

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Child Education
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Field of Knowledge:	Arts and Humanities
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Faculty/School:	Education and Psychology
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Course:	EDUCATIONAL SUPPORT FOR STUDENTS WITH SPECIAL NEEDS ARISING FROM MOTOR OR SENSORIAL DISABILITIES
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Type:	Optional
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ECTS credits:	6
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Year:	3
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Code:	7342
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Teaching period:	Fifth semester
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Area:	Focus on Special Educational Needs
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Module:	Teaching and discipline
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Teaching type:	Classroom-based
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Language:	Spanish
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Total number of student study hours:	150
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## SUBJECT DESCRIPTION

This subject has as its main objective that of providing the students with the necessary knowledge to attend to school children with a specific educational need derived from motor and sensory disability, allowing them to be competent as they develop professionally. The course therefore offers content which enables students to understand and identify the needs of these children and to avail of the resources necessary for the required educational intervention in each event. This is undertaken in collaboration with other professionals involved with a view to providing the help, strategies and adaptations necessary for the complete development of children in their care.

## 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 provide guidance to parents in relation to family education when children are aged 0-6 years and to master social skills in the dealings and relationships with the family of each pupil and with the families as a whole.

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

To design and regulate learning areas in contexts of diversity, taking into consideration the specific educational needs of pupils, gender equality, egalitarianism and respect for human rights.

To be able to reflect in-group on the acceptance of norms and respect for others. To foster the independence and uniqueness of each pupil as key factors in the education of emotions, feelings and values in early childhood.

## Specific skills

To be familiar with the characteristics of those pupils that require special educational support needs.

To identify where the main difficulties of pupils 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