



Información de la asignatura

Title: Master Official academic in Education Inclusive

Faculty: Teaching and Educational Sciences

Code: 1630003 **Name:** Psychoeducational intervention and research in students with educational compensation needs and high abilities

Credits: 3 **ECTS** **Course:** 1st **Semester:** 1st

Subject Matter: Psychoeducational intervention in regulated educational environments. **Type:** Obligatory

Department: Inclusive Education, Socio-community Development and Occupational Sciences

Type of teaching: Hybrid

Language(s) in which it is taught: Spanish

Lecturer:

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Module organization

BASIC THEORETICAL TRAINING

Subject Matter	ECTS	Subject	ECTS	Year /Semester
Psychoeducational intervention in regulated educational environments	21	Didactic and pedagogical aspects of Inclusive Education	3	1/1st
		Psychoeducational intervention in students with educational compensation needs and high abilities	3	1/1st
		Psychoeducational intervention in students with hearing deficiencies	3	1/1st
		Psychoeducational intervention in students with visual deficiencies	3	1/1st
		Psychoeducational intervention in students with pervasive developmental disorders and intellectual disabilities	3	1/2nd
		Psychoeducational intervention in students with motor deficiency	3	1/1st
		Psychoeducational intervention in students with learning difficulties, oral language disorders, hyperactive children and behavioral problems	3	1/2nd



Recommended knowledge

No prerequisites, except those established by the general regulations for access to official master's studies (general and specific for the Master's degree itself)

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

Code	Learning outcomes
R1	The student designs and develops, respecting current state and regional regulations, the programs and services necessary to respond to the different assumptions that may be required in the educational practice of inclusive education.
R2	The student establishes the different measures of attention to diversity, in each of the cases in question.
R3	The student carries out an evaluation that allows the development of a comprehensive intervention plan for each of the needs.
R4	The student understands the specific educational support needs that students may have and how they may affect their development.
R5	The student knows and values the ordinary and extraordinary educational responses that exist at a methodological and organizational level to promote inclusion



Competencias

Depending on the learning results of the subject, the competencies to which it contributes are: (rate from 1 to 4, with 4 being the highest score)

Code	General	Weighing			
		1	2	3	4
G2	Have the capacity for criticism and self-criticism.			x	
G5	Master social skills and abilities required to promote an environment that favours learning and coexistence.		x		

Code	Basic	Weighing			
		1	2	3	4
B6	To have and understand knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research 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

Code	Specific	Weighing			
		1	2	3	4
E2	To guarantee critical and active knowledge of the legal and ethical requirements necessary to facilitate the inclusion of people with diverse specific needs, issuing judgments that improve educational practice.			x	
E5	To be able to design, plan and evaluate programs that include the ordinary and specific measures of attention to diversity provided for in current regulations, based on the different specific needs for educational support and individual differences			x	

	detected in the centers, from an inclusive perspective.				
E8	To Inform, guide and collaborate with the different sectors of the educational community and the environment, 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 different educational environments in which they find themselves, as well as contribute to their elimination.				x

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1 - The student designs and develops, respecting current state and regional regulations, the programs and services necessary to respond to the different assumptions that may be required in the educational practice of inclusive education.	20 %	- Practical cases
R2 - The student establishes the different measures of attention to diversity, in each of the cases in question.	40%	- Individual monitoring of attendance at face-to-face-virtual sessions and active participation in theoretical-practical classes, seminars and tutorials
R8 - The student carries out an evaluation that allows the development of a comprehensive intervention plan for each of the needs	20 %	- Practical cases
R9 - The student understands the specific educational support needs that students may present and how they may affect their development	10%	- Oral presentation of group and individual works

R10 - The student knows and values the ordinary and extraordinary educational responses that exist at a methodological and organizational level to promote inclusion	10%	Theoretical-practical tests
<p>Mention of Distinction: Criteria for the awarding of Honours Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honours Grade' may be awarded to students who have obtained a grade equal to or higher than 9.0. The number of 'Matrícula de Honor' may not exceed five percent of the students enrolled in the group in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one 'Matrícula de Honor' may be awarded.</p> <p>Exceptionally, honours may be allocated between the different groups of the same subject as a whole. However, the total number of honours to be awarded will be the same as if they were assigned by group, but these may be distributed among all students according to a common criterion, regardless of the group to which they belong. The criteria for awarding 'Honours' will be carried out according to the criteria stipulated by the lecturer responsible for the subject detailed in the 'Observations' section of the assessment system of the teaching guide.</p> <p>NOTE: Use of Artificial Intelligence: The use of AI is permitted for:</p> <ul style="list-style-type: none"> ·Study support (generating alternative explanations, concept maps, or self-assessment exercises) ·Receiving feedback on the clarity or coherence of one's own text. <p>The use of AI is not permitted for:</p> <ul style="list-style-type: none"> ·Performing assessable tasks, unless required in a specific activity and indicated by the teacher. <p>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.</p>		

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

M1	Participatory master class: Presentation of contents by of the teacher, analysis of skills, explanation and demonstration of capabilities, skills and knowledge in classroom, that require of the feedback and of the stake of the student body.
M2	In-person tutoring: Personalized attention to student in person, individually or in small cluster. Instruction period and/or orientation carried out by a tutor with the aim of review and argue the materials and Issues.
M3	Seminar: .Group of learning asset, where the students they become "specialists" on a topic; the participants do not receive the information already prepared, but They look for her, they investigate her own media, in a atmosphere of reciprocal collaboration. The objective is to carry out an in-depth study of certain subjects with a treatment that requires interactivity
M4	Discussion forum: Online discussions or opinions supervised by the teacher, who allow students to expression of their ideas, opinions and comments argued regarding the worked texts, the questions asked or to the contents exposed in the classes, using the platform teletraining https://campusvirtual.ucv.es/ .
M5	Virtual tutoring: Personalized attention to student virtually, individual, employing the platform of the University https://campusvirtual.ucv.es/ . Instruction period and/or orientation done by a teacher with the objective of reviewing and discuss materials and topics treaties, help in the realization of evaluation activities keep going, etc
M6	Group work: Work that requires participation of different students, with a common purpose, which requires interaction staff.



