



## Information about the subject

**Degree:** Bachelor of Arts Degree in Early Childhood Education

**Faculty:** Faculty of Teacher Training and Education Sciences

**Code:** 1410204 **Name:** Specific Needs of Educational Support

**Credits:** 6,00 **ECTS Year:** 2 **Semester:** 2

**Module:** Learning and personality development

**Subject Matter:** Learning difficulties and developmental disorders **Type:** Compulsory

**Department:** Inclusive Education and Socio-Community Development

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** Spanish

### Lecturer/-s:

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## Module organization

### Learning and personality development

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational processes, learning and personality development	18,00	Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	2/1
		Psychology of Language Development	6,00	1/2
Learning difficulties and developmental disorders	18,00	Care of Students with Specific Needs of Educational Support	6,00	3/1
		Specific Learning Difficulties	6,00	3/2
		Specific Needs of Educational Support	6,00	2/2

## Recommended knowledge

Does not require



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student identifies the characteristics of students with specific educational support needs in the different stages of their life cycle.
- R2 The student knows how to identify and adapt specific didactic materials and resources, knows how to apply the methodologies and intervention techniques according to the singularity of each student.
- R3 The student knows how to apply the most appropriate methodologies and specific intervention techniques in each teaching-learning situation.
- R4 The student detects possible undiagnosed specific educational support needs.
- R5 The student manages the organizational aspects of the classroom to adequately attend the unique needs of the students.
- R6 The student solves practical cases, individually and in groups, related to the contents of the subject.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

BASIC		Weighting			
		1	2	3	4
CB1	That students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.			X	
CB2	That students know how to apply their knowledge to their work or vocation in a professional manner and possess the skills that are usually demonstrated through the development and defense of arguments and problem solving within their area of study.		X		
CB3	That students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.			X	
CB4	That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.				X
CB5	That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.			X	
GENERAL		Weighting			
		1	2	3	4
G1	To know the objectives, curricular contents and evaluation criteria of Early Childhood Education.		X		
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			X	
G3	To design and regulate learning spaces in contexts of diversity that address the unique educational needs of students, gender equality, equity and respect for human rights.				X



## Year 2025/2026

### 1410204 - Specific Needs of Educational Support

SPECIFIC		Weighting			
		1	2	3	4
E1	To understand the learning and educational processes during childhood in the family, social and school environments.			X	



E2	To know the developments of the developmental psychology of childhood in the periods 0-3 and 3-6.			X
E3	To know the evolutionary particularities during childhood.			X
E4	To recognize the identity of the stage and its cognitive, communicative, social, affective and psychomotor characteristics, as a fundamental basis for the development of school skills and learning.			X
E5	To know the main evolutionary aspects of this period, in order to detect developmental difficulties and educational needs.			X
E6	Knowing how to promote the acquisition of habits around autonomy, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, symbolic and heuristic play.			X
E7	To know the psychological and educational dimension of interaction with peers and adults and to know how to promote participation in collective activities, cooperative work and individual effort.			X
E8	To know the evolution of language in early childhood and its relationship with cognitive development and school learning, and to attend to its correct evolution.			X
E9	To know how to identify possible linguistic dysfunctions in order to collaborate effectively with other professionals for their adequate educational treatment.			X
E10	To know the fundamentals of early care, as well as the bases that allow understanding the psychological processes of learning and personality construction in early childhood.			X
E11	To know the bases that allow understanding the psychological processes of school learning in early childhood as mediators and facilitators of later learning, as well as the role they play in the construction of personality during that period.			X
E79	To identify learning difficulties, cognitive dysfunctions and those related to attention.			X
E80	To know how to inform other specialist professionals to address the collaboration of the center and the teacher in the attention to the special educational needs that arise.			X
E81	To acquire resources to favor the educational integration of students with difficulties.			X



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6	50,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R1, R2, R4, R5, R6	20,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R6	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R4, R6	20,00%	Non-final written exams: individual or group directed work.

