



Course Guide Attention to
Students with Specific Needs in Educational Support
PI-02-F-16 ED. 00

COURSE GUIDE OFF ATTENTION TO STUDENTS WITH SPECIFIC NEEDS IN EDUCATIONAL SUPPORT

DEGREE OF EDUCACIÓN SOCIAL

FACULTAD DE MAGISTERIO Y CIENCIAS DE LA
EDUCACIÓN

UNIVERSIDAD CATÓLICA DE VALENCIA SAN VICENTE
MÁRTIR

Year 2023-24



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COURSE GUIDE TO ATTENTION TO STUDENTS WITH SPECIFIC NEEDS IN EDUCATIONAL SUPPORT

		ECTS
MODULE: Techniques, means and resources in socio educational intervention		24
FIELD: Resources and Knowledge in different areas of socio-educational intervention		12
Subject: Attention to Specific Needs in Educational Support		6
Type of learning: Basic	YEAR: 3º Semester: 1º	
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SUBJECT ORGANIZATION

Attention to Students with Specific Needs in Educational Support				Number of ECTS: 24
Duration and temporal location within the curriculum:				
Subjects and Courses				
Subject	ECTS	Courses	ECTS	Course/ semester
Techniques and Means in Socio Educational Intervention	12	Musical Education	6	1/1
		Plastic Education and its Didactics	6	2/1
Resources and Knowledge in the different areas of socio educational intervention	12	Educational intervention about problems with social disadaptation	6	2/1
		Attention to students with specific needs in educational support	6	3/2



COURSE GUIDE TO THE SUBJECT:

Attention to Specific Needs in Educational Support

Prerequisites: None

GENERAL GOALS

To study all the available means and resources in order to respond to the specific requirements of the students, from social and educational areas and in collaboration with their families and all the participants involved.

GENERAL COMPETENCES	Competence measuring scale			
Instrumental	1	2	3	4
G1. Ability to analyze and synthesize				x
Interpersonal	1	2	3	4
G10. Ability to accept and respect the different cultures as well as their different customs			x	
Systemic	1	2	3	4
G15. Creativity				x

SPECIFIC COMPETENCES

Disciplinary	1	2	3	4
E4. Know and diagnose the fundamental needs and interests, as a basis for the planning of socio-educational intervention.			x	
Professional	1	2	3	4
E15. Know and use specific techniques of socio-educational and community intervention (group dynamics, motivation, negotiation, assertiveness, etc.).				x
Attitudinal	1	2	3	4
E5. To be able to analyze and diagnose the different complex realities supporting the development of adequate socio educational processes				x
E9. To be able to know and use the tools and necessary resources				x



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in the different performance areas.				
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LEARNING OUTCOMES	COMPETENCES
R1 The student distinguishes the characteristics of students with specific educational support needs.	G1, E4
R2 The student distinguishes specific materials and teaching resources, adapting them to the uniqueness of each student.	G1, G10, E9
R3 The student applies the methodologies and specific intervention techniques based on each situation socio.	G1, E4, E15
R4 The student recognizes any specific educational support needs even if they are undiagnosed.	G1,G10, E5
R5 The student solves practical cases, individually and in groups, related to the contents of the subject.	G1, G10, E9
R6 The students work in teams in interdisciplinary contexts, showing initiative and creativity.	G1, G10, G15, E9

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship With Learning Outcomes for the subject	ECTS
ON-CAMPUS CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4	0.7
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies, diagnostic tests, problems, field work, computer room, visits, data search, libraries, on-line, Internet, etc. Meaningful construction of knowledge through interaction and student activity.	R1,R2, R3, R4, R5, R6	0.7



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LABORATORY	Activities carried out in spaces with specialized equipment.	-	
SEMINAR	Supervised monographic sessions with shared participation.	-	
GROUP PRESENTATION OF PAPERS	Application of multidisciplinary knowledge.	R5	0.2
OFFICE ASSISTANCE	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor to review and discuss materials and topics presented in classes, seminars, readings, papers, etc.	R1, R2, R3, R4, R5, R6	0.4
ASSESSMENT	Set of oral and/or written tests used in initial, formative or additive assessment of the student.	R1, R2, R3, R4, R5, R6	0.4
		Total	2.4

INDEPENDENT WORK ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
GROUP WORK	Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1,R3, R5, R6	1



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INDEPENDENT WORK	Student study: Group Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or small-group tutoring sessions. Work done on the university e-learning platform (www.plataforma.ucv.es)	R1, R2, R3, R4, R5	2.6
Total			3.6

SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Written proof of short questions	R1, R2, R3, R4	50%
Header group work and exhibition	R5, R6	30%
Control platform and header activity support Video and reflection	R1, R2, R3, R4, R5, R6	20%

MENTION OF DISTINCTION:

The mention of Distinction will be awarded to students who have achieved a score equal to or greater than 9.0. The number of Distinctions granted will not exceed 5% of students enrolled in a subject in the corresponding academic year unless enrollment is under 20, in which case only one Distinction may be granted. (Royal Decree 1125/2003).

COMMENTS:

Note 1: To pass you need to obtain a total score greater than five, having to have passed all parts by 50% or more.



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DEVELOPMENT OF THE SUBJECT IN SECOND AND SUBSEQUENT ENROLLMENTS:

There will be a special group for students who are not enrolling for the first time if they exceed the occupancy limit of the classroom and a teacher is assigned to that group.

The professor in charge of this group will conduct 4 follow-up sessions and tutoring for 2 hours each. Assessment of skills and abilities will be done through the scheduled practice sessions. In each session the subject will be developed so as to reinforce the work on the skills that each student needs to pass the course.

Assessment of content and skills will be made during the examination set in the official calendar for this course.

DESCRIPTION OF CONTENTS	COMPETENCES
DIDACTIC UNIT I: Conceptual framework. Historical evolution, legal framework, models, key concepts and intervention principles	G1, G10, G15, E4, E5, E9, E15
DIDACTIC UNIT II: Regular and extraordinary means and resources to provide an inclusive response to the specific needs of all students in the school framework. Detection and determination of needs, schooling, curriculum adaptations, personal resources.	
DIDACTIC UNIT III: Family and social aspects. Family and social impact of the student with special educational needs and general lines of intervention. Psychosocial relations in the classroom, evaluation and intervention in the psychosocial level. Methodologies that encourage the inclusion and participation of the entire educational community.	
DIDACTIC UNIT IV: Classroom intervention techniques. Behaviour modification	
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TEMPORAL ORGANIZATION OF LEARNING:		
	CONTENT/TEACHING UNIT	# OF MEETINGS
1	DIDACTIC UNIT I: Conceptual framework. Historical evolution, legal framework, models, key concepts and intervention principles	5
2	DIDACTIC UNIT II: Regular and extraordinary means and resources to provide an inclusive response to the specific needs of all students in the school framework. Detection and determination of needs, schooling, curriculum adaptations, personal resources.	5
3	DIDACTIC UNIT III: Family and social aspects. Family and social impact of the student with special educational needs and general lines of intervention. Psychosocial relations in the classroom, evaluation and intervention in the psychosocial level. Methodologies that encourage the inclusion and participation of the entire educational community.	5
4	DIDACTIC UNIT IV: Classroom intervention techniques. Behaviour modification	7



Addendum to the Course Guide of the Attention to Students with Specific Educational Support Needs

Degree in Social Education

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:



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All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.

Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:





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X Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

ONSITE WORK

Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



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The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:

ONLINE WORK

Regarding the Assessment Tools:

- ☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used



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The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.