

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Arts and Humanities		
Faculty/School:	Education and Psychology		
Course:	EDUCATIONAL SUPPORT FOR STUDENTS WITH SPECIAL NEEDS ARISING FROM GENERAL BEHAVIOURAL		
Type:	Optional	ECTS credits:	6
Year:	4	Code:	7349
Teaching period:	Seventh 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

La asignatura "Atención a los alumnos con necesidades específicas de apoyo educativo derivadas de trastornos generales del desarrollo y de conducta" pertenece a la materia de Atención a las Necesidades Educativas Especiales, dentro del módulo de Didáctico Disciplinar. Consta de 6 créditos ECTS y se imparte en el séptimo semestre del Grado en Educación Infantil, con un total de 150 horas de dedicación por parte del alumno. Actualmente se está apostando por una educación inclusiva y es por ello, que el Graduado en Educación Infantil con Mención en "Atención a Alumnos con Necesidad Específica de Apoyo Educativo", tiene que ser un profesional capaz de valorar la situación en la que se encuentre cada alumno, para ofrecer los apoyos y estrategias necesarias que se requieran en cada caso, con el fin de dar respuesta a las necesidades de dichos

alumnos, en concreto en esta asignatura se hará hincapié en los alumnos con Trastorno del Espectro Autista y alumnos con Trastorno por Déficit de Atención e Hiperactividad. Ello requiere una exhaustiva coordinación con el resto de los profesionales implicados y de las familias, y por ello han de ser profesionales comprometidos con los demás, con un sentido de búsqueda constante, cuyos valores personales hagan que su perfil profesional y personal proporcione un trato humano y personalizado, que permita el desarrollo integral de todos los niños.

## **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 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 acquire and commit oneself to ethical values.

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**

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