

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Primary Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	EDUCATIONAL SUPPORT FOR STUDENTS WITH SPECIAL NEEDS ARISING FROM MOTOR OR SENSORIAL DISABILITIES		
Type:	Optional	ECTS credits:	6
Year:	3	Code:	7459
Teaching period:	Fifth semester		
Area:	Focus on Special Educational Needs		
Module:	Teaching and discipline		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	150		

## SUBJECT DESCRIPTION

The main objective of this course is to provide students with the necessary knowledge to care for students with specific educational needs resulting from motor and sensory disability, ensuring that they are competent as they develop professionally. The course therefore offers content that enables students to understand and identify the needs of these students and the necessary resources for the required educational intervention in each case. In collaboration with the rest of the professionals involved, the aim of the course is to offer the necessary assistance, strategies and adjustments for the children's full development.

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

## General Skills

To acquire and commit oneself to ethical values.

To develop an ability for interpersonal and intercultural communication.

To be familiar with and master efficient self-motivation, personal self-assessment, focus on personal achievement and personal leadership techniques.

To design and regulate learning areas in contexts of diversity, fostering gender equality, egalitarianism and respect for human rights formed by the values of citizen education.

To be familiar with the organisation of primary education schools and the diversity of actions carried out. To carry out tutorship and supervision tasks with students and families, taking into account the special educational needs of students. To accept that the practice of teaching must be improved and adapted to scientific, educational and social changes throughout one's life.

## Specific skills

To be familiar with the characteristics of students with special educational needs.

To identify where the main difficulties of students with special educational needs lie.

To be aware of the best practice guidelines in a classroom that contains pupils with special educational needs.

To be able to inform other specialist professionals in order to ensure effective collaboration with the centre and teacher in caring for pupils with special educational support needs.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours