UNIVERSIDAD DE CASTILLA - LA MANCHA
GUÍA DOCENTE

1. General information

Course: EDUCATIONAL TREATMENT OF LEARNING DIFFICULTIES AND SPECIFIC LEARNING NEEDS

Type: ELECTIVE

Degree: 393 - UNDERGRADUATE DEGREE IN PRIMARY EDUCATION (CR)

Center: 102 - FACULTY OF EDUCATION OF CIUDAD REAL

Year: 4

Main language: Spanish

Use of additional languages:

Web site:

Code: 47364

ECTS credits: 6

Academic year: 2022-23

Group(s): 20 24

Duration: First semester

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: **OSCAR NAVARRO MARTINEZ** - Group(s): **20**

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación - 3.24	PEDAGOGÍA	926052703	Oscar.Navarro@uclm.es	It will be detailed at the beginning of the semester on the virtual campus and on the board of the Faculty

2. Pre-Requisites

Have passed the Subjects "Teaching and Learning Processes", "Learning and Development Disorders", "Educational Attention to Learning Difficulties" and "Teaching and Learning Processes". Have previous knowledge in the area of knowledge of Sociology.

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

The subjects are integrated into the Subject 'Specific Educational Needs and Attention to Diversity' corresponding to the mention of Therapeutic Pedagogy of the Master's Degree. This subject is also made up of the following optional subjects: - Practical training in the prevention and treatment of special educational needs - Educational treatment of needs arising from cultural diversity - Developmental problems and early care - Prevention and treatment in psychological difficulties The subjects of Pedagogy intend to respond to the practical theoretical training of students in relation to: - Learning difficulties and the diversity of specific needs - The organization of educational institutions to attend to Diversity - Intervention methods in the educational field. This specific attention will be carried out within the framework of the principles of normalization and inclusion, favoring the maximum possible autonomy, in their school, family and social environment. The student must address the theoretical approach to cultural diversity, the design and development of educational intervention programs, the methodological approaches, as well as the resources and practical aspects in the educational response to students from different cultures. On the other hand, tools and resources will be provided for intervention and family advice, as well as for carrying out coordinated work in attention to diversity with other professionals from the educational center. It is about contextualizing the future professional task within the framework of educational institutions of attention to diversity (students with a specific need for educational support). Psychology subjects are basic according to the guidelines set for the construction of the European Higher Education Area (EHEA) that will train students in the knowledge, understanding and management of psychological difficulties in Primary Education students. In compliance with the Royal Decree on Minimum Teaching of Primary Education, through this subject, the aim is to strengthen personal development and the well-being of students through early attention and intervention on psychological difficulties (emotional, affective, social and cognitive). taking into account its interdependence with other areas of development. Training in this area will enable future teachers to respond, individually and collectively, to special educational needs in all areas of development and in their relationships with others. It is aimed at achieving the comprehensive development of students from an inclusive, respectful and positive vision of students with educational needs for specific support.

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.2.II.10	Design, plan and evaluate teaching and learning processes.
CG02	Design, plan and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals in the centre.
CG04	Design and arrange learning spaces, with consideration of diversity and gender equality, equity and respect for human rights, which constitute the values of citizenship.
CG05	Promote coexistence inside and outside the classroom, solve discipline problems and contribute to the peaceful resolution of conflicts. Boost and value pupils' effort, determination and self-discipline.
CG06	Understand how Primary Education schools are organised and how they work. Lead tutoring and counselling sessions with pupils and their families, attending to each pupil's particular educational needs. Assume that teaching practices must constantly improve and be updated to the latest scientific, pedagogic and social changes.
CG07	Collaborate with the different sectors of the education community and social environment. Assume the educational role of teaching practice and promote democratic education for active citizenship.
CG09	Value individual and collective responsibility for a sustainable future.
CG10	Reflect on classroom practice to allow innovation and improvement of the teaching practice. Acquire habits and skills for autonomous and cooperative learning and promote it among pupils.
CG13	Promote respect for constitutional rights and equality between men and women.
CG14	Promote respect for Human Rights and the principles of universal design for everyone under the tenth final provision of Act 51/2003, of the 2nd December, of equal opportunities, anti-discrimination and accessibility for people with a disability.
CT02	Master information and communication technology (ICT).

5. Objectives or Learning Outcomes

Course learning outcomes

Not established.

Additional outcomes

MPT.01. Identify students with specific educational support needs: students with special educational needs, students with high intellectual abilities and students with late integration.

MPT.02. Provide educational response to the specific needs of educational support based on the principles of standardization and inclusion.

MPT.03. Know how to inform other specialist professionals to address the collaboration of the center and the teacher in the attention to the specific educational needs that arise.

MPT.04. Understand the contribution that supporting the rest of the teaching staff and other professionals can make in improving the teaching and learning of students.