In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
MASTER CLASS PARTICIPATORY	Exposition of contents by of the teacher, analysis of skills, explanation and demonstration of capabilities, skills and knowledge in classroom, that require of the feedback and of the stake of the student body.	R1, R10	0.24
TUTORSHIPS IN-PERSON	Personalized attention to student in person, individually or in small cluster. Instruction period and/or orientation carried out by a tutor with the aim of review and argue the materials and Issues.	R2, R8	0.04
SEMINAR	.Cluster of learning asset, where the students become "specialists" in a topic; the participants do not receive the information already prepared, but They look for her, they investigate her own media, in a atmosphere of reciprocal collaboration. The objective is to carry out an in-depth study of certain subjects with a treatment that requires interactivity	R1, R2, R8, R9, R10	0.32
Total			0.6

On-line learning

SYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
Total			



ASYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
Discussion Forum	R1, R9, R10	Online discussions or opinions supervised by the teacher, who allow students to expression of their ideas, opinions and comments argued regarding the worked texts, the questions asked or to the contents exposed in the classes, using the platform teletraining https://campusvirtual.ucv.es/ .	0.08
Virtual tutoring	R2,R8	Personalized attention to student virtually, individual, employing the platform of the University https://campusvirtual.ucv.es/ . Instruction period and/or orientation done by a teacher with the objective of reviewing and discuss materials and topics treaties, help in the realization of evaluation activities keep going, etc	0.04
Seminars	R1, R2, R8, R9, R10	Cluster of learning asset, wherethe students become "specialists" in a topic; the participants do not receive the information already prepared, but They look for her, they investigate her own media, in a atmosphere of reciprocal collaboration. The objective is to carry out an in-depth study of certain subjects with a treatment that requires an interactivity.	0.08
Continuous evaluation activities	R1, R2, R9, R10	Comments, summaries, book reviews, analysis critics and writing of texts, glossaries, webquest, evidence, etc., that are designed to perform individually or as a team evaluate the acquisition of the learning outcomes of different subjects and subjects using the platform teletraining https://campusvirtual.ucv.es/ .	0.4
Total			0.6

Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
Student Study: Preparation individual and/or group readings, essays, conceptual maps, Problem resolution, works, memories, etc. for expose either deliver in the classes in person, in the evaluation in person and/or in tutorials small group face-to-face can also be used for his deliver the Platform of the University https://campusvirtual.ucv.es/ .	R1, R3, R8, R9, R10	Virtual portfolio on the platform	1.8
Total			1.8



Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENTS BLOCK	Contents
Measures of compensation educational in the Community Valencian.	<ul style="list-style-type: none">- Regulations on measures of compensation educational in the Community Valencian.- Educational response for inclusion with students with educational compensation needs.- Singular Educational Action Centers.
Students with chronic illnesses	<ul style="list-style-type: none">- Regulations in the Valencian Community in the educational response to inclusion. hospital classrooms; Home Care.- Grief in the different evolutionary stages and intervention with students and families at different school ages.
Psychosocial aspects of immigrant students	<ul style="list-style-type: none">- Psychosocial aspects of immigrant students.- Educational Response for inclusion in educational centers.
Students with High Abilities	<ul style="list-style-type: none">- Definition High capacities- Diagnosis of High Capacities.- Educational response for educational inclusion in educational centers.



Temporary organization of learning

BLOCK OF CONTENT/DICACTIC UNIT	Number of sessions	Hours
Educational compensation measures in the Valencian community	2	4 hours
Psychosocial aspects of immigrant students	1	2 hours
Students with High Abilities	1	2 hours
Students with chronic illnesses	2	4 hours

References

- Arocas, E., y Vera, G. (2012) *Altas capacidades intelectuales. Programa de enriquecimiento curricular*. CEPE
- Botías, F., Higuera, A., y Sánchez, J. (2012). *Necesidades educativas especiales: planteamientos prácticos*. Wolters Kluwer.
- Cardona, M.(2005). *Diversidad y Educación Inclusiva: enfoques metodológicos y estrategias para una enseñanza colaborativa*. Pearson Educación.
- Díaz-Aguado, M. J. y Baraja, A. (1999). *Intervención educativa y desventaja sociocultural*. CIDE.
- Essomba, M. A. (Coord.). (1999). *Construir la escuela intercultural. Reflexiones y propuestas para trabajar la diversidad étnica y cultural*. Graó.
- Fernández, M. (2000). Escuela y etnicidad. El caso de los gitanos. *Gitanos. Pensamiento y cultura*, 7/8, 66-73.
- Fernández, M. (2001a). Igualdad, equidad, solidaridad. En Sipán A. (Coord.) *Educación para la diversidad en el siglo XXI*. Zaragoza: Mira Editores; pp. 153-166.
- Fernández, M. (2001b). La educación intercultural en la sociedad multicultural. *Organización y Gestión Educativa*, 6, 3-7.
- 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*. AlianzaEditorial.
- 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

LEGISLACIÓN

Leyes generales de educación

- 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 curriculum de la educación Primaria. (DOGV nº 9402)
- Decreto 100/2022 de 29 de junio del Consell, por el que se establece la ordenación y curriculum 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 curriculum 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).

