



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1161201 **Name:** Care of Students with Needs of Educational Support

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

Module: Learning and development of the personality

Subject Matter: Psychology **Type:** Basic Formation

Field of knowledge: Social and Legal Science

Department: -

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

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Module organization

Learning and development of the personality

Subject Matter	ECTS	Subject	ECTS	Year/semester
Psychology	24,00	Care of Students with Needs of Educational Support	6,00	2/2
		Developmental Psychology	6,00	1/1
		Psychology of Education	6,00	1/2
		Specific Needs of Educational Support	6,00	2/1

Recommended knowledge

Those of the subjects: Psychology of Development and Education 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 knows how to apply the most appropriate specific intervention methodologies and techniques in each teaching-learning situation.
- R2 The student knows the procedure, following current regulations, to request identification and specification of specific educational support needs, the most suitable mode of schooling for each case, and authorization to adopt extraordinary measures from orientation teams.
- R3 The student has criteria to make appropriate decisions in the design and implementation of educational response measures according to current regulations.
- R4 The student solves practical cases, individually and in groups, related to the contents of the subject that influence the socio-affective development of students in close collaboration with families and other involved agents.
- R5 The student knows the legal aspects of the educational system and the current regulations that govern the means, instruments, and resources available to the teacher to address specific educational support needs, as well as the functions and competencies of different professionals.



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
CG1	Understand the curricular areas of Primary Education, the interdisciplinary relationship between them, the evaluation criteria, and the body of didactic knowledge around the respective teaching and learning procedures.		X		
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.		X		
CG5	Promote a positive coexistence inside and outside of the classroom, resolve discipline issues, and contribute to peaceful resolution of conflicts. Encourage and value effort, perseverance, and personal discipline in students.				X
CG6	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.			X	
CG7	Know the organization of primary education schools and the diversity of actions involved in their functioning. Perform tutoring and orientation with students and their families, addressing the singular educational needs of the students. Recognize that the exercise of the teaching function must go on improving and adapting to the scientific, pedagogical, and social changes throughout life.				X
CG8	Maintain a critical and autonomous relationship with knowledge, values, and public and private social institutions.		X		
CG12	Understand the function, possibilities, and the limits of education in today's society and the fundamental competencies that affect primary education schools and their professionals. Know the models of quality improvement applied to educational institutions.			X	



SPECIFIC	Weighting			
	1	2	3	4
CE5 Identify and plan the resolution of educational situations affecting students with different abilities and learning rhythms.		X		
CE70 Master the necessary knowledge to understand the personality development of these students and identify dysfunctions.				X
CE71 Detect learning difficulties, inform, and collaborate in their educational treatment.				X
CE72 Acquire and apply psychological and educational resources to facilitate the integration of students with difficulties.			X	
CE74 Understand the repercussions that cognitive, physical, and sensory difficulties can have during the school age.				X
CE75 Understand the repercussions that cognitive exceptionalities have on development to design an effective educational response.		X		
CE76 Know resources and strategies to inform, advise, and collaborate with families in addressing specific educational needs that students may present.			X	



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R2, R3, R4, R5	10,00%	Solution of practical cases: Execution tests, real and/or simulated tasks.
R1, R3, R4	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R1, R2, R3, R4, R5	5,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	5,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R2, R3, R4, R5	60,00%	Written tests: Objective tests with short and extended responses.
	0,00%	Projects. Development and/or design works.

Observations

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

- A part of 30 multiple-choice multiple-choice questions corrected by the formula $\text{Score} = \frac{\text{Correct} - \text{Errors}}{(\text{Number of alternatives} - 1)}$.
- A part of 6 short essay questions.

Note 1. A pass in the final written examination is essential for the remaining percentages to be added up.

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 Grades: If the student obtains a 9 and the result obtained is the result of excellent academic achievement combined with effort and interest in the subject.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
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R1, R2, R3, R4, R5	60,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5	10,00%	Solution of practical cases: Performance tests of real and/or simulated tasks.
R1, R4	10,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)
R1, R2, R3, R4, R5	10,00%	Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.
R1, R2, R3, R4, R5	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	0,00%	Projects. Development and/or design works.

Observations

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

- A part of 30 multiple-choice multiple-choice questions corrected by the formula $\text{Score} = \frac{\text{Correct} - \text{Errors}}{(\text{Number of alternatives} - 1)}$.
- A part of 6 short essay questions.

Note 1. A pass in the final written examination is essential for the remaining percentages to be added up.

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 Grades: If the student obtains a 9 and the result obtained is the result of excellent academic achievement combined with effort and interest in the subject.

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	Participatory Master Class
M2	Case Study
M4	Learning Contracts
M5	Seminar Work
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M16	Learning Contracts
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M1, M5	R1, R4	3,75	0,15
Theoretical Class M1	R1, R2, R3, R4, R5	31,25	1,25
Practical Class M2	R1, R2, R3, R4, R5	12,50	0,50
Seminar M5	R1, R4	6,25	0,25
Tutoring M5	R1, R2, R3, R4, R5	3,75	0,15
Evaluation M1, M2, M4, M5	R1, R2, R3, R4, R5	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M2, M5, M7, M9	R1, R3, R4	30,00	1,20
Individual work M2, M10	R1, R2, R3, R4, R5	60,00	2,40
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4, R5	31,25	1,25
Practical class (e-learning mode) M12	R1, R2, R3, R4, R5	3,75	0,15
Seminar (e-learning mode) M13	R1, R4	6,25	0,25
Individual tutoring (e-learning mode) M19	R1, R2, R3, R4, R5	16,25	0,65
Evaluation (e-learning mode) M11, M12, M13, M18, M19, M20	R1, R2, R3, R4, R5	2,50	0,10
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M19	R1, R2, R3, R4, R5	60,00	2,40
Group Work (e-learning mode) M12, M13, M18, M20	R1, R2, R3, R4, R5	3,75	0,15
Discussion Forums (e-learning mode) M11, M12, M18	R1, R2, R3, R4, R5	3,75	0,15
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3, R4, R5	22,50	0,90
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.
Inclusive Education	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.
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.
Intervention techniques in the classroom. Behaviour modifications.	Intervention techniques in the classroom. Behaviour modifications.



Temporary organization of learning:

Block of content	Number of sessions	Hours
1. Conceptual framework.	5,00	10,00
Inclusive Education	11,00	22,00
Family and social aspects.	4,00	8,00
Intervention techniques in the classroom. Behaviour modifications.	10,00	20,00



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LEGISLACIÓN

·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 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.
- Resolución de 31 de octubre de 2019, de la Dirección General de Inclusión Educativa, por la que se dictan instrucciones para la solicitud y la gestión de productos de apoyo para el alumnado con necesidades educativas especiales.
- 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.



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:

Explanation about the practical sessions: The delivery of activities, except for justified reasons, will be done synchronously for their qualification. Students who are not able to follow the class schedule and / or actively participate during the sessions, will present proof/justification of their circumstances to be evaluated.



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
Written Tests	60%	Modification of percentage 50%	Campus on line UCV
Case analysis	10%	Modification of percentage 20%	Campus on line UCV y Teams

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

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

Comments to the Assessment System: