

Academic Year/course: 2022/23

## 63330 - Educational guidance and advice for students with specific educational support needs

### Syllabus Information

**Academic Year:** 2022/23

**Subject:** 63330 - Educational guidance and advice for students with specific educational support needs

**Faculty / School:** 107 - Facultad de Educación

**Degree:** 584 -

**ECTS:** 4.0

**Year:**

**Semester:** First semester

**Subject Type:**

**Module:**

## 1. General information

### 1.1. Aims of the course

- Develop counseling and guidance skills for education in unpredictable and progressively complex scenarios
- Accompany towards the making of personal decisions from the analysis of the social environment, care and particular interests.
- Mobilize communication and methodological strategies for the effective coordination of the educational network of students with specific educational support needs, emphasizing families and teachers.
- Identify the specific needs for educational support associated with disability, developmental disorders, learning and behavioral difficulties.
- Design and implement support interventions for all students who require it within the framework of the Attention to Diversity
- Plan, using the resources of the guidance system and in coordination with teachers, families and the educational community.

### 1.2. Context and importance of this course in the degree

This subject aims to promote an inclusive educational perspective in the intervention with people with specific educational support needs. In the specialty as a whole, complementarity to the rest of the subjects is sought. On the other hand, an attitude of openness, transformation and professional improvement will be promoted, from a theoretical foundation based on research.

The subject is in line with current social issues, therefore with the 2030 Agenda proposed by the United Nations to promote more sustainable development.

In this sense, in this subject it intends to train future teachers, with commitment, motivation and active participation to achieve the SDGs of the 2030 Agenda. To do this, the acquisition of knowledge, skills and attitudes that empower people as agents of change is promoted in students.

Likewise, through education, the aim is to make students aware of the achievement of all the Sustainable Development Goals:

- SDG 3. Guarantee a healthy life and promote well-being for all at all ages.
- SDG 4. Guarantee inclusive and equitable quality education and promote lifelong learning opportunities for all.
- SDG 5. Achieve gender equality and empower all women and girls.
- SDG 10. Reduce inequalities.
- SDG 16. Promote peaceful and inclusive societies for sustainable development.
- SDG 17. Strengthen Alliances for Sustainable Development.

## 2. Learning goals

### 2.1. Competences

#### BASIC AND GENERAL

CG03 - Promote and tutor the student learning process, in a reflexive, critical way, based on the most relevant principles and theories about the student learning process and how to enhance it

CG04 - Plan, design, organize and develop the program and the learning and evaluation activities in the specialties and subjects of their competence

CG05 - Evaluate, innovate and investigate their own teaching processes with the aim of continuous improvement of their teaching performance and the educational task of the center

CB7 - That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study

CB10 - That students have the learning skills that allow them to continue studying in a way that will be largely self-directed or autonomous.

## **TRANSVERSAL**

CT01 - Capacity for reflection and decision-making in the personal, intellectual and social spheres

CT02 - Ability to integrate and apply knowledge to form judgments and solve problems  
CT05 - Development of self-motivation

CT06 - Development of autonomous learning capacity  
CT08 - Capacity for empathy

CT10 - Ability to work cooperatively with colleagues and other people

## **SPECIFIC**

CEOE01 - Know the psycho-pedagogical characteristics of the students to be able to evaluate them and issue the reports that are required

CEOE02 - Know the measures of attention to diversity that can be adopted in order to carry out the necessary advice in each case

CEOE03 - Analyze the organization and functioning of the center to coordinate the personal, academic and professional orientation of the students in collaboration with the members of the school community

CEOE04 - Develop the necessary skills and techniques to be able to adequately advise families about the development and learning process of their children.

CEOE05 - Identify the public services and community entities with which the center can collaborate and promote and plan, in collaboration with the management team, the necessary actions for better attention to students

CEOE31 - Critically analyze the conceptual and ideological approaches of socio-educational inclusion and exclusion

CEOE32 - Identify the barriers and facilitators of inclusive education both in the school and in the rest of the contexts that influence the development and education of students

CEOE33 - Design and implement, in collaboration with the school community, attention to diversity measures that guarantee the presence, participation and learning of all students

CEOE34 - Carry out psychopedagogical evaluations and, where appropriate, prepare diagnostic reports and schooling opinions for students with specific support needs

CEOE35 - Identify the specific needs for educational support associated with disability, developmental disorders, learning difficulties, high ability and sociocultural factors

CEOE36 - Design and implement, using the resources of the guidance system, support interventions for all students who require it within the framework of the Diversity Attention Plan

CEOE37 - Identify and plan the resolution of educational situations that affect students with different abilities and different learning rhythms

## **2.2. Learning goals**

1. Identify and plan the resolution of educational situations that affect students with different capacities and different learning rhythms.
2. Design and implement, in collaboration with the school community, attention to diversity measures that guarantee the presence, participation and learning of all students.
3. Plan, carry out psychopedagogical evaluations and know how to interpret the information obtained.
4. Prepare diagnostic reports and schooling opinions for students with specific support needs associated with disability, developmental, learning and behavioral disorders.
5. Identify the specific needs for educational support associated with disability, developmental, learning and behavioral disorders.
6. Design and implement support interventions for all students who require it within the framework of the Attention to Diversity Plan, using the resources of the guidance system and in coordination with teachers and families.

## **3. Assessment (1st and 2nd call)**

### **3.1. Assessment tasks (description of tasks, marking system and assessment criteria)**

#### **Test types**

The student must demonstrate that she has achieved the expected learning outcomes through the following evaluation activities:

#### **1) Continuous evaluation**

- Portfolio (70%)
- Compilation of practices throughout the course: Psychopedagogical reports, based on a specific situation or a psychopedagogical evaluation of different cases, emphasizing training advice and its educational implications. It will be necessary to pass, with at least 5 out of 10. Theoretical-practical test (30%)

Written test with oral defense of the resolution of a case in relation to advice to ACNEAEs. It will be necessary to pass with at least 5 out of 10

## 2) Overall evaluation

The evaluation of the subject will be carried out by means of a global written test, with both theoretical and practical content, and will be carried out at the end of the academic period, in accordance with the exam calendar established by the center where the master's degree is taught.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

## Requirement levels (Grading criteria and requirements to pass the subject)

The grade obtained in the theoretical-practical test will account for 30% of the final grade and the portfolio will account for 70% of the final grade. The qualification of the portfolio and the practical theoretical test, of each of them, must be greater than or equal to 5 points out of 10.

### Global test and second call

The evaluation of the subject will be carried out by means of a global test, with both theoretical and practical content, and will be carried out at the end of the academic period in accordance with the exam calendar established by the center where the master's degree is taught.

The evaluation in the second call will be adapted to the same criteria used for the first.

## 4. Methodology, learning tasks, syllabus and resources

### 4.2. Learning tasks

- Exhibition sessions
- Development of a pedagogical report that includes the psychopedagogical evaluation, mediation with the different agents involved and psychopedagogical guidance for teachers, family and other agents, if necessary.
- Preparation of an essay on a didactic methodology applied to a case.
- Carrying out internships on guidance and counseling for students with NEAE and case studies. Visits to educational centers or centers of interest for learning.
- Oral presentation and discussion of works Tutorials

The approach, methodology and evaluation of this guide is prepared to be the same in any teaching scenario. They will be adjusted to the socio-sanitary conditions of each moment, as well as to the indications given by the competent authorities.

### 4.3. Syllabus

Educational advice with NEAE students

- Through psychopedagogical reports, from evaluation and coordination: preparation of specific reports.
- Curricular adaptations: principles, strategies and challenges.
- Management of groups with students with specific educational support needs.
- Academic-professional orientation in attention to diversity.

Accompaniment processes and methodologies of attention to diversity for the inclusion of students with specific educational attention needs:

- sensory disabilities,
- physical disability: motor and organic,
- developmental delay and intellectual disability,
- autism Spectrum Disorder,
- specific learning difficulties and ADHD,
- late incorporation into the educational system and conditions of personal or school history,
- high intellectual abilities,
- etc.