



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412017 **Name:** Educational intervention for problems of social maladjustment

Credits: 6,00 **ECTS** **Year:** The course is not offered this academic year **Semester:** 2

Module: Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Specific Educational Needs and Attention to the Diversity **Type:** Elective

Department: Inclusive Education, Sociocommunity Development and Occupational Sciences

Type of learning: Classroom-based learning

Languages in which it is taught:

Lecturer/-s:



Module organization

Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specific Educational Needs and Attention to the Diversity	42,00	Design and assessment of programmes and plans of socio-educational action	6,00	This elective is not offered in the academic year 23/24
		Developmental and educational aspects of students with hearing impairments	6,00	4/2
		Developmental and educational aspects of students with visual impairments and motor impairments	6,00	4/2
		Educational intervention for problems of social maladjustment	6,00	This elective is not offered in the academic year 23/24
		Educational intervention in specific learning difficulties	6,00	3/1
		Educational intervention in students with intellectual disabilities and on the autism spectrum	6,00	3/2
		Pathology and intervention in specific disorders of language development	6,00	4/2



Recommended knowledge

None

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 designs the educational attention that should be implemented in specific learning difficulties within the regulatory framework that ensures educational inclusion .
- R2 The student proposes strategies that develop autonomy and learning in students with specific learning difficulties .
- R3 The student knows how to use psychosocial intervention strategies that avoid exclusion and discrimination of the student with specific learning difficulties .
- R4 The student knows how to report on the evolution of the student with specific learning difficulties and proposes orientations addressed to the different educational agents .
- R5 The student detects and designs proposals of attention in the school, social and family environment of those students with needs derived from specific learning difficulties .



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
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			
		1	2	3	4
EPT4	Ability to critically analyze the conceptions of education derived from scientific research.		X		
EPT5	Ability to design and develop educational projects and programming units that allow adapting the curriculum to the context of the specific needs and socio-cultural contexts of the students.				X
EPT6	Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.		X		
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the student.				X
EPT15	To know how to develop the relationship and communication skills of students with specific needs with their peer group and the adults in their environment.			X	
EPT16	Development of emotional control skills in the different circumstances of professional performance.			X	



EPT19 To know how to face and cooperatively solve problematic situations and interpersonal conflicts of various kinds.

x

EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of students with specific needs.

x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3	40,00%	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, R3	10,00%	Oral presentation of group and individual work.
R1, R2, R3	10,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3	40,00%	Non-final written exams: individual or group directed work.

Observations

CRITERIA FOR THE AWARDING OF HONOURS:

As a sign of academic exceptionality, the Honour's Degree will be awarded to the student who, in addition to obtaining a maximum mark in the above criteria, is considered by the teacher to be worthy of such a distinction. And, in accordance with the general regulations which indicate that only one matriculation of honour can be awarded for every 20 students, not per fraction of 20, with the exception of the case of groups of less than 20 students in total, in which one matriculation can be awarded.



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
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



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	20,00	0,80
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, M5	R1, R2, R3	30,00	1,20
Supervised monographic sessions with shared participation M5	R1, R2, R3	4,00	0,16
Presentation in plenary. Application of interdisciplinary knowledge M1	R1, R2, R3	1,00	0,04
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. M2, M5	R1, R2, R3	3,00	0,12
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2, M3, M5	R1, R2, R3	2,00	0,08
TOTAL		60,00	2,40



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, M2, M3, M5	R1, R2, R3	45,00	1,80
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. M1, M2, M3, M5	R1, R2, R3	45,00	1,80
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
BLOCK I.- Delimitation of the concept of social maladjustment.	1.- Fundamental problems of social maladjustment. 2.- Explanatory theories of social maladjustment processes. 3.- Main socialising patterns that influence social maladjustment processes. 4.- Difficulties in basic psychological processes and behavioural disorders in specific needs.
BLOCK II.- Methodology of educational intervention.	5.- Principles and models of socio-educational intervention: The educational relationship.
BLOCK III.- Educational intervention in maladaptive behaviour.	6.- Educational intervention from the cognitive-behavioural approach. 7.- Intervention from systemic educational approaches.

Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I.- Delimitation of the concept of social maladjustment.	10,00	20,00
BLOCK II.- Methodology of educational intervention.	10,00	20,00
BLOCK III.- Educational intervention in maladaptive behaviour.	10,00	20,00



References

BASICS

- Garrido, V. (2005). *Manual de intervención educativa en readaptación social*. Valencia: Tirant lo Blanch.
- Marchesi, A; Palacios, J; Coll, C (2017). *Desarrollo psicológico y educación. Respuestas educativas a las dificultades de aprendizaje y desarrollo*. Madrid: Alianza editorial.
- Quintanal, J & Goig, R. (2020). *Miradas a la realidad social*. Madrid. Editorial CCS.

COMPLEMENTARIES

- Amorós, P & Eyerbe, P. (2000). *Intervención educativa en inadaptación social*. Madrid: Síntesis Educación.
- Avila, D & Cassian, N & Garcia, S & Perez, M. (2019). *Por una acción social crítica*. Barcelona: editorial UOC.
- Martín A, Gallego D, & Alonso, C (2010). *El educador social en acción: de la teoría a la praxis*. Madrid: Uned.
- Pasarin, T (2021). *Atención a la diversidad: Claves para una inclusión real en el aula ordinaria*. Editorial: Independently published.
- Tarín, M & Navarro, J (2006). *Adolescentes en riesgo. Casos prácticos y estrategias de intervención socioeducativa*. Madrid: Editorial CCS.
- Valles, J (2009). *Manual del educador social*. (2009). Madrid: Pirámide.
- Valverde, J. (2002). *Proceso de inadaptación social*. Madrid: Editorial Popular



Addendum to the Course Guide of the Subject

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 activities to be developed in the classroom as indicated in this field of the guide of the subject, 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: