



Universidad
Católica de
Valencia
San Vicente Mártir

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SUBJECT
SPECIFIC NEEDS IN EDUCATIONAL SUPPORT
Field
Learning Difficulties and Development Disorders

Degree of Social Education
School of Teaching and Education Sciences
Universidad Católica de Valencia de San Vicente Mártir

Year 2023 /2224



COURSE GUIDE OF THE SUBJECT	
	ECTS
Subject: Specific needs of educational support	6
Field: Learning Difficulties and Development Disorders	18
Module: Socio- educational intervention in non formal and informal contexts	30
Type of learning¹: Basic learning	YEAR: 1º Semester: 2º
Teachers: Dra. D ^a . Elena López Luján	Department: Inclusive Education, Social-Community Development and Occupational Sciences.
	E-mail: elena.lopez@ucv.es

MODULE ORGANIZATION

Socio- educational intervention in non formal and informal contexts				18 ECTS
Fields and Subjects				
Field	ECTS	SUBJECT	ECTS	Year/ Semester
	18	Developmental psychology	6	1/1
		Specific needs of educational support	6	1/2
		Psychology of the education	6	3/1
Bases of intervention	18	Sociocultural animation programs	6	2/2

¹ Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



in non-formal and informal contexts		Society and education intercultural	6	3/2
		Specific learning difficulties	6	1/2

COURSE GUIDE FOR SUBJECT SPECIFIC NEEDS OF EDUCATIONAL SUPPORT

Prerequisites: None

GENERAL GOALS

To know the specific needs of educational support that students might require and their educational implications to adapt the teaching-learning processes.

GENERAL COMPETENCES

Competence measuring scales

	1	2	3	4
CG1- Capacity for analysis and synthesis				X
CG-2. Organization and Planning			X	
CG10- Recognition and respect for diversity and multiculturalism			X	

CG11- Interpersonal skills			X	
CG13- Learning autonomy			X	
CG14- Adaptation to new situations			X	
CG18- Openness to lifelong learning			X	

Specific skills

	1	2	3	4
E6- Know the pedagogical, psychological and sociological assumptions that are at the base of the socio-educational intervention processes				X
E11- Design and develop processes of social participation and community development.				x
E18 - Design, organize and manage cultural, environmental, leisure and free time projects and services				x



E20- Show an empathic, respectful, supportive and trusting attitude towards subjects and institutions of social education.				X
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LEARNING OUTCOMES	COMPETENCES
R1 The student knows the characteristics of the pupils with specific needs of educational support in the different stages of their vital cycle.	G10, G18, E6
R2 The student identifies specific materials and can adapt materials and didactic resources attending to the singularity of every pupil.	G1, G11, E6
R -3 The student knows how to apply the methodologies and appropriate in every situation of teaching and learning techniques specific	G1, G10, G11, G14, E6,E11, E18
R4 The student detects the possible specific needs of educational support not diagnosed.	G1, G10, G13, E6
R5 The student solves practical cases, individually and in groups, related to the contents of the subject.	G10, E6, E7,
R6 The student solves practical cases, individually and in group, related to the contents of the subject.	G1, G2, G10 G11, G14, E6,E11, E18

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship with Learning Outcomes for the subject	ECTS
MASTER CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge.	R1, R2, R3, R4,	0.6
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.	R1, R2, R3, R4,R5, R6,	0.8



LABORATORY	Activities carried out in spaces with specialized equipment.	—	0
SEMINAR	Supervised monographic sessions with shared participation	—	0
TEAM WORKS PRESENTATIONS	Application of interdisciplinary knowledge.	R1,R2, R3, R4, R5, R6,	0.2

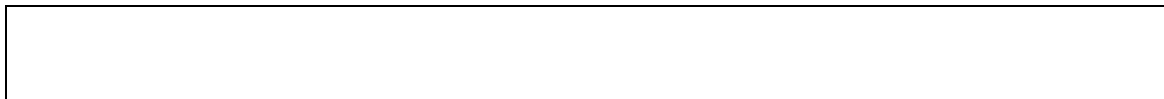
TUTORING	Personalized and small group attention. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in lectures, seminars, readings, writing papers, etc.	R3, R2, R3,R4,R5,R6	0.4
ASSESSMENT	Group of oral and/or written tests used during initial, formative or additive assessment.	R1, R2, R3, R4,R5	0.4
Total			(2,4*)

INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship of Course with Learning Outcomes	ECTS
TEAM WORK	Team work on 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's platform www.plataforma.ucv.es .	R2, R3, R4, R5R6,	1



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 tests *Exam (40%) *Study of case (20%)	R1, R3, R4	60%
Practical activities	R1, R2, R3, R4, R5, R6	20%
Group Work	R1, R2, R3, R4, R5, R6	10%
Theoretical exposition Proposed works.	R1, R2, R3, R5, R6,	10%
ADDITIONAL INFORMATION: To add the percentages it is essential to pass each and every one of the evaluation instruments. Failure to comply with the rules and deadlines will invalidate the note. Through the realization of both individual and group work, delivery in the established time, involvement in exhibitions and participation in class, will be evaluated, not only the competences based on knowledge and abilities, but also the attitudinal competences of the students. To pass the subject, it is necessary to demonstrate in all oral and written productions a linguistic mastery of advanced level. Therefore, each spelling error will be, consequently, penalized in works and exams with 0.50 points. Three misspellings will be equivalent to a spelling error. Criteria for awarding Honor Rolls: After obtaining a 9 and as long as the result is the result of excellent academic achievement coupled with effort and interest in the subject.		



DESCRIPTION OF CONTENTS	COMPETENCES
1. Introduction to the subject of specific needs in educational support 2. Educational services to children with special educational needs arising from changes in communication, language and speech. 3. Educational services to children with SEN (special educational needs) arising from disability. 3.1. Educational services to children with physical or motor disabilities. Cerebral palsy, cleft spine and muscular dystrophies. 3.2. Educational services to children with sensory disabilities. Visual impairment and hearing impairment. 3.3. Educational services to children with intellectual disabilities. Down syndrome and fragile X syndrome. 3.4. educational services to children with autism spectrum disorders (ASD) 4. Educational services to children with attention deficit disorder with hyperactivity disorder (ADHD). 5. Educational attention to the children with specific difficulties of learning: 5.1. Educational attention to the children with difficulties of learning in the reading. 5.2. Educational attention to the children with difficulties of learning in the writing. 5.3. Educational attention to the children with difficulties of learning in the mathematics.	G1, G2, G10, G11, G13, G14, G18 E6, E11, E18, E20



6.Educational services to children with higher intellectual capacity. 7.Educational services to children in need of compensation of inequalities. 7.1Educational services to children with social and cultural deprivation. 7.2Care for children with special educational needs arising from different situations due to illness or diseases.	
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LEARNING ORGANIZATION:		
	CONTENT UNIT/DIDACTIC UNIT	Nº OF SESSIONS
1	Introduction to the subject of specific needs in educational support.	3
2	Educational services to children with special educational needs arising from changes in communication, language and speech.	3
3	Educational services to children with SEN (special educational needs) arising from disability	10
4	Educational services to children with attention deficit disorder with hyperactivity disorder (ADHD).	3
5	Educational attention to the children with specific difficulties of learning.	4
6	Educational services to children with higher intellectual capacity.	3
7	Educational services to children in need of compensation of inequalities.	3



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Addendum to the Course Guide of Specific needs in educational support

Degree of 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:

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:



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

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

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