



Information about the subject

Degree: Bachelor of Arts Degree in Early Childhood Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1412012 **Name:** Developmental and educational aspects of students with visual impairments and motor impairments

Credits: 6,00 **ECTS Year:** 4 **Semester:** 2

Module: Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Specific Educational Needs and Attention to the Diversity **Type:** Elective

Department: -

Type of learning: Classroom-based learning

Languages in which it is taught: Spanish

Lecturer/-s:



Module organization

Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Specific Educational Needs and Attention to the Diversity	42,00	Design and assessment of programmes and plans of socio-educational action	6,00	This elective is not offered in the academic year 24/25
		Developmental and educational aspects of students with hearing impairments	6,00	4/2
		Developmental and educational aspects of students with visual impairments and motor impairments	6,00	4/2
		Educational intervention for problems of social maladjustment	6,00	This elective is not offered in the academic year 24/25
		Educational intervention in specific learning difficulties	6,00	3/1
		Educational intervention in students with intellectual disabilities and on the autism spectrum	6,00	3/2
		Pathology and intervention in specific disorders of language development	6,00	4/2



Recommended knowledge

Have taken a course in special educational needs.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student identifies the indicators of visual impairment and motor impairment, in order to collaborate in the multidisciplinary diagnosis.
- R2 The student develops guidelines, orients and informs the different educational agents about the special educational needs of students with visual impairment and motor impairment.
- R3 The student knows the different structures of training, personal development and social and labor integration for people with visual impairment and motor impairment.
- R4 The student is able to establish continuous improvement processes and is able to elaborate evaluation reports.
- R5 The student knows how to apply the most appropriate methodologies and specific intervention techniques in each teaching-learning situation.
- R6 The student knows the procedure, according to the regulations in force, to request to the orientation teams the identification and specification of the specific needs of educational support, the most appropriate schooling modality in each case and the authorization to adopt extraordinary measures.
- R7 The student manages the organizational aspects of the classroom to adequately address the unique needs of the student body.



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
G2	To promote and facilitate learning in early childhood, from a globalizing and integrating perspective of the different cognitive, emotional, psychomotor and volitional dimensions.			X	
G11	To reflect on classroom practices to innovate and improve teaching. To acquire habits and skills for autonomous and cooperative learning and promote it in students.				X
G12	To understand the role, possibilities and limits of education in today's society and the fundamental competencies that affect early childhood education schools and their professionals. To know models of quality improvement with application to educational centers.				X

SPECIFIC		Weighting			
		1	2	3	4
EPT1	To know the characteristics of students with developmental and sensory disorders and learning difficulties, and to understand the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of students with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics in students with specific needs.				X
EPT3	Respect for the personal and cultural differences of students with specific needs and other members of the educational community.				X
EPT4	Ability to critically analyze the conceptions of education derived from scientific research.			X	



EPT5	Ability to design and develop educational projects and programming units that allow adapting the curriculum to the context of the specific needs and socio-cultural contexts of the students.							X
EPT6	Ability to promote the autonomous learning of students according to the objectives and contents appropriate to their educational level and learning characteristics.							X
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the student.							X
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and transversal knowledge in an integrated manner, appropriate to the learning characteristics of the student.						X	
EPT9	Ability to prepare, select and construct didactic materials and apply them in the specific frameworks of the different disciplines.						X	
EPT10	To know how to adequately use technological aids in teaching-learning activities, as well as technical resources that facilitate access to information and communication.							X
EPT11	Ability to promote the quality and adequacy of educational contexts (classroom and center), so as to ensure the well-being and accessibility of students.						X	
EPT12	Ability to carry out educational support activities within the framework of inclusive education.							X
EPT13	Ability to perform the tutorial function, guiding students and parents, and coordinating the educational action related to their group of students.							X
EPT14	Ability to participate in research projects related to teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.						X	
EPT15	To know how to develop the relationship and communication skills of students with specific needs with their peer group and the adults in their environment.							X
EPT16	Development of emotional control skills in the different circumstances of professional performance.							X
EPT17	Ability to encourage students with specific needs to participate in the construction of rules of coexistence..							X



1412012 - Developmental and educational aspects of students with visual impairments and

EPT18 To know the general principles of speech therapy intervention in the school environment as well as its different functions: prevention, education, re-education, rehabilitation and treatment.				X
EPT19 To know how to face and cooperatively solve problematic situations and interpersonal conflicts of various kinds.			X	
EPT20 Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of students with specific needs.				X
EPT21 To raise the commitment to optimize the academic performance of students with specific needs, as well as their school progress within the framework of a comprehensive education.				X



Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R3, R5, R6, R7	40,00%	Written test: Final summative or continuous theoretical and practical test (open questions, objective test questions, truncated exam, etc.). Preparation of fieldwork memorandums. Solution of case studies, single case, etc.
R3, R5, R7	10,00%	Oral presentation of group and individual work.
R1, R3, R5, R7	20,00%	Individual monitoring of attendance at face-to-face sessions and active participation in theoretical and practical classes, seminars and tutorials.
R1, R2, R3, R5, R6, R7	30,00%	Non-final written exams: individual or group directed work.

Observations

Written test: Objective multiple-choice test, 30 to 40 questions, 3 alternatives, only one correct, 2 wrong takes away 1 right.

Follow-up and participation: will be evaluated on the basis of attendance and classroom tasks.

Criteria for the awarding of Honours Grades: If the student obtains a 9 and the result obtained is the result of excellent academic achievement combined with effort and interest in the subject.

Note: In order to add up the percentages it is essential to pass each and every one of the assessment instruments. Failure to comply with the rules and deadlines established for the completion of academic activities will invalidate the mark.

Single evaluation: Exceptionally, those students who, in a justified and accredited manner, cannot submit to the continuous evaluation system and request it within the first month of each semester to their professor may opt for this evaluation system, and the Dean's Office will decide on it.

In this case, it will be evaluated in the following way: According to the evaluation regulations of the UCV, the single evaluation consists of a final exam composed of an objective test (4 points) and a practical case (2 points) and the delivery of a work consisting of "Single Case Design" (following the guidelines required in the subject regarding its resolution).



CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 PARTICIPATIVE MASTERCLASS
- M2 CLASSROOM PRACTICES
- M3 CASE STUDIES
- M5 WORK AT SEMINARS
- M6 PROBLEM-BASED LEARNING
- M7 GROUP TUTORING
- M8 INDIVIDUAL TUTORING
- M9 PROJECT-BASED LEARNING
- M10 COOPERATIVE AND COLLABORATIVE WORK



IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Presentation of content by the teacher, analysis of competences, explanation and demonstration of skills, abilities and knowledge in the classroom. M2, M3	R1, R3, R7	27,00	1,08
Group work sessions supervised by the teacher, case studies, diagnostic analyses, problems, field studies, computer classroom, visits, data searches, libraries, network, Internet, etc. Meaningful construction of knowledge through student interaction and activity. M1, M2, M5	R2, R5, R7	11,00	0,44
Supervised monographic sessions with shared participation M1, M3	R1, R5, R6	6,50	0,26
Presentation in plenary. Application of interdisciplinary knowledge M3, M5	R1, R2, R3, R5	5,00	0,20
Personalised attention in small groups. Period of instruction and/or guidance by a tutor with the aim of reviewing and discussing the materials and topics presented in classes, seminars, readings, assignments, etc. M2, M5	R5, R6, R7	8,00	0,32
Set of oral and/or written tests used in the initial, formative or summative assessment of the student. M1, M2	R1, R2, R6, R7	2,50	0,10
TOTAL		60,00	2,40



LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M3	R1, R2, R6, R7	36,00	1,44
Student study: Individual preparation of readings, essays, problem solving, seminars, papers, reports, etc. to present or deliver in theory classes, practical classes and/or small group tutorials. Work done on the platform or other virtual spaces. M1, M2, M5	R1, R3, R6, R7	54,00	2,16
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
SEN due to visual impairment	<ol style="list-style-type: none"> 1.- General aspects about visual impairment and communication and interaction with a blind person. 2.- Definition and general concept aspects about visual impairment 3.- Guide Technique 4.- Braille 5.- Educational response to a blind child.
SEN derived from motor impairment	<ol style="list-style-type: none"> 1.- Previous concepts 2.- Psychomotor disorders versus Motor impairments 3.- Motor impairments without brain involvement 4.- Motor impairments with cerebral affectation 5.- Educational response to students with motor impairment 6.- Support products

Temporary organization of learning:

Block of content	Number of sessions	Hours
SEN due to visual impairment	15,00	30,00
SEN derived from motor impairment	15,00	30,00



References

Basic Bibliography

CREENA (Centro de Recursos de Educación Especial de Navarra) (2000). *Necesidades Educativas Especiales: Alumnado con Discapacidad Motórica. Guía para la respuesta educativa a las necesidades del alumnado con parálisis cerebral*. Pamplona: Departamento de Educación y Cultura del Gobierno de Navarra.

Ferrándiz Vindel, I. & Palacios Sánchez, J. (2007). Tratamiento educativo de necesidades especiales de tipo motórico. En GENTO PALACIOS, S. (Coord) (2007) *Tratamiento educativo de la diversidad*. Madrid: UNED .

Coronas, M., & Basil, C. (2017). Los alumnos con discapacidad motriz. AA. Marchesi, C. Coll, i J. Palacios, *Desarrollo psicológico y educación: respuestas educativas a las dificultades de aprendizaje y del desarrollo* (3ª ed., p. 387-414). Madrid: Alianza Editorial.

AA.VV. (1994). *Deficiencia visual. Aspectos evolutivos y educativos*. Málaga: Aljibe.

-Supplementary Bibliography

AA.VV. (1993). Deficientes motóricos I: Espina Bífida. En AA.VV., *Necesidades educativas especiales*. Málaga: Aljibe.

AA.VV. (1993). Deficientes motóricos II: Parálisis cerebral. En AA.VV., *Necesidades educativas especiales*. Málaga: Aljibe.

AA.VV. (1997). *Alumnos con necesidades educativas especiales y adaptaciones curriculares*. Madrid: CDCMEC.

AA.VV. (1998). *Las necesidades educativas especiales del niño con deficiencia motora*. Madrid: CDC-MEC.

Alcantud, F. & Soto, F. J. (2003). *Tecnologías de ayuda en personas con trastornos de comunicación*. Valencia: Nau Llibres.

Almirall, C. B., Bultó, C. R., & Camats, E. S. (2010). *Alumnado con discapacidad motriz* (Vol. 9). Grao

Alvarez, D. et al. (2004). *La sordoceguera un análisis multidisciplinar*. Madrid: ONCE.

Basil, C. (2014). Sistemas aumentativos y alternativos de comunicación. A J. Peña-Casanova. (Ed.). *Manual de logopedia* (pp. 379-390). Barcelona: Elsevier Masson.

Basil, C. & Rosell, C. (2006). Recursos y sistemas alternativos/aumentativos de comunicación. En J. L. Gallego (Coord.) *Enciclopedia temática de logopedia, volumen 1*. Málaga: Aljibe, 442-465.

Basil, C., & Soro-Camats, E. (2004). Proyectos y programas en alumnos con dificultades en la adquisición del lenguaje. AA. Badia, T. Mauri i C. Monereo (Eds.). *La práctica psicopedagógica en educación formal* (pp. 447-469). Barcelona: Editorial UOC.

Checa F. J. et al. (1999). *Aspectos evolutivos y educativos de la deficiencia visual*. Madrid: ONCE.

Coronas, M. & Basil, C. (2013). Comunicación aumentativa y alternativa para personas con afasia. *Revista de logopedia, foniatría y audiolología*, 33(3), 126-135.



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- Torres, S. (2001). *Sistemas alternativos de comunicación. Manual de comunicación aumentativa y alternativa: sistemas y estrategias*. Málaga: Aljibe.
- Smith, M., & Murray, J. (2016). *The Silent Partner? Language Interaction and Aided Communication*. Surrey: J&R Press.

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AULA de innovación educativa.BARCELONA: Graó.

BOLETÍN DEL REAL PATRONATO.MADRID: Real Patronato de prevención y de atención a personas con minusvalía.

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EDETANIA. Estudios y propuestas de educación.GODELLA: Edetania Ediciones.

INFANCIA Y APRENDIZAJE, Journal for the study of education and development.SALAMANCA: Fundación Infancia y Aprendizaje.



MAGISTERIO. Comunidad Valenciana.MADRID: M&M.

REVISTA DE EDUCACIÓN ESPECIALMALAGA: Aljibe.

Revista de CIENCIAS de la EDUCACIÓN.MADRID: INSTITUTO CALASANZ.

Enlace al término “EDUCACIÓN ESPECIAL” en búsqueda de artículos en Biblioteca UCV:
https://www.ucv.es/alexandria/rev_iniarticulo.aspx.

WEBGRAFÍA

Guía informativa para las familias. Generalitat Valenciana.
http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf
(Castellano).
http://www.edu.gva.es/abc/guiafamilia/docs/guia_familia_val.pdf
(Valencià).

Educación Especial – GVA

<http://www.edu.gva.es/ocd/areacd/es/plan/esp/index.htm>.

Atención a las diferencias individuales – GVA

<http://www.edu.gva.es/ocd/areaord/es/atdiversidad.htm>.

CERMI – Portal (Comité Español de Representantes de Personas con Discapacidad)

<http://www.cermi.es/es-ES/Paginas/Portada.aspx>.

REAL PATRONATO SOBRE DISCAPACIDAD – Gobierno de España

<http://www.rpd.es/>.

Educación Inclusiva en el Sistema Educativo Español – MEC

<http://www.educacion.gob.es/educacion/sistema-educativo/educacion-inclusiva.html>.

