



1. General information

Course: LEARNING AND DEVELOPMENTAL DISORDERS

Type: BASIC

Degree: 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Year: 2

Main language: Spanish

Use of additional languages:

Web site:

Code: 47309

ECTS credits: 6

Academic year: 2021-22

Group(s): 12

Duration: First semester

Second language: Spanish

English Friendly: N

Bilingual: Y

Lecturer: ESTHER VALLES GONZALEZ - Group(s): 12				
Building/Office	Department	Phone number	Email	Office hours
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2. Pre-Requisites

No previous pre-requisites

3. Justification in the curriculum, relation to other subjects and to the profession

Learning and Developmental Disorders is a basic course unit in accordance with the guidelines established for building the European Higher Education Area (EHEA) to train students in the knowledge, understanding and management of the main developmental and learning problems of their future pupils, allowing them to perform a qualified professional work in which diversity and individuality are both contemplated, at the same time.

Other competencies developed through this subject are:

- To provide future teachers with the skills to support the most appropriate educational intervention.
- To provide a set of communication skills and collaboration with students' family and other teaching teams
- To encourage critical and reflective spirit which will enable them to focus and intervene appropriately in each of the difficulties encountered in their teaching.

Finally, we can say that our students will find in their schools and classrooms, regardless of the cycle, throughout their professional life, some pupils with learning difficulties to varying degrees. Not only must they know what happens to them but also know what and how to work with them.

Relationship to other subjects of the Degree in Teaching: Atención Educativa a las Dificultades de Aprendizaje, Educational Psychology, Developmental Psychology and Education and Society

4. Degree competences achieved in this course

Course competences	
Code	Description
1.1.2.II.01	Identify learning difficulties, cognitive dysfunctions, and dysfunctions related with attention.
1.1.2.II.02	Know how to inform other specialists to as to address collaboration between the center and the educator in attending to any special educational needs that might arise.
CB01	Prove that they have acquired and understood knowledge in a subject area that derives from general secondary education and is appropriate to a level based on advanced course books, and includes updated and cutting-edge aspects of their field of knowledge.
CB02	Apply their knowledge to their job or vocation in a professional manner and show that they have the competences to construct and justify arguments and solve problems within their subject area.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CB05	Have developed the necessary learning abilities to carry on studying autonomously
CG02	Encourage and facilitate learning in early childhood, from a perspective that is globalised and integrates the different cognitive, emotional, psychomotor and volitional dimensions.
CG04	Encourage co-existence in and out of the classroom and address the peaceful resolution of conflicts. Know how to systematically observe learning and coexistence contexts and know how to reflect upon them.
CG05	Carry out group reflections upon the acceptance of rules and respect for others. Encourage the autonomy and singularity of each pupil as factors of education on emotions, feelings, and values in early childhood.
CG06	Know the evolution of language in early childhood, know how to identify possible dysfunctions and maintain observation to ensure a proper development. Efficiently address language-learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and dominate different expression techniques.
CG10	Act as a counselor to parents in relation to family education for the stage of 0-6 years of age and dominate social abilities in the treatment of and relation with the family of each pupil, and with all the families as a whole.
CG11	Reflect upon the practices of the classroom to innovate and improve the teaching process. Acquire habits and skills for autonomous and co-operative learning and encourage them in the pupils.
CT02	Mastery of Information and Communication Technology.
CT03	Correct oral and written communication.
CT04	Commitment and professional ethics.
CT05	Encourage the respect of fundamental rights and equality between men and women.
CT06	Encourage the respect and promotion of Human Rights and the principles of universal accessibility and design for all in conformity with the stipulated information in the tenth clause of the Final Disposition of Law 51/2003, of the 2 of December, Equal Opportunity, Non-Discriminatory Policies and Universal Accessibility for Disabled People.
CT07	Promote values that belong to a culture of peace, and democratic values.

5. Objectives or Learning Outcomes

Course learning outcomes
Description
Identify the learning difficulties, developmental disorders, cognitive and attention dysfunctions, and problems related with integration as they arise in and out of the classroom.
Collaborate with other specialists so as to respond to the diversity and interculturality both in and out of the center.
Know the psychological and social fundamentals of pupils with specific educational needs.
Be able to encourage the inclusion of diversity through educative intervention techniques in the classroom.
Know how to detect and analyse possible barriers to the learning and participation of pupils with specific educational needs, in the classroom as well as the environment of the center, its facilities, and encourage the utilization of the necessary resources to encourage integration.
Know how to identify students with transitory or permanent educational needs, defining priority areas of action, such as the help and support required to encourage learning.
Know how to identify and plan the resolution of educational situations that affect pupils with different abilities and different learning paces.
Know how to reflect upon and have a critical attitude towards teaching pupils with specific educational needs.
Be able to adapt the methodologies and objectives of Physical Education to the different educational spaces present in a school and in the surrounding environment.

