



IDENTIFYING DATA

The Attention to Diversity and its Intervention

| | | | | |
|---------------------|---|-----------|------|------------|
| Subject | The Attention to Diversity and its Intervention | | | |
| Code | O02M066V06252 | | | |
| Study programme | Máster Universitario en Profesorado en Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas. Especialidad: Orientación | | | |
| Descriptors | ECTS Credits | Choose | Year | Quadmester |
| | 4 | Mandatory | 1st | 2nd |
| Teaching language | Spanish Galician | | | |
| Department | | | | |
| Coordinator | Iglesias Sarmiento, Valentín | | | |
| Lecturers | Iglesias Sarmiento, Valentín | | | |
| E-mail | visarmiento@uvigo.gal | | | |
| Web | | | | |
| General description | The current reality of the educational system implies the need to address and educate within diversity, contributing to the development of all students, including those with learning difficulties arising from specific educational support needs. This course is designed to help teaching professionals identify the main educational needs of students and develop psychoeducational interventions aimed at improving their quality of life. | | | |

Training and Learning Results

| | |
|------|---|
| Code | |
| B1 | |
| B6 | |
| C1 | (*Coñecer as características dos estudantes, os seus contextos sociais e motivacións. |
| C2 | (*Comprender o desenvolvemento da personalidade destes estudantes e as posibles disfuncións que afectan a aprendizaxe. |
| C4 | (*Identificar e planificar a resolución de situacións educativas que afectan a estudantes con diferentes capacidades e ritmos de aprendizaxes. |
| C9 | (*Participar na definición do proxecto educativo e nas actividades xerais do centro atendendo a criterios de mellora da calidade, atención á diversidade, prevención de problemas de aprendizaxe e convivencia. |
| D1 | (*Utilizar bibliografía e ferramentas de procura de recursos bibliográficos xenerais e específicos, incluíndo o acceso por Internet. |

Expected results from this subject

| | |
|---|-------------------------------|
| Expected results from this subject | Training and Learning Results |
| Know the processes and resources for preventing learning and coexistence problems, the evaluation processes, and academic and professional guidance | B1 |
| | C1 |
| | C2 |
| | C9 |
| | D1 |

| | |
|---|----------------------|
| Use the principles of inclusive education as the basis for the development of guiding actions. | B6 C4 C9 D1 |
| Develop and apply didactic methodologies that promote attention to student diversity, adapting educational action to their different personal and collective characteristics. | B6 C1 C4 D1 |
| Acquire the necessary skills to identify the educational needs of students and design intervention strategies | C1 C4 C9 |

Contents

| Topic | |
|--|---|
| (*)Atención ás Necesidades Específicas de Apoio Educativo | (*)-NEE, alumnado estranxeiro, alumnado superdotado. Atención hospitalaria. -Adaptacións do currículo. Diversificación curricular. PCPI. Programas de mellora do rendemento. Formación Profesional Básica. Apoio e reforzo educativo. Agrupamentos flexibles, desdobres e agrupación de materias en ámbitos. Flexibilización para alumnado de altas capacidades. Programas de inmersión lingüística para emigrantes. Fontes de diversidade |
| (*)Trastornos e dificultades no desenvolvemento e na aprendizaxe | (*)-Consideracións xerais. -Trastornos psíquicos, físicos e sensoriais: características e repercusións na aprendizaxe. -Dificultades no desenvolvemento e na aprendizaxe: psicomotrices, cognitivas, da fala e a linguaxe, socioafectivas e condutuais. -Problemáticas socioculturais actuais e a súa repercusión na aprendizaxe. |
| (*)-Propostas de atención á diversidade | (*)-A educación inclusiva. -Intervención psicoeducativa pensada dende unha concepción inclusiva da educación para dar resposta á diversidade do alumnado. |

Planning

| | Class hours | Hours outside the classroom | Total hours |
|----------------------------|-------------|-----------------------------|-------------|
| Lecturing | 10 | 0 | 10 |
| Mentored work | 7 | 40 | 47 |
| Discussion Forum | 2 | 10 | 12 |
| Autonomous problem solving | 1 | 30 | 31 |

