



## 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:** Inclusive Education and Socio-Community Development

**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	



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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 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  
 $Score = \frac{\text{Correct} - \text{Errors}}{\text{Number of alternatives} - 1}$
- 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: 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.

#### **Online teaching**

Assessed learning outcomes	Granted percentage	Assessment method
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.



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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 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)
- b) A part of 6 short essay questions.

### **The projects and developmental work will consist of:**

- Individual monitoring. Classroom practicals and questionnaires: 20% of the course grade.
- Oral presentation of group/individual work: 10% 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

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### **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.

## **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



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- 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





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## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### 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
<b>TOTAL</b>		<b>90,00</b>	<b>3,60</b>



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## 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
<b>TOTAL</b>		<b>60,00</b>	<b>2,40</b>

### 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
<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. 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.



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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

· 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



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.