6. Units / Contents

Unit 1: CURRENT APPROACHES IN SPECIAL EDUCATION
Unit 1.1 Specific Needs Educational Support and Inclusive Schools.
Unit 1.2 Diversity as an inherent phenomenon in education
Unit 2: PROBLEMS AND LEARNING DIFFICULTIES
Unit 2.1 Spoken and written language problems in the classroom
Unit 2.2 Behavioral, emotional and motivational problems
Unit 3: DEVELOPMENTAL DISORDERS AND SPECIAL EDUCATIONAL NEEDS (SEN)
Unit 3.1 High capacities pupils
Unit 3.2 Pupils with intellectual disability
Unit 3.3 Pupils with sensory disabilities (blindness, deafness).
Unit 3.4 Pupils with physical disability
Unit 3.5 Pervasive Developmental Disorders.
Unit 3.6
Unit 3.7
Unit 4:
Unit 4.1
Unit 4.2

7. Activities, Units/Modules and Methodology

Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Lectures	CB02 CB03 CB05 CG05 CG06 CG11 CT02 CT03 CT04	1.5	37.5	N		Explanations given by the professor about central topics - related to the subject matter. It aims to develop other competences transversely
Analysis of articles and reviews [OFF-SITE]	Cooperative / Collaborative Learning	1.1.2.II.01 1.1.2.II.02 CB01 CB02 CB03 CB04 CB05 CT02 CT03	0.2	5	Y	N	
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.2.II.01 1.1.2.II.02 CB02 CB03 CB04 CB05 CG10 CG11 CT02 CT03 CT04 CT05 CT06 CT07	1.82	45.5	N		
Writing of reports or projects [OFF-SITE]	Self-study		1.56	39	Y	Y	Case resolution and analysis related to the subject matter. It aims to develop other competences transversely
							During group work, supporting students in solving doubts

Group tutoring sessions [ON-SITE]	Cooperative / Collaborative Learning	CB02 CB03 CB05 CT03 CT04	0.08	2	Y	N	about the topic. It aims to develop other competences
Problem solving and/or case studies [ON-SITE]	Project/Problem Based Learning (PBL)	CB02 CB03 CG06 CG11 CT02	0.38	9.5	Y	Y	transversely
Final test [ON-SITE]	Assessment tests	CB02 CB03 CB05 CT03	0.08	2	Y	Y	The exam will be made up of true-or-false, multiple choice and short answer questions.
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB02 CB03 CG06 CG11 CT02 CT03	0.38	9.5	Y	Y	
Total:			6	150			
Total credits of in-class work: 2.42			Total class time hours: 60.5				
Total credits of out of class work: 3.58			Total hours of out of class work: 89.5				

As: Assessable training activity
Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Assessment of problem solving and/or case studies	6.00%	6.00%	
Oral presentations assessment	34.00%	34.00%	Analytical skills, the exposure of content and creativity will be assessed
Final test	60.00%	60.00%	It will assess the results of meaningful learning of the course content and, where appropriate, the ability to solve the issues raised
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject , an ordinary and an extraordinary one (evaluating 100% of the competences).

Evaluation criteria for the final exam:

Continuous assessment:
ASSESSMENT CRITERIA
ON-SITE STUDENTS. To pass the subject you must meet the following conditions: 1) To pass the practical part (works done during the course) (up to 4 points) and 2) to pass the final theoretical exam (up to 6 points)

VERY IMPORTANT: For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.
*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum

Non-continuous evaluation:
To pass the subject you must meet the following conditions: 1) To pass an oral presentation and works done during the curse (up to 4 points) and 2) To pass a Final theoretical and practical exam (up to 6 points)

VERY IMPORTANT: For every mistake of those included in the "List of mistakes to avoid" (see Moodle), the student will miss 0.2 marks in the corresponding activity/test/presentation/exam up to a maximum of 1.6 marks (8 mistakes). If the mistake is repeated, the repetition(s) will be also penalized.
*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum

Specifications for the resit/retake exam:
The mark obtained in the practical part will be kept for the extraordinary call in the same academic year.
*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum

Specifications for the second resit / retake exam:
This test will be held on the date set in the official examinations calendar and it will consist of an exam with a value of 100% of the final grade.
*If applicable, any modifications or adaptations needed in the teaching guides as a result of a change in the teaching or evaluation model derived from the evolution of the pandemic will be documented in a later addendum

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Final test [PRESENCIAL][Assessment tests]	2
Unit 1 (de 4): CURRENT APPROACHES IN SPECIAL EDUCATION	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9.5
Analysis of articles and reviews [AUTÓNOMA][Cooperative / Collaborative Learning]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	11
Writing of reports or projects [AUTÓNOMA][Self-study]	9
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	2
Unit 2 (de 4): PROBLEMS AND LEARNING DIFFICULTIES	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9.5
Analysis of articles and reviews [AUTÓNOMA][Cooperative / Collaborative Learning]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	11.5
Writing of reports or projects [AUTÓNOMA][Self-study]	12
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	1
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Unit 3 (de 4): DEVELOPMENTAL DISORDERS AND SPECIAL EDUCATIONAL NEEDS (SEN)	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9.5
Analysis of articles and reviews [AUTÓNOMA][Cooperative / Collaborative Learning]	3
Study and Exam Preparation [AUTÓNOMA][Self-study]	11.5
Writing of reports or projects [AUTÓNOMA][Self-study]	9
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	3
Unit 4 (de 4):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	9
Study and Exam Preparation [AUTÓNOMA][Self-study]	11.5
Writing of reports or projects [AUTÓNOMA][Self-study]	9
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	1
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1.5
Global activity	
Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	37.5
Group tutoring sessions [PRESENCIAL][Cooperative / Collaborative Learning]	2
Final test [PRESENCIAL][Assessment tests]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	45.5
Analysis of articles and reviews [AUTÓNOMA][Cooperative / Collaborative Learning]	5
Writing of reports or projects [AUTÓNOMA][Self-study]	39
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	9.5
Problem solving and/or case studies [PRESENCIAL][Project/Problem Based Learning (PBL)]	9.5
Total horas: 150	

10. Bibliography and Sources					
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year
Scorgie, Kate; Sobsey, Richard	Working with Families for Inclusive Education : Navigating Identity, Opportunity and Belonging	Emerald Publishing Limited			2017
	http://eds.a.ebscohost.com/eds/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5le46bRltq6vSK6k63nn5Kx94um%2bT62os0ewpq9Qnqy4SrOws0met8s%2b8ujfhvHX4Yzn5eyB4rOrTq6rsE22qbFQpOLfhuWz44uk2uBV49rxfE Dhplzf3btZzJzfhrunskuvqLJMpNztliuvX8lXk6%2bqE8tv2JKTd833x6b65d-4f31-a5da-fcc03cd5acfb@sessionmgr4009				
Whittaker, Pippa Hayes, Rachael	Essential Tips for the Inclusive Secondary Classroom : A Road Map to Quality-first Teaching	Routledge			
	http://eds.a.ebscohost.com/eds/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5le46bRltq6vSK6k63nn5Kx94um%2bT62os0ewpq9Qnqy4SrOws0met8s%2b8ujfhvHX4Yzn5eyB4rOrTq6rsE22qbFQpOLfhuWz44uk2uBV49rxfE Dhplzf3btZzJzfhrunU2zxa5mNpNztliuvX8lXk6%2bqE8tv2JKTd833x6b65d-4f31-a5da-fcc03cd5acfb@sessionmgr4009				
Westwood, Peter S	Inclusive and Adaptive Teaching : Meeting the Challenge of Diversity in the Classroom	Routledge			2018
	http://eds.a.ebscohost.com/eds/viewarticle/render?data=dGJyMPPp44rp2%2fdV0%2bnjisfk5le46bRltq6vSK6k63nn5Kx94um%2bT62os0ewpq9Qnqy4SrOws0met8s%2b8ujfhvHX4Yzn5eyB4rOrTq6rsE22qbFQpOLfhuWz44uk2uBV49rxfE Dhplzf3btZzJzfhrunU2zxa5mNpNztliuvX8lXk6%2bqE8tv2JKTd833x6b65d-4f31-a5da-fcc03cd5acfb@sessionmgr4009				
Swanson, Harris &	Handbook of learning disabilities. 2nd edition			9781462518685	2014

