



SUBJECT
PSYCHOEDUCATIONAL INTERVENTION AND
INVESTIGATION IN STUDENTS WITH COMPENSATORY
EDUCATIONAL NEEDS AND HIGH ABILITIES
Field
Psychoeducational Intervention in Official Educational
Environments

Official Master in Inclusive Education
Catholic University of Valencia

Year 2023-24



COURSE GUIDE OF THE SUBJECT

		ECTS
Subject: Psychoeducational intervention and investigation in students with compensatory educational needs and high abilities		3
Type of Learning ¹ : Obligatory	YEAR: 1 Semester: 1º	
Teacher: Dra. María Antonia Guasp	Department: Inclusive Education, Social-Community Development and Occupational Sciences.	
	E-mail: marian.guasp@ucv.es	

SUBJECT ORGANIZATION

Fields and Subjects			
Field	SUBJECT	ECTS	Year/ Semester
Psychoeducational Intervention in Official Educational Environments	Psychoeducational intervention and investigation in students with compensatory educational needs and high abilities	3	1/1

¹ Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



COURSE GUIDE FOR SUBJECT

Prerequisites: None

GENERAL GOALS

To acquire knowledge and strategies that allow the detection of social and cultural needs, resulting from exceptional skills and a competency of high level, in order to encourage the participation and integration of these students in the centre and in their group, propose an early diagnosis and a proper educational adjustment through intervention and to optimize the process of personal maturity and of learning-teaching.

BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
B6 To have and understand knowledge that provides a basis or opportunity to be original in the development and application of ideas, often in an investigation context.			X	
B7 – Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.				X
B8 – Students should be able to integrate knowledge and deal with the complexity of making judgments based on information that, despite being incomplete and limited, includes considerations about social and ethical responsibilities linked to the application of their knowledge and judgments.			X	
B9 - Students should communicate their conclusions and the knowledge and rationale underpinning to specialists and non-specialists in a clear and unambiguous.			X	

GENERAL COMPETENCES	Competence measuring scales			
	1	2	3	4
G2 – Critical thinking and self-criticism.			X	
G5 – Master social skills and abilities required to promote an environment that favours learning and coexistence.		X		



SPECIFIC COMPETENCES				
	1	2	3	4
E2 — To guarantee the critical and active knowledge of the legal and ethical requirements that are required to facilitate the inclusion of people with diverse educational needs, and make professional judgments that improve the educational practice			X	
E5 - To be able to design, plan and assess programs that include ordinary and specific measures to attend diversity which are predicted in the current regulation, according to different specific needs of educational support and individual differences detected in centres, from an inclusive perspective.			X	
E8 - To inform, guide and collaborate with the different sectors of the educative community and the environment by promoting the social interaction of students with specific needs.			X	
E10 – To Know the right systems to intervene in improving personal skills of students in need			X	
E11 - To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.				X

LEARNING OUTCOMES	COMPETENCES
R1 - The student designs and develops, according to the current national and autonomic regulation, the programs and services required to answer the possible situations in the educational practice of inclusive education.	B6, G2, E3, E5, E11
R2 - The student establishes different measures to attend diversity according to each situation.	B7, G5, E2, E8, E11
R8 - The student makes an evaluation to develop a comprehensive plan of action in each of the needs	B7, B8, G5, E3, E5
R9 - The student understands the specific needs of educational support that could present students and how they can affect their development	B7, B8, G2, E8, E11
R10 - The student knows and appreciates the regular and special education responses that exist methodological and organizational level to promote inclusion	B9, G2, E5, E8, E10



ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
MASTER CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge that require the feed-back and involvement of the student.	R1, R10	0.24
FACE-TO-FACE TUTORIALS	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	R2, R8	0.04
SEMINAR	Active learning group where students become specialists in a topic: the participants don't receive the information; they have to look for it with their own resources in an environment of collaboration. The purpose is to develop a deep study of specific topics that requires a participatory methodology.	R1, R2, R8, R9, R10	0.32
Total			(0,6)



NON ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
DISCUSSION FORUM	Discussions and opinions on-line supervised by the teacher, which allows students to express their ideas and argued opinions regarding the texts used, the questions or contents presented in class through the university e-learning platform. https://campusvirtual.ucv.es/ .	R1, R9, R10	0.08
ONLINE TUTORING	Personalized attention to the student in a virtual and individual way through the university e-learning platform: https://campusvirtual.ucv.es/ . It's a period of instruction and orientation carried out by a teacher which has as purpose to review and discuss the materials and issues covered in class, to help with the activities of the ongoing assessment, etc.	R2, R8	0.04
SEMINAR	Active learning group where students become specialists in a topic: the participants don't receive the information; they have to look for it with their own resources in an environment of collaboration. The purpose is to develop a deep study of specific topics that requires that requires a participatory methodology.	R1, R2, R8, R9, R10	0.08
ONGOING ASSESSMENT ACTIVITIES	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess the level of	R1, R2, R9, R10	0.4



	acquisition of the learning outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/ .		
TEAM WORK	Activity that requires the participation of different students with a common objective, which forces them to personal interaction and the distribution and fulfilment of responsibilities, as well as the planning of meetings between the group members and the teacher.	R1, R2, R10	
Total			(0,6)

INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
IND EPENDENT WORK	Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions. It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/ .	R1, R3, R8, R9, R10	1.8
Total			(1,8)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Theoretical-practical, summative and final Test (open questions, objective test questions)	R1, R2, R9, R10	10%
Resolution of practical cases, unique case	R1, R2, R8, R9, R10	40%
Team and individual work oral presentation	R1, R2, R9, R10	10%
Attendance to on-campus session and participation in theoretical and practical classes, seminars and tutorials	R1, R2, R8, R9, R10, R11	40%
Criterion of concession of the Mention of Distinction: From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.		
Comments: Note 1 In the description of the content and assessment criteria of the subject the procedure, reference materials and deadline dates will be explained, and they will also be described by the coordinator of the subject in the first class session. Note 2 Failure to follow the rules and deadlines for the completion of academic activities invalidate the note.		



DESCRIPTION OF CONTENTS	COMPETENCES
Organization in contents blocks or thematic groups. Development of contents in didactic guides.	(Indicate, numerically, the related competences)
Measures of Compensatory Education in the Community of Valencia.	B6, B9, G2, G5, E5, E10, E11
The child with high level abilities. Educational Excellence.	B6, B9, E3, E5, E11
Children with chronic illnesses	B7, G2, E3, E8, E10
Psycho-social aspects of the immigrant child.	B9, G2, E2, E3, E5, E8, E11
CAES SCHOOL	B6, G5, E2, E5, E8, E10, E11

BIBLIOGRAPHY
<p>Arocas, E., y Vera, G. (2012) <i>Altas capacidades intelectuales. Programa de enriquecimiento curricular</i>. CEPE</p> <p>Botias, F., Higuera, A., y Sánchez, J. (2012). <i>Necesidades educativas especiales: planteamientos prácticos</i>. Wolters Kluwer.</p> <p>Cardona, M.(2005). <i>Diversidad y Educación Inclusiva: enfoques metodológicos y estrategias para una enseñanza colaborativa</i>. Pearson Educación.</p> <p>Díaz-Aguado, M. J. y Baraja, A. (1999). <i>Intervención educativa y desventaja sociocultural</i>. CIDE.</p> <p>Essomba, M. A. (Coord.). (1999). <i>Construir la escuela intercultural. Reflexiones y propuestas para trabajar la diversidad étnica y cultural</i>. Graó.</p> <p>Fernández, M. (2000). Escuela y etnicidad. El caso de los gitanos. <i>Gitanos. Pensamiento y cultura</i>, 7/8, 66-73.</p> <p>Fernández, M. (2001a). Igualdad, equidad, solidaridad. En Sipán A. (Coord.) <i>Educación para la diversidad en el siglo XXI</i>. Zaragoza: Mira Editores; pp. 153-166.</p>



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- Fernández, M. (2002). Iguales, libres y responsables. *Cuadernos de Pedagogía*, 311, 56-60.
- González, E. (2003). *Necesidades educativas específicas: intervención psicoeducativa*. CCS.
- Grao, C. y Ortiz, C. (2001). *La pedagogía hospitalaria en el marco de la educación inclusiva*. Ediciones Aljibe.
- Grau, C. (2004) . *Atención educativa al alumnado con enfermedades crónicas o de larga duración*. Aljibe
- Gutiérrez, M. J. (2005). *La atención a la diversidad y las necesidades educativas especiales*. ANPE.
- Jiménez, C. y González, M. (2011). *Pedagogía diferencial y atención a la diversidad*. Editorial universitaria Ramón Areces.
- Lozano, J., Cerezo, M. y Alcaraz, S. (2015). *Plan de atención a la diversidad*. Alianza Editorial
- Martínez, M. y Delgado, B. (coord.) (2021). *Dificultades de aprendizaje y educación compensatoria. De la Teoría al aula*. Universidad de Alicante publicaciones.
- Montón, M. (2003). *La integración del alumnado inmigrante en el centro escolar: orientaciones, propuestas y experiencias*. Grao
- Renzulli, J. S. (1994). El concepto de los tres anillos de la superdotación: un modelo de desarrollo para una productividad creativa. Salamanca: AMARU.
- Renzulli, J., Reis, S. y Tourón, J. (2021). *El Modelo de Enriquecimiento para toda la Escuela. Una guía práctica para el desarrollo del talento*. UNIR editorial.
- Rodríguez-Alegría, E., Ruiz, F. y Pérez, J. (2015). *A mí no me parece. Casos prácticos para entender la alta capacidad*. Paraninfo
- Salvador, F. (Dir.) (2001). *Enciclopedia psicopedagógica de necesidades educativas especiales, Vol. I y II*. Aljibe.
- Sánchez, A. (2000). *Educación especial, respuesta a las necesidades educativas especiales desde la diversidad*. Servicio de Publicaciones de la Universidad de Almería.
- Sánchez, A. y Torres, J. A. (2004). *Educación Especial. Centros educativos y profesores ante la diversidad*. Pirámide.
- Torrego, J., Rayón, L., Muñoz, M., y Gómez, P. (2018). *Inclusión y mejora educativa*. Editorial Universidad de Alcalá.
- Urmeneta, M. (2010) *Alumnado con problemas de Salud*. Grao