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

| | Description |
|----------------------------|---|
| Lecturing | Expository activities by the teacher about the basic contents of the subject. |
| Mentored work | Solving exercises in the classroom. Developing critical analyses. Preparing reports. Workshops. Case studies. |
| Discussion Forum | Resolving doubts. Consultations and monitoring of assignments. Debates. Critical analysis of materials. |
| Autonomous problem solving | Developing a project related to attention to diversity in the classroom. |

Personalized assistance

| Methodologies | Description |
|----------------------------|-------------|
| Mentored work | |
| Autonomous problem solving | |
| Discussion Forum | |

Assessment

| | Description | Qualification | Training and Learning Results |
|------------------|--|---------------|-------------------------------|
| Mentored work | Tasks performed in small groups under the guidance of the teacher. | 40 | B6 C1 C2 C4 |
| Discussion Forum | Contribution of the student to the dynamics of the subject. | 20 | B1 C1 D1 |

| | | | | | |
|----------------------------|--|----|----------|----------------|----|
| Autonomous problem solving | Autonomous development of the project. | 40 | B1 B6 | C1 C4 C9 | D1 |
|----------------------------|--|----|----------|----------------|----|

Other comments on the Evaluation

Students who opt for **continuous assessment** must pass all the proposed tasks and attend at least 80% of the sessions. If the subject is not passed in the first exam period, the competencies not acquired will be evaluated in the July exam period.

Students who opt for **global assessment** must complete the same tasks as the in-person students. It is necessary to inform the course coordinator of the decision to adopt this modality at the beginning of the course to establish a work plan.

Parts of the subject passed in the 1st opportunity will not be subject to evaluation in the 2nd and will therefore be considered passed for that academic year.

In line with the inclusive nature that characterizes the Faculty of Education and Social Work, this guide may be adapted to meet the specific educational support needs of students enrolled in the PIUNE (PAT) program.

Sources of information

Basic Bibliography

Alegre, J.R. & Pérez, M., **Guía práctica de los trastornos del lenguaje: descripción e intervención**, Lebón, 2008

Bassedas, E., **Alumnado con discapacidad intelectual y retraso del desarrollo**, Graó, 2010

Cabrerizo, J. & Rubio, M.J., **Atención a la diversidad**, Pearson, 2007

Jiménez, J.E., **Modelo de respuesta a la intervención**, Pirámide, 2019

Lou, M.A., **Atención a las necesidades educativas específicas en Educación Secundaria**, Pirámide, 2011

Martín, E. & Mauri, T., **Orientación Educativa. Atención a la diversidad y educación inclusiva**, Graó, 2011

Santana, L., **Educación en secundaria**, Wolters Kluwer, 2013

Complementary Bibliography

Aierbe-Barnadiaran, A., **Intervención psicopedagógica en los trastornos del desarrollo**, Aljibe, 2005

Botías, A., Higuera, A.M. & Sánchez, **Necesidades Educativas Especiales: planteamientos prácticos**, Wolters Kluwer, 2011

Elices, J.A., **Alumnos con altas capacidades intelectuales: características, evaluación y respuesta educativa**, CEPE, 2013

García, J.M., Pérez, J. e Berrueto, P., **Discapacidad intelectual. Desarrollo, comunicación e intervención**, CEPE, 2002

Gil de Gómez, J., **Discapacidad sensorial: sordera, ceguera y sordoceguera**, Sanz y Torres, 2010

Hortal, C., **Alumnado con trastorno del espectro autista**, Graó, 2011

Latorre, A. & Bisetto, D., **Trastornos del desarrollo motor**, Pirámide, 2009

Mesibov, G. & Howley, M., **El acceso al currículum por alumnos con Trastornos del Espectro del Autismo**, Autismo Ávila, 2010

Miranda, A., **Manual práctico de TDAH**, Síntesis, 2011

Recommendations