MPT.05. Acquire resources to promote the educational integration of students with difficulties.

MPT.06. Acquire a reflective and critical attitude and a commitment to renew and update their professional skills.

MPT.07. Promote, to the highest possible degree, autonomy and development in people with specific needs.

MPT.08. Use available sources of information on specific education and attention to diversity.

MPT.09. Critically structure basic approaches to scientific content related to specific needs.

MPT.10. Organize knowledge related to specific educational support needs in a structured and systematic way.

MPT.11. Promote cooperative learning with people of specific needs.

MPT.12. Ensure the necessary requirements to facilitate the integration and inclusion of people with diverse specific needs.

MPT.13. Properly use teaching materials and technological resources appropriate for people with specific needs.

MPT.14. Design and develop appropriate intervention programs for practical application with people with specific needs.

MPT.15. Promote participation, as fully as possible, in the usual environments of students: home, school, neighbourhood.

MPT.16. Prepare students for their incorporation and participation in social and work life.

MPT.17. Use methodologies that allow individualized teaching and learning processes, taking advantage of circumstances that favor joint work.

MPT.18. Design, develop, adapt and evaluate educational interventions in different contexts: family, educational centers, social and cultural environments.

MPT.19. Develop creative thinking to manage and resolve conflicts between people and groups.

MPT.20. Recognize diversity and multiculturalism; have high expectations of their student body; respect their social, cultural, linguistic, religious and ethnic background; and be committed to achieving their educational goals.

MPT.21. Treat students consistently, with respect and consideration, and be mindful of their development as learners.

MPT.22. Demonstrate and promote positive values, attitudes, and behaviors.

MPT.23. Communicate with parents and guardians in a sensible and effective manner, recognizing their roles in student learning, as well as their rights, responsibilities and interests in this educational project.

MPT.24. Contribute and take responsibility for improving the school climate.

MPT.25. Being able to improve their own competence as teachers, evaluating it, and learning from the most effective practices of their classmates. They must be motivated to take on increasing responsibilities to develop professionally.

MPT.26. Collaborate in the development of the student's self-concept. Promote the student's academic self-concept. The development of emotional competence must be linked to the student relating to others in a natural, positive and uninhibited way.

MPT.27. Identify students with specific needs for educational support: students with special educational needs, students with high intellectual abilities and students with late integration.

MPT.28. Provide an educational response to the specific needs of educational support based on the principles of normalization and inclusion.

MPT.29. Knowing how to inform other specialized professionals to approach the collaboration of the center and the teacher in the attention to the specific educational needs that arise.

MPT.30. Acquire resources to favor the educational integration of students with difficulties.

MPT.31. Promote, to the highest degree possible, autonomy and development in people with specific needs.

MPT.32. Use available sources of information on specific education and attention to diversity.

MPT.33. Promote cooperative learning with people with specific needs.

MPT.34. Design and develop appropriate intervention programs for practical application with people with specific needs.

MPT.35. Prepare students for their incorporation and participation in social and work life.

MPT.36. Develop creative thinking to manage and resolve conflicts between people and groups.

MPT.37. Recognize diversity and multiculturalism; have high expectations of their student body; respect their social, cultural, linguistic, religious and ethnic background; and be committed to achieving their educational goals.

MPT.38. Demonstrate and promote positive values, attitudes, and behaviors.

MPT.39. Contribute and take responsibility for improving the school climate.

MPT.40. Collaborate in the development of the student's self-concept. Promote the student's academic self-concept. The development of emotional competence must be linked to the student relating to others in a natural, positive and uninhibited way.

MPT.41. Teach with clearly structured sessions or work sequences that motivate students and that: use interactive and cooperative teaching methods.

MPT.42. Teach with clearly structured sessions or with work sequences that motivate students and that: promote autonomous and active learning, in such a way that reflective thinking is favored and they learn to plan and organize their own work.

MPT.43. Assume the responsibilities involved in leading a class for a long period of time.

MPT.44. Work collaboratively with other specialist colleagues and, with the help of the corresponding professional, coordinate work with support teachers.

MPT.45. Recognize and respond effectively to issues related to equal opportunities in class, avoiding the maintenance of stereotypes and bullying.

MPT.46. Communicate with parents and guardians in a sensible and effective manner, recognizing their roles in student learning, as well as their rights, responsibilities and interests in the educational project.

MPT.47. Be aware of the need to establish curricular adaptations adjusted to the type of student and their needs.

MPT.48. Know different strategies to promote good behaviors and promote positive learning environments.

MPT.49. Select and prepare sources of information, and plan for a safe and effective organization, taking into account the interests of the students and their cultural and linguistic backgrounds, with the help of the corresponding professional when necessary.

MPT.50. Make adequate use of the strategies for monitoring and evaluating the progress of students towards the learning objectives set, and use this information to improve their own planning and teaching.

MPT.51. At the same time that they control and evaluate, give immediate and constructive feedback to support student learning.

MPT.52. Systematically collect data on student progress and achievement in order to show evidence of work, progress and results achieved.

MPT.53. Use the data collected as a basis for, in a written and concise way, accurately inform parents, guardians, other professionals and the students themselves.

MPT.54. Have a high level of expectations of students and foster successful relationships with them, focused on teaching and learning; favor an adequate environment for the achievement of learning objectives where diversity is valued and students feel safe.

MPT.55. Teach with clearly structured sessions or work sequences that motivate students and that: make the learning objectives clear to students.
MPT.56. Treat students consistently, with respect and consideration, and be mindful of their development as learners.

6. Units / Contents

Unit 1: Learning Difficulties and the Diversity of Specific Needs.
    Unit 1.1 Conceptualization.
    Unit 1.2 Contexts.
Unit 2: Responding to diversity.
    Unit 2.1 Legislative framework at the national level and at the level of the autonomous community of Castilla La Mancha.
    Unit 2.2 Management and Organization Models of educational institutions to enable the response to diversity.
    Unit 2.3 Modalities of Schooling.
Unit 3: Educational treatment of learning difficulties and the diversity of specific needs.
    Unit 3.1 Design and execution of projects.
    Unit 3.2 Design and implementation of Educational Inclusion measures.
    Unit 3.3 Design and execution of Work Plans

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	CG09	1.2	30	Y	N	Theoretical exposition and debate. Theoretical contents of the subject.
Workshops or seminars [ON-SITE]	Workshops and Seminars	CG04 CG05 CG13 CG14	1.12	28	Y	N	Workshops and seminars. Resolution of exercises in the classroom. Preparation, presentation and presentation of studies and research. Discussions and activities and self-assessment and peer review.
Analysis of articles and reviews [OFF-SITE]	Group Work	CG10	1.2	30	Y	N	Reading and analysis of reference and theoretical texts. Resolution of exercises in the classroom. Preparation, presentation and presentation of studies and research. Viewing of documentaries and films.
Writing of reports or projects [OFF-SITE]	Group Work	CG06 CG07 CT02	1.6	40	Y	Y	Specific seminars and workshops. Documentation of the work carried out. Preparation of evaluations. This activity is recoverable.
Study and Exam Preparation [OFF-SITE]	Self-study		0.8	20	N	-	Study and analysis of evaluation tests.
Final test [ON-SITE]	Self-study	1.1.2.II.10 CG02	0.08	2	Y	Y	Theoretical exam. This activity is recoverable.
		Total:	**6**	**150**			
		Total credits of in-class work: 2.4					**Total class time hours: 60**
		Total credits of out of class work: 3.6					**Total hours of out of class work: 90**

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
Final test	50.00%	60.00%	Written test of a theoretical-practical nature.
Projects	30.00%	40.00%	Carrying out group and individual works, as well as oral presentation of them.
Assessment of active participation	20.00%	0.00%	Participation and reflection in class on the contents treated in the classroom.
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:

        Summative evaluation (exam, activities and work). Due to the application of an active methodology focused on the participation of students, those who for justified reasons cannot regularly attend the classes of the subject must talk to the teaching staff at the time enabled for face-to-face tutoring and specify their evaluation, including the theoretical study of documentation and a proposal of activities that allow the development of the competences included in the guide. It will be necessary to attend face-to-face tutorials on a regular basis to coordinate and monitor the evaluation activities from the beginning of the course.
        To pass the subject, a minimum grade of 5 points out of 10 is required, counting the weighted average grade of all the evaluation systems. It is necessary to obtain at least a score of 4 out of 10 in the Final Test and in the Work to make an average.
        A software will be used to detect the plagiarism of the works and activities that are carried out throughout the semester. Copying of works or activities will be penalized when plagiarism is detected.

Non-continuous evaluation:

Summative evaluation (exam, activities and work). Students who opt for this call will have to contact the teaching staff to plan their evaluation.

To pass the subject, a minimum grade of 5 points out of 10 is required, counting the weighted average grade of all the evaluation systems. It is necessary to obtain at least a score of 4 out of 10 in the Final Test and in the Work to make an average.

A software will be used to detect the plagiarism of the works and activities that are carried out throughout the semester. Copying of works or activities will be penalized when plagiarism is detected.

Specifications for the resit/retake exam:

Summative evaluation (exam, activities and work). Due to the application of an active methodology focused on the participation of students, those who for justified reasons cannot regularly attend the classes of the subject must talk to the teaching staff at the time enabled for face-to-face tutoring and specify their evaluation, including the theoretical study of documentation and a proposal of activities that allow the development of the competences included in the guide. Regular face-to-face tutorials will be required to coordinate and follow up evaluation activities from the start of the course.

