



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162085 **Name:** -

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 2

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

Subject Matter: Educational Intervention in Students with Intellectual Disability and Autism Spectrum

Disorders Type: Elective

Field of knowledge: Social and legal sciences

Department: Teaching and Education Sciences

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

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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
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Recommended knowledge

To have acquired the knowledge of the subject of Specific Educational Support Needs of the second year of the degree.

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 the characteristics of students with intellectual disabilities and autism spectrum disorder and the educational needs that arise from them
- R2 The student designs adaptations of the curriculum to the needs of students with intellectual disabilities and autism spectrum disorder
- R3 The student designs and adapts specific educational strategies based on the analysis of cases of students with intellectual disabilities and autism spectrum disorder
- R4 The student knows, selects and develops materials that respond to the special educational needs derived from intellectual disabilities and autism spectrum disorder
- R5 The student uses tools to promote the relationship and communication skills of children with special educational needs derived from intellectual disabilities and autism spectrum disorder with their environment
- R6 The student identifies indicators of intellectual disabilities and autism spectrum disorder in order to collaborate in multidisciplinary diagnosis
- R7 The student develops guidelines, guides and informs different educational agents about the special educational needs of students with intellectual disabilities and autism spectrum disorder
- R8 The student knows the different structures of training, personal development and socio-labor integration for people with intellectual disabilities and autism spectrum disorder



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
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
SPECIFIC		Weighting			
		1	2	3	4
EPT1	Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics for pupils with specific needs.			X	
EPT3	Respect for the personal and cultural differences of students with special needs and other members of the educational community.			X	



EPT4	Ability to critically analyse conceptions of education derived from scientific research.	x		
EPT5	Ability to design and develop educational projects and programming units to adapt the curriculum to the context of the specific needs and socio-cultural contexts of learners.		x	
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the learner.	x		
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and cross-disciplinary knowledge in an integrated manner, appropriate to the learning characteristics of the student.		x	
EPT9	Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.		x	
EPT10	Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.		x	
EPT11	Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.	x		
EPT12	Ability to carry out educational support activities within the framework of inclusive education.			x
EPT13	Ability to carry out the tutorial function, guiding pupils and parents, and coordinating the educational action concerning their group of pupils.			x
EPT14	Ability to participate in research projects related to the teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.	x		
EPT15	Knowing how to develop the relationship and communication skills of pupils 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
EPT20	Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.	x		



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
	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).
	10,00%	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.
	30,00%	Projects. Development and/or design works.

Observations

The exam will be an objective multiple-choice test. It will have 40 questions with three alternative answers (a, b, c). For every two errors, one good question will be subtracted.

To pass the course, all parts of the course must be passed, that is, each of the evaluation percentages that appear in the guide must be passed.

The honorary registration as a sign of academic exceptionality will be granted to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be deserving of such an award.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
	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%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
30,00%	Projects. Development and/or design works.

Observations

The exam will be an objective multiple-choice test. It will have 40 questions with three alternative answers (a, b, c). For every two errors, one good question will be subtracted.

To pass the course, all parts of the course must be passed, that is, each of the evaluation percentages that appear in the guide must be passed.

The honorary registration as a sign of academic exceptionality will be granted to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be deserving of such an award.

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
M3	Project-based Learning
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
M15	Project-based Learning
M16	Learning Contracts
M17	Problem-based Learning
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 M2, M3, M6, M7, M9	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Theoretical Class M1	R1, R2, R3, R4, R5, R6, R7, R8	27,00	1,08
Practical Class M2, M3, M5, M6, M7	R1, R2, R3, R4, R5, R6, R7, R8	11,00	0,44
Seminar M5	R1, R2, R3, R4, R5, R6, R7, R8	6,50	0,26
Tutoring M2, M3, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	8,00	0,32
Evaluation M3, M6, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M1, M2, M3, M5, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	36,00	1,44
Individual work M1, M2, M3, M5, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	54,00	2,16
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, R6, R7, R8	25,00	1,00
Practical class (e-learning mode) M12, M13, M15, M17, M18	R1, R2, R3, R4, R5, R6, R7, R8	10,00	0,40
Seminar (e-learning mode) M17, M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Individual tutoring (e-learning mode) M12, M13, M17, M18, M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	15,00	0,60
Evaluation (e-learning mode) M12, M17, M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M17, M19	R1, R2, R3, R4, R5, R6, R7, R8	60,00	2,40
Group Work (e-learning mode) M12, M13, M15, M17, M18, M20	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Discussion Forums (e-learning mode) M13	R1, R2, R3, R4, R5, R6, R7, R8	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	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
TOPIC 1	Concept, general characteristics and evolutionary aspects of cognitive disability.
TOPIC 2	Concepts, general characteristics and developmental aspects of ASD
TOPIC 3	Models of educational intervention: from the model of exclusion to inclusion. Educational response to students with intellectual disabilities and ASD: Early Childhood Care, Early Childhood Education, Primary Education, Secondary and Post-compulsory Education. Social and labor integration. Associative movement. Family

Temporary organization of learning:

Block of content	Number of sessions	Hours
TOPIC 1	5,00	10,00
TOPIC 2	5,00	10,00
TOPIC 3	20,00	40,00



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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:

Se mantiene todo el sistema de evaluación.



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:

No se van a realizar