Educación inclusiva. Iguales en la diversidad. MEC (ITE, Instituto Tecnológico Educativo). Curso *on-line* sobre educación inclusiva

<http://www.ite.educacion.es/formacion/materiales/126/cd/indice.htm> .

Agencia Europea para la Educación Especial

<http://www.european-agency.org/>.

Manuales de Atención al Alumnado con Necesidades Específicas de Apoyo Educativo



de la Junta de Andalucía

<http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientaciony atenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE>,

de la Junta de Extremadura

<http://www.juntadeandalucia.es/educacion/nav/contenido.jsp?pag=/Contenidos/PSE/orientacionyatenciondiversidad/educacionespecial/ManualdeatencionalalumnadoNEAE&vismenu=0,0,1,1,1,0,0,0,0>

del Departamento de Educación, Universidades e Investigación del Gobierno Vasco

http://www.hezkuntza.ejgv.euskadi.net/r43-2459/es/contenidos/informacion/dia6/es_2027/necesidades_especiales_c.html

Centro de recursos de Educación Especial de Navarra

<http://centros.educacion.navarra.es/creena/>

Cine y discapacidad:

<http://www.uhu.es/cine.educacion/cineyeducacion/temasdiscapacidad.htm>.

Once:

<http://www.once.es/new/servicios-especializados-en-discapacidad-visual/publicaciones-sobre-discapacidad-visual/catalogo-de-publicaciones-de-la-once>

Centros españoles de documentación sobre discapacidad

Centro Español de Documentación sobre Discapacidad, del Real Patronato sobre Discapacidad
Centro de Referencia Estatal de Autonomía Personal y Ayudas Técnicas (CEAPAT), del Ministerio de Sanidad, Servicios Sociales e Igualdad

Centro Estatal de Información Documentación de Servicios Sociales (CEDISS), del Ministerio de Empleo y Seguridad Social

Instituto de Migraciones y Servicios Sociales (IMSERSO), del Ministerio de Sanidad, Servicios Sociales e Igualdad

Instituto Universitario de Integración en la Comunidad (INICO), de la Universidad de Salamanca
Observatorio de la discapacidad

Servicio de Información sobre Discapacidad, de la Universidad de Salamanca

Discapacidad visual

Prevención de la ceguera

Iniciativa "VISION 2020-THE RIGHT TO SIGHT"

International Agency for the Prevention of Blindness

Organización Mundial de la Salud

Centros extranjeros de información y documentación sobre discapacidad visual

American Foundation for the Blind

Biblioteca especializada de la Liga Braille de Bélgica

Centro di Documentazione Tiflogica

Information resource for professionals who work in the field of visual disabilities



Perkins School for the Blind. Information Clearinghouse on Blindness and Visual Impairment
Royal National Institute for the Blind Research Library
The Library of Congress National Library Service for the Blind and Physically Handicapped,
Reference Section

Entidades y asociaciones de profesionales especializados en discapacidad visual

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)

Council for Exceptional Children (CEC)

International Council for Education of People with Visual Impairment (ICEVI)

International Society for Low Vision Research and Rehabilitation (ISLRR)

Rehabilitation Research and Training Center on Blindness and Low Vision (RRTC)

Asociaciones españolas de y para personas con ceguera y deficiencia visual

AGAF. Asociación de Glaucoma para Afectados y Familiares

AMIRES. Asociación de Miopía Magna con retinopatías

ANIRIDIA. Asociación Española de Aniridia

ASANOL. Asociación Atrofia de Nervio Óptico de Leber

CHARGE. Asociación del Síndrome de Charge en España

Sordoceguera

AADB. Asociación Americana de Sordoceguera (USA)

APASCIDE. Asociación Española de Padres de Sordociegos (España)

ASOCIDE. Asociación de Sordociegos de España (España)

DbI. Deafblind International

SENSE (Reino Unido)

Bibliotecas virtuales y electrónicas para personas con ceguera y deficiencia visual

Biblioteca Virtual Miguel de Cervantes: Biblioteca de voces

Libro electrónico digital para personas con ceguera y deficiencia visual

Consorcio DAISY (Digital Accesible Information System)

Otras páginas de interés sobre ceguera y deficiencia visual

Proyecto Tarragona: "Instrumentos de evaluación psicológica del ajuste a la discapacidad visual"

Tiflo Bebé: ayuda para padres con discapacidad visual

Centros y Servicios ONCE

Centro de Investigación y Desarrollo Tiflotécnico (CIDAT)

Escuela Universitaria de Fisioterapia

Museo Tiflológico

Servicios Educativos (CRE)