

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 PERSONALITY DISORDERS
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Type:	Optional
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ECTS credits:	6
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Year:	4
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Code:	7350
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Teaching period:	Seventh 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

Para ello se ofrecen contenidos dirigidos a que el alumno conozca e identifique las necesidades de dichos alumnos y disponga de los recursos necesarios para la intervención educativa en cada situación. Todo ello en colaboración con el resto de los profesionales implicados y de las familias, con el fin de ofrecer las ayudas, estrategias y adaptaciones necesarias para el pleno desarrollo de los menores.

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

To acquire and commit oneself to ethical values.

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.

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.

DISTRIBUTION OF WORK TIME

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