LEGISLATION

General Education Laws



- Ley Orgánica 1/1990, de 3 de Octubre de Ordenación General del Sistema Educativo (LOGSE)
- Ley Orgánica 2/2006 de 3 de mayo (BOE 04/05/2006) (LOE)
- Ley Orgánica 8/2013 de 9 de diciembre, para la mejora de la calidad educativa. (LOMCE)
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación. Boletín Oficial del Estado, 340, de 30 de diciembre de 2020, 122868-122953.

Currículum y Evaluación Comunidad Valenciana

- Infantil y Primaria
 - Real Decreto 157/2022, de 1 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Primaria. (BOE nº 52)
 - Decreto 106/2022, de 5 agosto de ordenación y currículum de la educación Primaria. (DOGV nº 9402)
 - Decreto 100/2022 de 29 de junio del Consell, por el que se establece la ordenación y currículum de Educación Infantil (DOGV 9402)
- Secundaria
 - Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria. (BOE, nº 76)
 - Decreto 107/2022, de 5 de agosto del Consell, por el que se establece la ordenación y el currículum de la Educación Secundaria Obligatoria. (DOGV nº 9403)

Inclusión Educativa

- 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. (DOGV nº 8356)
- Orden 20/2019, de 30 de abril, de la Conselleria de Educación, Investigación, Cultura y Deporte, por la que se regula la organización de la respuesta educativa para la inclusión del alumnado en los centros docentes sostenidos con fondos públicos del sistema educativo valenciano. (DOGV nº 8540).
- Decreto 195/2022, de 11 de noviembre, del Consell, de igualdad y convivencia en el sistema educativo valenciano (DOGV, nº 9471)
- Resolución de 29 de julio de 2020, del secretario autonómico de Educación y Formación profesional, por el que se dictan instrucciones para la atención educativa domiciliaria y hospitalaria. (DOGV, nº 8872)
- 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. (DOGV nº 9245).

WEBGRAFÍA

- Consellería de educación:
<http://www.ceice.gva.es/ca/web/educacion>



- Consellería de educación/ inclusión educativa:
<https://ceice.gva.es/es/web/inclusioeducativa/evaluacio-sociopsicopedagogica>
- Instituto nacional de tecnologías educativas y de formación del profesorado (INTEF): <https://intef.es/recursos-educativos/>
- Educación Inclusiva en el sistema educativo español (página del MEC):
<https://www.educacionyfp.gob.es/mc/sgctie/educacion-inclusiva.html>



Course Description
Code PI-02-F16 ED.00





Course Description
Code PI-02-F16 ED.00





Addendum to the Course Guide of the Subject
PSYCHOEDUCATIONAL INTERVENTION AND INVESTIGATION IN
STUDENTS WITH COMPENSATORY EDUCATIONAL NEEDS AND HIGH
ABILITIES

(Master in Inclusive Education)

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



Blackboard Collaborate Ultra



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 onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:





Microsoft Teams

Blackboard Collaborate Ultra

☐ 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:

In the face-to-face modality, the same teaching format and assessment instruments that appear in the teaching guide will be maintained. In case of having to do it in a non-face-to-face way, the instruments will be modified at the moment that is required in the way that is explained below, without affecting the tasks carried out and their percentage of evaluation of the face-to-face modality.

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
Theoretical-practical, summative and final Test (open questions, objective test questions)	10%	The question format is maintained, and the contents to be evaluated.	The online questionnaires of the UCV platform will be used



Resolution of practical cases, unique case	40%	The modifications refer to the monitoring of the work of the students that will be done online.	Blackboard collaborate ultra will be used
Team and individual work oral presentation	10%	The appropriate modifications will be made so that the sharing of group or individual tasks is done electronically.	Blackboard collaborate ultra will be used
Attendance to on-campus session and participation in theoretical and practical classes, seminars and tutorials	40%	The monitoring of the individual work of the students, and their active participation in this modality will be registered in its entirety telematically with written records or questionnaires about the papers, as well as attendance on the UCV platform	The online questionnaires of the UCV platform, and Blackboard collaborate ultra, and Teams will be used

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