



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1410301 **Name:** Care of Students with Specific Needs of Educational Support

Credits: 6,00 **ECTS** **Year:** 3 **Semester:** 1

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:

143A	<u>Ana Maria Casino Garcia</u> (Responsible Lecturer)	ana.casino@ucv.es
143ALA	<u>Monica Montaño Merchan</u> (Responsible Lecturer)	monica.montano@ucv.es
143B	<u>Amparo Salcedo Mateu</u> (Responsible Lecturer)	amparo.salcedo@ucv.es
143PA	<u>Pedro Senabre Perales</u> (Responsible Lecturer)	pedro.senabre@ucv.es
CAGD	<u>Raquel Ibañez Martinez</u> (Responsible Lecturer)	raquel.ibanez@ucv.es



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

The contents of the subjects: Developmental Psychology, Educational Psychology and Specific Educational Support Needs.



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 specific materials and knows how to analyze and adapt didactic materials and resources according to the singularity of each student.
- R2 The student knows how to apply the most appropriate methodologies and specific intervention techniques in each teaching-learning situation.
- R3 The student detects and knows how to prevent possible undiagnosed specific educational support needs.
- R4 The student knows the procedure, according to the regulations in force, to request to the guidance teams the identification and specification of the specific educational support needs, the most appropriate schooling modality in each case and the authorization to adopt extraordinary measures.
- R5 The student manages the organizational aspects of the classroom to adequately meet the unique needs of the students.
- R6 The student has criteria to make appropriate decisions in the design and implementation of educational response measures according to the regulations in force.
- R7 The student solves practical cases, individually and in groups, related to the contents of the subject, contemplating the variables involved in the socio-affective development of students and in close collaboration with families and other agents involved.
- R8 The student knows the legal aspects of the educational system and the current regulations governing the means, instruments and resources available to the teacher to meet the specific needs of the students.
- R9 The student analyzes the variables that intervene in the socio-affective development of the student with specific educational support needs, in order to be able to orient families and work closely with them, together with other agents involved.
- R10 The student differentiates the different types of curricular adaptations, who is responsible for designing and carrying them out, and the official documents created for this purpose official documents that have been created for this purpose .
- R11 The student observes coexistence situations in the classroom, identifies variables and analyzes with critical judgment and/or applies appropriate intervention techniques, aimed at their resolution.



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):

GENERAL		Weighting			
		1	2	3	4
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	
G4	To promote coexistence in the classroom and outside it and address the peaceful resolution of conflicts. To know how to systematically observe learning and coexistence contexts and to know how to reflect on them.			x	
G9	To know the organization of early childhood education schools and the diversity of actions that comprise their operation. To recognize that the practice of the teaching function must be improved and adapted to scientific, pedagogical and social changes throughout life.			x	
G10	To act as a counselor for parents in relation to family education in the 0-6 period and to master social skills in dealing and relating with the family of each student and with the families as a whole.			x	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.			x	
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.		x		
SPECIFIC		Weighting			
SPECIFIC		1	2	3	4
				x	
E1	To understand the learning and educational processes during childhood in the family, social and school environments.			x	



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

- | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| 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 |





Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R6, R7, R8, R10, R11	60,00%	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, R9, R11	20,00%	Oral presentation of group and individual work.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R3, R4, R5, R6, R7, R8, R9, R10	10,00%	Non-final written exams: individual or group directed work.

Observations

The final written test/examination will consist of:

The final written test (60%) will consist of two parts:

- A part of 30 multiple-choice multiple-choice questions corrected by the formula Score = Correct - Errors / (Number of alternatives - 1)
- A part of 6 short essay questions.

The projects and developmental work will consist of:

- Individual monitoring. Classroom practicals and questionnaires: 10% of the course grade.
- Oral presentation of group/individual work: 20% of the course mark.
- Non-final written test. Case study: 10% of the course grade.

Single assessment:

Exceptionally, students who are unable to take the continuous assessment system because they do not attend at least 60% of the classes may opt for this assessment system. In this case, they will be assessed in the following way:

- Exam: With the same format as described above and will account for 75% of the mark for the course.

Assessed Learning Outcomes: R2-R3-R4-R6-R7-R8-R10-R11

- Individual monitoring. Quizzes: 5% of the course grade. Assessed Learning Outcomes:



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

R1-R2-R3-R4-R5-R6-R7-R8-R9-R10-R11

- Oral presentation of group/individual work: 10% of the course grade. Assessed Learning Outcomes: R1-R2-R9-R11
- Non-final written test. Case study: 10% of the course grade. Assessed learning outcomes: R1-R3-R4-R5-R6-R7-R8-R9-R10.

Use of Artificial Intelligence:

The use of AI is allowed 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:

- The completion of assessable tasks, unless it is required in a specific activity and the teacher so indicates.

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

Other observations:

It is a prerequisite for passing the subject to pass the final written test and to achieve a total score of 50 in the subject. Failure to comply with the rules and deadlines established for the completion of the academic activities will invalidate the mark.

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.



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

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



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

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, M2	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	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, M3, M4	R1, R2, R3, R4, R5, R6, R7, R11	13,67	0,55
Supervised monographic sessions with shared participation M3, M4, M9	R2, R4, R5, R7, R11	4,72	0,19
Presentation in plenary. Application of interdisciplinary knowledge M4	R1, R2, R3, R4, R5, R6, R7, R11	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	R1, R2, R7, R8, R9, R11	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, R5, R6, R7, R8, R9, R10, R11	3,20	0,13
TOTAL		60,00	2,40



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

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. M2, M3, M4, M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	36,67	1,47
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, M4, M9	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11	53,33	2,13
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
1. Conceptual framework.	Historical evolution, legal framework, models, key concepts and intervention principles.
2. Ordinary and extraordinary means and resources to assist the specific needs of these students in the school framework.	Detection and identification of student's needs, schooling, curriculum adaptations and personal resources.
3. Family and social aspects.	Impact on the family and on the social area of the student with special educational needs and general intervention lines. Psycho-social relations in the class, assessment and intervention in the psycho-social level. Ways of grouping and cooperative learning.
4. Intervention techniques in the classroom.	Behaviour modifications.



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Conceptual framework.	6,00	12,00
2. Ordinary and extraordinary means and resources to assist the specific needs of these students in the school framework.	10,00	20,00
3. Family and social aspects.	5,00	10,00
4. Intervention techniques in the classroom.	9,00	18,00



References

- Alba, C. (coord..) (2017). *Diseño Universal para el Aprendizaje: educación para todos y prácticas de enseñanza inclusivas*. Morata. Ebook
- Arnáiz, P., De Haro, R. y Azorín, C. M. (2018). Redes de apoyo y colaboración para la mejora de la educación inclusiva. *Profesorado. Revista de currículum y formación del profesorado*, 22(2), 29-49.
- Baldoví, M. I. P. (2019). Intervención psicoeducativa en alumnado con necesidades específicas de apoyo educativo. *Profesorado, Revista de Currículum y Formación del Profesorado*, 23(1), 571-573.
- Calderón, I. y Rascón, M. T. (2021). Retóricas, posibilidades e infancias desgarradas: sobre la educación inclusiva en el LOMLOE. *Cuadernos de pedagogía*, 526, 74-80.
- Casillas-Martín, S., Rodríguez-Fuentes, A. y Nunes-Linhares, R. (eds.) (2025). Presentación Las tecnologías como elemento facilitador del Diseño Universal del Aprendizaje (DUA): experiencias y prácticas educativas. Monográfico. *Aula abierta*, 54(1), 1-117.
- CAST (2018). *Universal Design for Learning Guidelines*. CAST.
https://udlguidelines.cast.org/?utm_source=castsite&utm_medium=web&utm_campaign=none&utm_content=aboutudl.
- CEFIRE Educación Inclusiva (2020). *Orientaciones para programar con diseño universal y accesibilidad (DUA-A)*. Generalitat Valenciana.
<https://portal.edu.gva.es/cefireinclusiva/wp-content/uploads/sites/193/2021/09/Orientaciones-GENERALES-CAST.pdf>.
- Cerdá, C. e Iyanga, A. (2016). *La educación inclusiva durante el movimiento de la Escuela Nueva*. Tirant lo Blanch.
- Cerdá, M. C. (2011). *Orientaciones prácticas de atención educativa*. Tirant Humanidades.
- Cerdá, M. C. e Iyanga, A. (2015). *El niño salvaje y la educación*. Tirant Humanidades.
- Cerdá, M. C. e Iyanga, A. (2017). *La Educación Inclusiva: Perspectiva Histórica y situación actual*. Tirant Humanidades.
- Consejo Pontificio para la Familia (2000). *La familia y la integración del minusválido en la infancia y en la adolescencia*. Palabra.
- Cortés, A. C. y Fernández, C. C. (2018). 2.1. Aspectos conceptuales de la Discapacidad Intelectual. *La evaluación psicopedagógica a debate. Reflexiones y experiencias profesionales de titulaciones educativas*, 44.
- Cortés, A. C. y Fernández, C. C. (2018). 2.1. TEA de Alto Funcionamiento (o Trastorno de Asperger). *La evaluación psicopedagógica a debate. Reflexiones y experiencias profesionales de titulaciones educativas*, 104.
- Del Olmo, M. J. A. y Olivencia, J. J. L. (2021). *Educación inclusiva y atención a la diversidad: Una mirada desde la intervención psicopedagógica*. Ediciones Octaedro.
- Domínguez, M. T. G. y Mateu, D. N. (2018). Revisión teórica sobre bullying en alumnos con necesidades específicas de apoyo educativo. *PSIQUEMAG*, 6(1).



Elena, M. P., Casino-García, A. M. y Senent, J. M. (2025). La respuesta educativa al alumnado con altas capacidades intelectuales: análisis comparado del desarrollo normativo de las comunidades autónomas. *Revista Española de Educación Comparada*, 47, 433-452. <https://doi.org/10.5944/reec.47.2025.44044>

Equipo Estatal de Educación de Plena Inclusión/Comisión de familias por la inclusión (2020). *El derecho a la educación durante el COVID 19*. Plena Inclusión.

<https://www.plenainclusion.org/informe/publicaciones/el-derecho-la-educacion-durante-el-covid-19>

Escribano, A. y Martínez, A. (2018). *Inclusión educativa y profesorado inclusivo: aprender juntos para aprender a vivir juntos*. Narcea

García, P. G. y Gómez, E. L. (2018). Aprendizaje permanente de personas con Déficit Intelectual: necesidades formativas y respuestas educativas. *Revista de Educación Inclusiva*, 11(1).

Gervilla, Á. (2008). *Familia y educación familiar: conceptos clave, situación actual y valores*. Narcea.

Giaconi Moris, C., Pedrero Sanhueza, Z. y San Martín Peñailillo, P. (2017). La discapacidad: Percepciones de cuidadores de niños, niñas y jóvenes en situación de discapacidad.

Psico-perspectivas, 16(1), 55-67.

GVA. Generalitat Valenciana (2020). *Guia accessibilitat digital per a centres educatius*.

https://ceice.gva.es/documents/169149987/172730389/Guia_Accessibilitat_Digital_Inclusio_Educativa_2020.pdf.

Heron-Flores, M., Gil-Madrona, P. y Sáez-Sánchez, M. B. (2018). Contribución de la terapia psicomotriz al progreso de niños con discapacidades. *Revista de la Facultad de Medicina*, 66(1), 75-81.

Inza, M. Á. G., Salguero, F. L. y Fernández, V. L. (2017). Mejora del rendimiento académico de alumnos con necesidades específicas de apoyo educativo mediante una metodología innovadora desarrollando la creatividad y su relación con la lateralidad en Educación Primaria. *Revista de Educación Inclusiva*, 9(1).

Jiménez, L. O., Canosa, V. F., Meneses, E. L. y Padilla, A. H. M. (2018). *Diversidad e inclusión educativa: Respuestas innovadoras con apoyo en las TIC*. Octaedro.

Labrador, F. J. (2008). *Técnicas de modificación de conducta*. Pirámide.

Labrador, J. F., Cruzado, J. A. y Muñoz, M. (2006). *Manual de técnicas de modificación y terapia de conducta*. Pirámide.

Marín Suelves y Fajardo Bravo. (2018). *Intervención psicoeducativa en alumnado con necesidades específicas de apoyo educativo*. Tirant lo Blanch.

Muñoz-Cantero, J. M. y Losada-Puente, L. (2018). Implicaciones de la actitud docente en la calidad de vida del alumnado con alteraciones del desarrollo intelectual. *Educación XXI*, 21(2).

Navarro, H. R., Ruiz, M. J. y Fuentes, S. S. (2018). Construcción del discurso en torno a la Educación Inclusiva. *Revista Electrónica Interuniversitaria de Formación del Profesorado*, 21(1), 185-217.

Porras, M. P. y Verdugo, M. Á. (2018). *La voz de la discapacidad en la literatura española*. INICO.



Plena Inclusión (2020). *Cómo implementar la teleintervención en la atención temprana*. Plena inclusión.

https://www.plenainclusion.org/sites/default/files/plena_inclusion._como_implementar_la_teleintervencion_en_la_atencion_temprana_0.pdf

Raposo-Rivas, M. y Rodríguez, A. B. S. (2017). Estudio sobre la intervención con Software educativo en un caso de TDAH. *Revista de Educación Inclusiva*, 8(2).

Rodríguez, C. C., González, L. C. P. y Díaz, R. M. P. (2018). 2.1 Concepto de dislexia. La evaluación psicopedagógica a debate. *Reflexiones y experiencias profesionales de titulaciones educativas*, 146.

