



Information about the subject

Degree: University Master in Inclusive Education

Faculty: Faculty of Teaching and Educational Sciences

Code: 1630008 **Name:** Psychoeducational intervention and Investigation in students with learning difficulties, speaking disorders, hyperactivity and behavior problems

Credits: 3 ECTS **Semester:** 2

Module: Psycho-educational Intervention in Official Educational Environments

Subject Matter: Psychoeducational intervention and investigation in students with learning difficulties, speaking disorders, hyperactivity and behavior problems.

Type: Presential

Department: Inclusive Education, Social- Community Development and Occupational Sciences.

Type of learning: Obligatory

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
		Psychoeducational intervention in students with educational compensation needs and high abilities	3	1
		Psychoeducational intervention in students with hearing deficiencies	3	1
		Psychoeducational intervention in students with visual deficiencies	3	1
		Psychoeducational intervention in students with pervasive developmental disorders and intellectual disabilities	3	2
		Intervención psicoeducativa en alumnos con deficiencia motriz	3	1
		Intervención psicoeducativa en alumnos con dificultades de aprendizaje, trastornos de la lengua oral, niño	3	2



		hiperactivo y problemas conductuales		
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Recommended Knowledge

No prerequisites, except those established by the general regulation 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.
R6	The student successfully faces coexistence conflicts and other situations.
R9	The student understands the educational support needs that students may present and how they may affect their development.
R10	The student knows and values the ordinary and extraordinary educational responses that exist at a methodological and organizational level to promote inclusion.



Competences

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

Code	General	Weighting			
		1	2	3	4
G2	Critical thinking and self-criticism		X		
G4	To develop new knowledge and specialized techniques which are suitable for investigation and progress.		X		
G5	Master social skills and abilities required to promote an environment that favours learning and coexistence.				X
G6	To know how to deal with and resolve diverse problematic situations and interpersonal conflicts in a cooperative way				X

Code	Basic	Weighting			
		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	
B9	Students should know how to transmit their conclusions and the knowledge and reasons that support them to specialized and not specialized audiences in a clear and not ambiguous way			X	

Code	Specific	Weighting			
		1	2	3	4
E1	To be able to design and carry out programs that optimize the academic performance of			X	

	children with specific needs, as well as their personal and social development, in the framework of an inclusive education.				
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		
E6	To select and apply a scientific methodology to select, develop and implement different exploration, assessment and diagnostic methods and tools which allow to determine specific needs in educational support of students.		X		
E7	To design programs and treatments that attend to the individual needs detected, based on scientific evidence, which promote inclusion.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
Summative test and theoretical-practical final (open questions, objective test questions)	R1, R6, R10	20%
Case study solution, single case	R9, R10	30%
Preparation of memorandum and Field work.	R2, R6	20%
Oral exhibition of group and individual works	R1, R2	20%
Individual monitoring of the attendance at the face-to-face sessions and active participation in practical theoretical classes, seminars and tutorials	R1, R2, R6, R9, R10	10%

Mention of Distinction: Criteria for the awarding of Honors Grades: In accordance with the regulations governing the evaluation and grading of the subject in force at the UCV, the mention of 'Honors 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.

Exceptionally, honors may be allocated between the different groups of the same subject as a whole. However, the total number of honors 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 'Honors' 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.

Learning activities

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

M1	Presentation of content by the teacher, analysis of competencies, explanation and demonstration of capabilities, skills and knowledge in the classroom, which require feedback and participation from the students.
M2	Group work sessions supervised by the teacher, case studies. Meaningful construction of knowledge through student interaction and activity.
M3	Set of oral and/or written tests, presentation and defense of work, used in the initial, formative or additive evaluation of the student.
M4	Active learning group, where students become “specialists” in a topic; The participants do not receive the information already prepared, but rather they search for it, they investigate it by their own means, in an environment of reciprocal collaboration. The objective is to carry out an in-depth study of certain subjects with a treatment that requires interactivity between different specialists.
M5	Comments, summaries, book reviews, critical analysis and elaboration of texts, glossaries, webquests, tests, etc. that are designed to be carried out individually or in teams to evaluate the acquisition of the learning results of the different subjects and subjects using the platform. teletraining.



