

**1. General information****Course:** EDUCATIONAL TREATMENT OF LEARNING DIFFICULTIES AND SPECIFIC LEARNING NEEDS**Code:** 47364**Type:** ELECTIVE**ECTS credits:** 6**Degree:** 302 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION**Academic year:** 2022-23**Center:** 102 - FACULTY OF EDUCATION OF CIUDAD REAL**Group(s):** 20 24**Year:** 4**Duration:** First semester**Main language:** Spanish**Second language:** English**Use of additional languages:****English Friendly:** Y**Web site:****Bilingual:** N**Lecturer:** ESTHER PONCE BLÁZQUEZ - Group(s): 24

Building/Office	Department	Phone number	Email	Office hours
Facultad de Educación - 3.07	PEDAGOGÍA		Esther.Ponce@uclm.es	It will be detailed at the beginning of the course on the virtual campus.

2. Pre-Requisites

Previous skills and knowledge of the subjects of Educational Attention to Learning Difficulties and Learning Disorders acquired during the first two years of the Degree in Early Childhood Education are required.

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

The "Educational treatment of learning difficulties and the diversity of specific needs" is one of the most significant professional areas of Educators. The subject is integrated into the Subject "Specific Educational Needs and Attention to Diversity" corresponding to the mention of Therapeutic Pedagogy of the Teacher Degree. From this perspective it is a question of contextualizing the future professional task within the framework of the educational institutions of attention to diversity (Students with Specific Need for Educational Support), so that the student discovers the functions related to this profile, for which it is prepared and analyzes the relationships between this profile and that of other professionals and agents with whom it has to collaborate (management teams, teaching teams, families, orientation teams ...).

4. Degree competences achieved in this course**Course competences**

Code	Description
CG02	Encourage and facilitate learning in early childhood, from a perspective that is globalized 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 master different expression techniques.
CG09	Understand how early childhood educational centers are organized and know the diversity of actions that their operation entails. Accept that the teaching practice must work toward perfection and adapt to scientific, pedagogical, and social changes in life.
CG10	Act as an orienter to parents in relation to family education for the stage of 0-6 years and master social abilities in the treatment of and relation with the family of each pupil, and with all the families as a whole.
CT02	Mastery of Information and Communication Technology.
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 People with Disability.

5. Objectives or Learning Outcomes**Course learning outcomes****Description**

Identify specific needs for educational support in diverse educational situations and contexts to establish adjusted intervention guidelines.
Implement the material and technological resources of the classroom to the different specific needs of educational support and reinforcement.
Handle the regional and national legislation and regulations in each case, adapting experiences to the educational treatment of diversity.
Plan inclusive educational actions.
Design educational responses tailored to the specific needs of educational support based on the principles of normalization and inclusion.
Know how to organize and plan times and spaces based on diversity and available resources.

Additional outcomes

8.14.II.1. - Identify students with specific educational support needs in Early Childhood Education.

8.14.II.2. - Know the principles and methodological resources that favor inclusive education.

8.14.II.3. - Provide an educational response to the specific needs of educational support based on the principles of normalization and inclusion.

8.14.II.8. - Carry out educational processes that promote the autonomy and development of students with specific needs in Early Childhood Education.

8.14.II.10. - Design and develop intervention programs appropriate to each educational need adapted to Early Childhood Education.

8.14.II.11. - Design, develop, adapt and evaluate educational interventions in the different contexts in which Early Childhood Education students develop: family, educational centers, social environments and cultural.

8.14.II.17. - Know the fundamentals of early care for its application in Early Childhood Education.

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: 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	CG09 CG10	1.12	28	Y	Y	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	CG05 CG06 CT02	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	CG02 CT02 CT05 CT06	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	CG02	0.8	20	N	-	Study and analysis of evaluation tests
Final test [ON-SITE]	Self-study	CG06 CG09 CG10	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
Theoretical exam	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 the students, those who for justified reasons cannot regularly attend the classes of the subject must speak with the teaching staff during the hours enabled for face-to-face tutoring and specify their evaluation, including the study theory 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 it is necessary to obtain at least a score of 4 out of 10 in the Final Test. The subject will be passed with a minimum mark of 5 points out of 10. A program will be used to detect plagiarism in the work and activities 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 it is necessary to obtain at least a score of 4 out of 10 in the Final Test. The course will be passed with a minimum grade of 5 points out of 10. A program will be used to detect plagiarism in the work and activities 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 the students, those who for justified reasons cannot regularly attend the classes of the subject must speak with the teaching staff during the hours enabled for face-to-face tutoring and specify their evaluation, including the study theory 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.

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 subject, continuous evaluation tests will be carried out individually or in groups). The specific dates will be indicated on the virtual campus.	
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: 12-11-2021
Unit 3 (de 3): Unit 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
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	Citv	ISBN	Year	Description
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	
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.	Educación y especial y atención a la diversidad	L. Universidad	Albacete		1998	
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	
Alegre de la Rosa, O.	Diversidad humana y educación	aljibe	Málaga		2000	