Specifications for the second resit / retake exam:

Summative evaluation (exam, activities and work). Students who opt for this call will have to contact the teaching staff to plan their evaluation.

9. Assignments, course calendar and important dates

Not related to the syllabus/contents

Hours	hours
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Final test [PRESENCIAL][Self-study]	2

Unit 1 (de 3): Learning Difficulties and the Diversity of Specific Needs.

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	10
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	3
Analysis of articles and reviews [AUTÓNOMA][Group Work]	10
Writing of reports or projects [AUTÓNOMA][Group Work]	2

Group 24:

Initial date: 30-09-2022 | **End date:** 22-10-2022

Group 20:

Initial date: 30-09-2022 | **End date:** 22-10-2022

Comment: During the development of this topic, continuous evaluation tests of an individual or group nature will be carried out. In the virtual campus the specific dates will be indicated.

Unit 2 (de 3): Responding to diversity.

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	15
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	10
Analysis of articles and reviews [AUTÓNOMA][Group Work]	10
Writing of reports or projects [AUTÓNOMA][Group Work]	8

Group 20:

Initial date: 23-10-2022 | **End date:** 12-11-2022

Group 24:

Initial date: 23-10-2022 | **End date:** 12-11-2022

Comment: During the development of this topic, continuous evaluation tests of an individual or group nature will be carried out. In the virtual campus the specific dates will be indicated.

Unit 3 (de 3): Educational treatment of learning difficulties and the diversity of specific needs.

Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	5
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	15
Analysis of articles and reviews [AUTÓNOMA][Group Work]	10
Writing of reports or projects [AUTÓNOMA][Group Work]	30

Group 20:

Initial date: 13-11-2022 | **End date:** 17-12-2022

Group 24:

Initial date: 13-11-2022 | **End date:** 17-12-2022

Comment: During the development of this topic, continuous evaluation tests of an individual or group nature will be carried out. In the virtual campus the specific dates will be indicated.

Global activity

Activities	hours
Class Attendance (theory) [PRESENCIAL][Lectures]	30
Workshops or seminars [PRESENCIAL][Workshops and Seminars]	28
Analysis of articles and reviews [AUTÓNOMA][Group Work]	30
Writing of reports or projects [AUTÓNOMA][Group Work]	40
Study and Exam Preparation [AUTÓNOMA][Self-study]	20
Final test [PRESENCIAL][Self-study]	2
Total horas:	150

10. Bibliography and Sources

Author(s)	Title/Link	Publishing house	City	ISBN	Year	Description
Navarro Martínez, O. y otros	(Inter/Multi) Culturalidad en el aula	Catholic University of New Spain LLC	Miami	978-1-67817-360-9	2020	

Navarro Martínez, O. y otros	Centros de Educación Especial en el Sáhara y en España. Una perspectiva comparada	UNED / SEEC	Madrid	doi: 10.5944/reec.35	2020
Alegre de la Rosa, O.	Diversidad humana y educación	aljibe	Málaga		2000
Ainscow, M.	Desarrollo de escuelas inclusivas	Narcea	Madrid		2001
Arnaiz, P.	Educación inclusiva: una escuela para todos	Aljibe	Málaga		2003
Casado, A. (Dir)	Casos prácticos de diagnóstico pedagógico	UCLM	Cuenca		2010
Echeita, G.	Educación para la inclusión o educación sin exclusiones	Narcea	Madrid		2006
Essomba, M.A.	Liderar escuelas interculturales e inclusivas	Graó	Barcelona		2006
Palomares Ruiz, A.	Educación y especial y atención a la diversidad	L. Universidad	Albacete		1998
Garrote, D. y Palomares, A.	El éxito del esfuerzo. El trabajo colaborativo	UCLM	Cuenca		2010
Garrote, D. y Palomares, A.	la respuesta a la diversidad, aquí y ahora	UCLM	Cuenca		2010
Lou, M.A y López, N.	bases psicopedagógicas de la educación especial	Pirámide			2005
Palomares Ruiz, A	Educación para la ciudadanía y la convivencia	Contextos educativos			2008
Palomares Ruiz, A	Profesorado y educación para la diversidad	UCLM	Cuenca		2004
Palomares Ruiz, A. y Garrote, D	Un nuevo modelo docente por y para el alumnado	Aljibe	Málaga		2010
Paula Pérez, I.	Educación especial. Técnicas de intervención	Mc Graw Hill	Madrid		2003
Salvador Mata, F.	Enclicopedia psicopedagógica de necesidades educativa especiales	Aljibe	Málaga		2001
Álvarez Pérez, L. y otros	Un proyecto de centro para atender la diversidad	SM	Madrid		1998