In-class learning

IN-CLASS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
PARTICIPATIVE MASTER CLASS	R1, R6, R8	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	0.4
PRACTICAL CLASSES	R1, R6, R8	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	0.12
ASSESSMENT	R1, R6, R8	Group of oral and/or written tests, expositions and paper discussions used for the initial, training and additive assessment of the student	0.08
Total			(0,6)

On-line learning

SYNCHRONOUS LEARNING ACTIVITIES			
Activity	Learning Outcomes	Methodology	ECTS
SEMINAR	R1, R6, R8	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.	0.52
ONGOING ASSESSMENT ACTIVITIES	R1, R6, R8	Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess, individually or in groups, the level of acquisition of the learning	0.08



		outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/ .	
Total			(0,6)

Autonomous work

LEARNING ACTIVITIES OF AUTONOMOUS WORK			
Activity	Learning Outcomes	Methodology	ECTS
INDEPENDENT WORK	R1, R2	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/ .	1.8
Total			1.8

Description of the contents

Description of the necessary contents to acquire the learning outcomes:

CONTENT BLOCK	Contents
Block 1	Learning, reading and writing problems
Block 2	Dyslexia. Intervention
Block 3	Oral language disorders
Block 4	Attention deficit hyperactivity disorder
Block 5	Behavioral disorders
Block 6	Family and cognitive and social learning difficulties



Temporary organization of learning

BLOCK OF CONTENT/DIACATIC UNIT	Number of sessions	Hours
Learning, reading and writing problems	1	2
Dyslexia. Intervention	1	2
Oral language disorders	1	2
Attention deficit hyperactivity disorder	1	2
Behavioral disorders	1	2
Family and cognitive and social learning difficulties	1	2

References

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- González, R. M. y Cuetos, F. (2008). Ale2. Actividades para el aprendizaje de la lectura y escritura: cuaderno de evaluación inicial. Madrid: CEPE.
- González, R. M. y Cuetos, F. (2008). Ale3. Actividades para el aprendizaje de la lectura y escritura: cuaderno de evaluación inicial. Madrid: CEPE.
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- BIBLIOGRAFÍA COMPLEMENTARIA**
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LEGISLACIÓN

- Decreto 39/2008, de 4 de abril, del Consell, sobre la convivencia en los centros docentes no universitarios sostenidos con fondos públicos y sobre los derechos y deberes del alumnado, padres, madres, tutores o tutoras, profesorado y personal de administración y servicios (DOGV no 5738 de 9 de abril).
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ORDEN de 16 de julio de 2001 por la que se regula la atención educativa al alumnado con necesidades educativas especiales escolarizado en centros de Educación Infantil (2º ciclo) y Educación Primaria (DOGV núm. 4087 de 17.09.2001)

NORMATIVA SOBRE CONVIVENCIA EN LOS CENTROS ESCOLARES

ORDEN 62/2014, de 28 de juliol, de la Conselleria d'Educació, Cultura i Esport, per la qual s'actualitza la normativa que regula l'elaboració dels plans de convivència en els centres educatius de la Comunitat Valenciana i s'establixen els protocols d'actuació i intervenció davant de supòsits de violència escolar.

Resolució 4 de desembre de 2012, de la directora general d'Innovació, Ordenació i Qualitat Educativa, de la Conselleria d'Educació, Formació i Ocupació, per la qual es concedixen ajudes econòmiques en 2012 per a la realització de projectes d'intervenció i integració per a la prevenció de l'absentisme escolar en coordinació amb

les unitats d'atenció i intervenció adscrites al Pla de Prevenció de la Violència i Promoció de la Convivència en els centres educatius.

[DOCV 17/09/2012] DECRET 136/2012, de 14 de setembre, del Consell, pel qual modifica el Decret 233/2004, de 22 d'octubre, pel qual es va crear l'Observatori per a la Convivència Escolar en els Centres de la Comunitat Valenciana.

WEBGRAFÍA

Conselleria d'Educació, Cultura i Esport http://www.cece.gva.es/default_edu.asp

Conselleria d'Educació: Educació i Qualitat Educativa <http://www.cece.gva.es/eva/index.asp>

Ministerio de Educación

http://ntic.educacion.es/w3/recursos2/orientacion/01apoyo/op06_f.htm Plan Estratégico de Convivencia Escolar

<https://www.mecd.gob.es/educacion/mc/convivencia-escolar/plan-convivencia.html> Guía informativa para las familias. Generalitat Valenciana.

http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf (Castellano).

http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf (Valencià).

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Ministerio de Educación-convivencia www.mecd.gob.es/dctm/ministerio/educacion/sistema-edu