



## Information about the subject

**Degree:** Bachelor of Arts Degree in Primary School Education

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

**Code:** 1162017 **Name:** Educational intervention in problems of social maladjustment

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

**Module:** Qualifying Mention in Specific Educational Needs and Attention to Diversity

**Subject Matter:** Educational intervention on problems of social maladjustment **Type:** Elective

**Field of knowledge:** Social and legal sciences

**Department:** Inclusive Education, Sociocommunity Development and Occupational Sciences

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

**Languages in which it is taught:**

**Lecturer/-s:**



## Module organization

### Qualifying Mention in Specific Educational Needs and Attention to Diversity

| Subject Matter  | ECTS | Subject   | ECTS | Year/semester   |
|---|------|---|------|---|
| Educational intervention in specific learning difficulties                                      | 6,00 | Educational intervention in specific learning difficulties                          | 6,00 | 3, 4/1  |
| Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders | 6,00 | -   | 6,00 | 3, 4/2  |
| Evolutionary and Educational Aspects of Students with Hearing Impairments                       | 6,00 | Developmental and educational aspects of students with hearing impairments          | 6,00 | 4/2   |
| Evolutionary and Educational Aspects of Students with Visual and Motor Impairments              | 6,00 | Developmental and educational aspects of students with visual and motor impairments | 6,00 | 4/2   |
| Pathology and intervention in specific language development disorders                           | 6,00 | Pathology and Intervention in specific language development disorders               | 6,00 | 0, 4/2  |
| Design and evaluation of socio-educational programs and action plans                            | 6,00 | Design and evaluation of socio-educational action programmes and plans              | 6,00 | This elective is not offered in the academic year 23/24 |



Educational  
intervention on  
problems of social  
maladjustment

6,00

Educational intervention  
in problems of social  
maladjustment

6,00

This elective is not  
offered in the  
academic year  
23/24

## 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 understands the phenomenon of social maladjustment as a dynamic and complex fact, subject to different social and ideological conceptions
- R2 The student identifies the main factors that place a person in a position of social disadvantage, knowing the main educational intervention strategies to address them
- R3 The student is able to interpret different intervention models and some of the current measures that attempt to respond to problems of social maladjustment
- R4 The student knows and uses the necessary tools, instruments, and resources to incorporate them into socio-educational intervention in situations of social maladjustment



## 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 |
| 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 |   |
| 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 |   |



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

### In-class teaching

| Assessed learning outcomes | Granted percentage | Assessment method   |
|----------------------------|--------------------|---|
|                            | 10,00%             | Solution of practical cases: Execution tests, real and/or simulated tasks.  |
|                            | 10,00%             | 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). |
|                            | 10,00%             | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.  |
|                            | 20,00%             | Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).    |
|                            | 40,00%             | Written tests: Objective tests with short and extended responses.   |
|                            | 10,00%             | Projects. Development and/or design works.  |

### Observations

The final written examination will be conducted as follows:

- 30 multiple-choice questions with 3 answer options, applying the criterion of n-1.
- A practical case study.

**Note 1.** In order to add up the rest of the percentages, it is essential to pass the final written test.

**Note 2.** 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: On obtaining a 9 and provided that 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 |
|----------------------------|--------------------|-------------------|
|----------------------------|--------------------|-------------------|



|        |  |
|--------|--|
| 50,00% | Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development  |
| 10,00% | Solution of practical cases: Performance tests of real and/or simulated tasks.   |
| 20,00% | Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos) |
| 10,00% | Monitoring of student work in non-face-to-face/distance sessions: Observation techniques, rubrics, checklists. Portfolios.   |
| 10,00% | Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).           |

## Observations

La prueba escrita final se realizará de la siguiente manera:

- 30 preguntas tipos test con 3 opciones de respuesta, aplicando el criterio de n-1
- Un caso práctico.
- Nota 1.** Para sumar el resto de los porcentajes es imprescindible aprobar la prueba escrita final.

**Nota 2.** El incumplimiento de las normas y plazos establecidos para la realización de las actividades académicas invalidarán la nota.

**Criterio de concesión de las Matrículas de Honor:** A partir de la obtención de un 9 y siempre que el resultado obtenido sea consecuencia de un excelente aprovechamiento académico unido a un esfuerzo e interés por la materia

## 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                   |
| M6  | Problem-based Learning         |
| 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             |
| M17 | Problem-based Learning         |
| M18 | Cooperative/Collaborative Work |
| M19 | Individual Tutoring            |



Universidad  
**Católica de  
Valencia**  
San Vicente Mártir

# Course guide

Year 2023/2024

1162017 - Educational intervention in problems of social maladjustment

M20      Group and Individual Tutoring







## IN-CLASS LEARNING

### IN-CLASS LEARNING ACTIVITIES

|                               | LEARNING OUTCOMES | HOURS        | ECTS        |
|-------------------------------|-------------------|--------------|-------------|
| Group Work Presentation<br>M9 | R1, R3            | 5,00         | 0,20        |
| Theoretical Class<br>M1       | R1, R2, R3, R4    | 27,00        | 1,08        |
| Practical Class<br>M2         | R4                | 11,00        | 0,44        |
| Seminar<br>M5                 | R2                | 6,50         | 0,26        |
| Tutoring<br>M10               | R1, R2            | 8,00         | 0,32        |
| Evaluation<br>M6              | R3, R4            | 2,50         | 0,10        |
| <b>TOTAL</b>                  |                   | <b>60,00</b> | <b>2,40</b> |

### LEARNING ACTIVITIES OF AUTONOMOUS WORK

|                       | LEARNING OUTCOMES | HOURS        | ECTS        |
|-----------------------|-------------------|--------------|-------------|
| Group work<br>M7      | R1, R2, R3, R4    | 36,00        | 1,44        |
| Individual work<br>M4 | R1, R2, R3, R4    | 54,00        | 2,16        |
| <b>TOTAL</b>          |                   | <b>90,00</b> | <b>3,60</b> |



## ON-LINE LEARNING

### SYNCHRONOUS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS        | ECTS        |
|--|-------------------|--------------|-------------|
| Theoretical class (e-learning mode)<br>M11   | R1, R3            | 25,00        | 1,00        |
| Practical class (e-learning mode)<br>M12     | R1, R2, R3, R4    | 10,00        | 0,40        |
| Seminar (e-learning mode)<br>M13             | R4                | 5,00         | 0,20        |
| Individual tutoring (e-learning mode)<br>M19 | R1, R2            | 15,00        | 0,60        |
| Evaluation (e-learning mode)<br>M12, M16     | R1, R2, R3, R4    | 5,00         | 0,20        |
| <b>TOTAL</b>                                 |                   | <b>60,00</b> | <b>2,40</b> |

### ASYNCHRONOUS LEARNING ACTIVITIES

|  | LEARNING OUTCOMES | HOURS        | ECTS        |
|--|-------------------|--------------|-------------|
| Individual work Activities (e-learning mode)<br>M17, M19 | R1, R2, R3, R4    | 60,00        | 2,40        |
| Group Work (e-learning mode)<br>M12, M16, M20            | R1, R2, R3, R4    | 5,00         | 0,20        |
| Discussion Forums (e-learning mode)<br>M16               | R3                | 2,50         | 0,10        |
| Asynchronous Tutoring (e-learning mode)<br>M19, M20      | R1, R2, R3, R4    | 22,50        | 0,90        |
| <b>TOTAL</b>   |                   | <b>90,00</b> | <b>3,60</b> |



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

| Content block             | Contents  |
|---------------------------|---|
| 1. Rationale              | Fundamental problems of social maladjustment<br>Explanatory theories of social maladjustment processes<br>Topic Main socialisation patterns influencing social maladjustment processes                            |
| 2. Developmental aspects  | Difficulties in basic psychological processes and behavioural disorders in specific needs.  |
| 3. Intervention           | Principles and models of socio-educational intervention: The educational relationship.<br>Educational intervention from the cognitive behavioural approach.<br>Intervention from systemic educational approaches. |
| 4. Practical applications | Specific cases.   |



## Temporary organization of learning:

| Block of content          | Number of sessions | Hours |
|---------------------------|--------------------|-------|
| 1. Rationale              | 5,00               | 10,00 |
| 2. Developmental aspects  | 10,00              | 20,00 |
| 3. Intervention           | 5,00               | 10,00 |
| 4. Practical applications | 10,00              | 20,00 |

## References

- Garrido, V. (2005). *Manual de intervención educativa en readaptación social*. Tirant lo Blanch.
- Gutiérrez, A. L. D. P., & Amell, L. M. T. (2023). Factores De Riesgo Escolar Asociados A Conductas De Inadaptación Social De Niños Y Niñas En El Contexto Escolar. *La casa del maestro*, 1(4), 49-62.
- 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.
- Vargas-Muñoz, M., & Alarcón-Espinoza, M. (2021). Competencias especializadas de intervención en desadaptación social adolescente. *Interdisciplinaria*, 38(3), 66-82.
- Amorós, P & Eyerbe, P. (2000). *Intervención educativa en inadaptación social*. Síntesis Educación.
- Avila, D & Cassian, N & Garcia, S & Perez, M. (2019). *Por una acción social crítica*. Editorial UOC.
- Martín A, Gallego D, & Alonso, C (2010). *El educador social en acción: de la teoría a la praxis*. 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*. Editorial CCS.
- Valles, J (2009). *Manual del educador social*. (2009). Pirámide.
- Valverde, J. (2002). *Proceso de inadaptación social*. 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:



## 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: