	0
<b>TOTAL</b>	<b>126,00</b>	

## TEACHING METHODOLOGY

Presentation, debate and coordination.

Group and cooperative work.

Problem-based learning.



Self-learning systems.

Participative master class.

## EVALUATION

Developmental tests + multiple-choice tests (50%).

Classroom activities (supervision of research, group and/or individual practice) = 15 % (10% hearing impairment + 5% visual impairment).

Report or written report + oral presentation of work (individual or group) = 35%. This section is not recoverable in the second call.

It is essential to pass all three parts in order to pass the course.

## REFERENCES

### Basic

- Ferrer, A. y Ávila, V. (2003). Intervención Temprana en niños con discapacidades físicas y sensoriales. En Gómez, A. y col (Ed.) Intervención temprana. Desarrollo óptimo de 0 A 6 años. Madrid: Pirámide
- Ferrer, A. y Gil, L. (2012). Diversidad funcional auditiva. En del Campo, M<sup>a</sup> E. (Ed.). Alteraciones del Desarrollo y Discapacidad: Diversidad Funcional e Impacto en el Desarrollo. Madrid: Sainz y Torres.

### Additional

- Checa, F., Díaz, P., y Pallero, R. (2003). Psicología y Ceguera. Manual para la intervención psicológica en el ajuste a la deficiencia visual. Madrid: ONCE.
- Marchesi, A. (1987): El desarrollo cognitivo y lingüístico de los niños sordos. Madrid: Alianza Editorial.
- Rosa, A. y Ochaíta, E. (1993). Psicología de la ceguera. Madrid: Alianza Psicología