Rodríguez, M. M. C., Rodríguez, J. R. y Chacón, J. P. (2017). Materiales Didácticos, Libros de Texto y Educación Inclusiva. *Educatio Siglo XXI*, 35(3 Noviembr), 11-16.

Rojas, D. G., Angulo, G. P. y Rodríguez, R. M. S. (2018). Efectos de la Musicoterapia en el Trastorno de Espectro Autista. *Revista de Educación Inclusiva*, 11(1).

Román, A. M. G. C. y de la Torre, E. H. (2017). El aprendizaje cooperativo como estrategia para la inclusión del alumnado con tea/as en el aula ordinaria. *Revista de Educación Inclusiva*, 9(2-bis).

Sánchez, S. (2023). *El diseño universal para el aprendizaje: guía práctica para el profesorado* (Vol. 236). Narcea Ediciones.

Soriano-Ferrer, M., Casino García, A. M., Llinares-Insa, L. I. y Morte-Soriano, M. R. (2025). Un programa multicomponente de intervención en dislexia. *Medicina (Buenos Aires)*, 85 , 76-81.

Torelló, O. M., Rueda, P. O. y Gavaldà, J. M. S. (2018). Docencia compartida como estrategia para la inclusión educativa de alumnos con necesidades específicas de apoyo educativo. *Revista de Educación Inclusiva*, 11(1).

Trillo Luque, M. D. C., Pérez, J., María, A., Vilches Vilela, M. J., Aguilar Peñas, E., Castro López, R., ... y Poyato Varo, J. (2018). TalentoEDU: formación de docentes para la atención educativa a la alta capacidad intelectual. *Revista de innovación y buenas prácticas docentes*, 5, 35-40.

LEGISLACIÓN

· DECRETO 106/2022, de 5 de agosto, del Consell, de ordenación y currículo de la etapa de Educación Primaria

· RESOLUCIÓN de 23 de diciembre de 2021, de la directora general de Inclusión Educativa, por la cual se dictan instrucciones para la detección y la identificación de las necesidades específicas de apoyo educativo y las necesidades de compensación de desigualdades.

· Resolución conjunta de 17 de septiembre de 2021, de la Dirección General de Diversidad Funcional y Salud Mental y de la Dirección General de Inclusión Educativa, por la cual se establece el protocolo de coordinación de profesionales para el desarrollo de la atención temprana.

· Resolución de 2 de agosto de 2021, de la directora general de Inclusión Educativa, por la cual se establecen la organización y el procedimiento de intervención de la Unidades Especializadas de Orientación (UEO) y se concreta el procedimiento de activación de los centros de educación especial como centros de recursos.

· Orden 5/2021, de 15 de julio, de la Vicepresidencia y Conselleria de Igualdad y Políticas



Year 2025/2026

1410301 - Care of Students with Specific Needs of Educational Support

Inclusivas y de la Conselleria de Educación, Cultura y Deporte, por la que se aprueba la nueva Hoja de Notificación para la atención socioeducativa infantil y protección del alumnado menor de edad y se establece la coordinación interadministrativa para la protección integral de la infancia y adolescencia.

· Orden 23/2021, de 6 de julio, de la Conselleria de Educación, Cultura y Deporte, por la que se determinan los criterios de creación de puestos de profesorado de la especialidad de Orientación Educativa en los equipos de Orientación Educativa, y por la que se ordena la creación de las unidades especializadas de Orientación.

· Decreto 72/2021, de 21 de mayo, del Consell, de organización de la orientación educativa y profesional en el sistema educativo valenciano.

· Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

· Decreto 253/2019, de 29 de noviembre, del Consell, de regulación de la organización y el funcionamiento de los centros públicos que imparten enseñanzas de Educación Infantil o de Educación Primaria.

· Orden 20/2019, de 30 d'abril, de la Conselleria d'Educació, Investigació, Cultura i Esport, pel qual es regula l'organització de la resposta educativa per a la inclusió de l'alumnat als centres docents sostinguts amb fons públics del sistema educatiu valencià.

· Decreto 104/2018, de 27 de julio, del Consell, por el que se desarrollan los principios de equidad y de inclusión en el sistema educativo valenciano. DOCV núm. 8356 de 7 de agosto de 2018.

· Resolución de 5 de junio de 2018, de la Conselleria de Educación, Investigación, Cultura y Deporte, por la que se dictan instrucciones y orientaciones para actuar en la acogida de alumnado recién llegado, especialmente el desplazado, en los centros educativos de la Comunitat Valenciana.