### Observations

**Note 1. The final written test (50%) will be conducted as follows:**

- Multiple-choice questions with 3 answer options, applying the criterion of three wrong answers, minus one right answer (15%).
- Short questions (25%).
- Practical case study (10%).

**Note 2. The first grade will be awarded with honors upon obtaining a 9, provided that the result is the result of excellent academic achievement combined with effort and interest in the subject.**

**Note 3. To calculate the remaining percentages, it is essential to pass all sections.**

**Note 4. Exceptionally, students who cannot submit to the continuous assessment system due to not attending at least 60% of classes may opt for this assessment system. Single assessment:**

**In this case, the assessment will be as follows:**

**1. The exam will consist of two parts: a first part consisting of essay and multiple-choice questions on the syllabus content, and a second part consisting of a practical case. It will be worth 80% of the grade.**

**Assessed learning outcomes: R1, R4, R5, and R6**

**2. Activities/assignments will be worth 20%**



**Assessed learning outcomes: R2 and R3**

**NOTE 5: Use of Artificial Intelligence:**

**The use of AI is permitted for:**

**Study support (generating alternative explanations, concept maps, or self-assessment exercises)**

**Receiving feedback on the clarity or coherence of one's own text.**

**The use of AI is not permitted for:**

**Completing assessable tasks, unless required for a specific activity and so instructed by the instructor.**

**If AI is used in any of the activities under permitted conditions, it must be stated in which part of the activity it was used, which AI tool was used, and for what purpose.**

## **CRITERIA FOR THE AWARDING OF HONOURS:**

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## **Learning activities**

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- |    |                           |
|----|---------------------------|
| M1 | PARTICIPATIVE MASTERCLASS |
| M2 | CLASSROOM PRACTICES       |
| M3 | CASE STUDIES              |
| M4 | APPRENTICESHIP CONTRACTS  |





- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M1	R1, R2, R4, R6	24,75	0,99
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M2	R1, R2, R4, R6	13,67	0,55
Supervised monographic sessions with shared participation M3	R1, R2, R3, R4, R5, R6	4,72	0,19
Presentation in plenary. Application of interdisciplinary knowledge M4, M9	R2, R6	6,83	0,27
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M7, M8	R2, R6	6,83	0,27
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M3, M4	R1, R2, R3, R4, R6	4,66	0,19
<b>TOTAL</b>		<b>61,46</b>	<b>2,46</b>



## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M3, M4, M9	R1, R2, R4, R6	36,21	1,45
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M2, M3, M8	R1, R2, R4, R6	52,33	2,09
<b>TOTAL</b>		<b>88,54</b>	<b>3,54</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
General contents.	<p>1. Introduction to the subject Specific Educational Support Needs.2. Educational attention to children with educational needs derived from communication, language and speech disorders.3. Educational care for children with SEN derived from disability.3.1. Educational care for children with disabilities of physical or motor origin. Cerebral palsy, spina bifida and muscular dystrophies.3.2. Educational care for children with disabilities of sensory origin. Visual impairment and hearing impairment.3.3. Educational care for children with intellectual disabilities. Down Syndrome and Fragile X.3.4. Educational care for children with autism spectrum disorders (ASD).4. Educational care for children with Attention Deficit Hyperactivity Disorder (ADHD).5. Educational care for children with specific learning difficulties:5.1. Educational care for children with learning difficulties in reading.5.2. Educational care for children with learning difficulties in writing. 5.3.5.3. Educational care for children with learning difficulties in mathematics.6. Educational care for children with high intellectual capacity.7. Educational care for children with needs to compensate for inequalities.7.1. Educational care for children with social and cultural deprivation.7.2. Attention to children with educational needs derived from different situations of illness.</p>



## Temporary organization of learning:

Block of content	Number of sessions	Hours
General contents.	30,73	61,46



## References

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