



COURSE DATA

DATA SUBJECT

Code: 33719
Name: Diagnosis and intervention in subjects with special educational needs
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	4	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Assessment and diagnosis in education II	ELECTIVES

COORDINATION

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SUMMARY

Diagnosis and Intervention in Subjects with Special Educational Needs is an optional subject that starts from the concept of diagnosis as a science of action: it is "of and for practice" and is constituted "in and from practice". Hence, the training must be understood from a double perspective: personal and professional (theoretical / technical / practical).

This subject aims to contribute to the training of professionals in the 21st century degree in pedagogy who know how to adapt to the new times, performing their duties in different professional fields, preferably in the educational framework, incorporating the most up-to-date skills in their training. that the labor market demands.

The subject is structured in seven thematic units that deal with diagnosis and intervention in subjects with special educational needs.



Highlight the eminently applied character that this subject will have from the beginning and that will involve the practical cases around the contents outlined in this guide, without forgetting the importance of the theoretical, methodological and didactic approach of this type requires. This, in part, is motivated by the fact that professional practice shows that if it is important to "know", it is even more important to "know how to do" and to be able to solve professional practice effectively. For this reason, in addition to proceeding to the diagnosis of proposed cases, the procedure will be delved into. This preferably practical vision that is given to the subject is in perfect harmony with the demands of the current job market.

In this eminently practical context and so that the student's learning process is strengthened and enriched, practice will be assessed, focusing on the errors made and providing adequate procedures to correct them.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Students who take this subject will have studied Diagnosis in Education and Educational Evaluation Methodology, compulsory third-year subjects that will have provided them with an adequate general basis for diagnosis and evaluation methodology in the educational framework.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Be able to communicate professionally, both orally and in writing, in the Universitat de València's native languages.

Be able to conduct educational research in different contexts.

Develop, promote and revitalise interpersonal communication skills.

Develop organisational and planning skills.

Develop the capacity to solve problems and make decisions.

Have abilities for quality management.

Show commitment to professional identity, development and ethics.

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.



Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

DESCRIPTION OF CONTENTS

1. Diagnosis, educational needs and special educational needs

2. The diagnosis of subjects with special educational needs in the context of attention to diversity

3. Diagnosis in subjects with: intellectual disability, autism spectrum disorder (ASD), hearing disability, visual disability, motor disability, sensory disability, severe behavioral or mental health disorders, severe communication and language disorders.

4. Evaluation, psychopedagogical report and intervention plan in the diagnosis of subjects with special educational needs



5. Significant Individual Curricular Adaptations and Access Adaptations for subjects with special educational needs.

6. Application of techniques, resources and instruments to the diagnosis of subjects with special educational needs

7. Application of new technologies to the diagnosis of subjects with special educational needs.

8. Diagnosis for the social and labor insertion of subjects with special educational needs

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	30,00
Classroom practices	15,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,50
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,50

TEACHING METHODOLOGY



The teaching methodology will be based on the organizational modalities and time distribution that marks the degree. In any case, given the theoretical-practical and applied nature of the subject, varied activities will be organized: case studies, brief presentations by the students, team tasks, etc. giving priority to a methodology that implies a dynamic based on debate and collaborative work

EVALUATION

To ensure the acquisition and development of the skills associated with the subject, the evaluation may be carried out through various procedures, taking into account the activities carried out by the students and the different options chosen. The following procedures may be used, among others:

- Objective tests, where the acquisition of knowledge will be assessed.
- Execution tests: knowing how to apply theoretical knowledge to specific problems (design, execution and evaluation).
- Reports/Memories: demonstrate the ability to synthesize in the presentation of Reports
- Individual or group written work: (autonomous or guided), taking into consideration (a) bibliographic and information search skills, (b) the temporal organization of the work carried out, (c) the organization of the ideas and arguments expressed, (d) the appropriate writing and exposition, (e) the originality, topicality and interest of the topic.
- Self-assessment systems: autonomy and self-critical ability to judge their own achievements will be valued.
- Portfolio: Collection of information to derive the grade (depending on attendance at classes, attendance at seminars, presentation of assignments, reports, practices, exercises and, in general, student productions throughout their learning process).

Specifically, the evaluation system of the subject will be assigned a percentage of the final grade according to the importance given as indicated below:

Final exam on official date: 50%

Internship Portfolio: 40%

Class participation: 10%

The grading system will be expressed by means of a numerical grade in accordance with the provisions of the regulations (RD 1125/2003 of September 5) in which the European system of credits and the grading system in official university degrees are established and valid throughout the national territory.



To consider:

¿ There is no difference in the evaluation procedure between the first and second calls.

¿ The sections of the evaluation are recoverable in the second call

University of Valencia Regulations on Fraudulent Actions and the Use of Artificial Intelligence

The fraudulent completion of assessment tests and plagiarism in evaluated assignments will be addressed in accordance with the University of Valencia's Regulations on Assessment and Grading (ACGUV 108/2017) and the Protocol for Action Against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including artificial intelligence) that has not been previously and expressly authorised by the teaching staff for the preparation of assessment materials will result in those materials not being considered as the student's own work. Such cases will be addressed according to current regulations and the Code of Conduct and Good Practices of the University of Valencia (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Basic references



- Reference B1: Galve, J. L. y Ayala, C. L. (2002). Evaluación e informe psicopedagógico. Madrid: CEPE.
- Reference B2: Ramos, G. y Chiva, I. (2018). Altas capacidades: identificación-detección, diagnóstico e intervención. Valencia: Brief.
- Reference B3: Lahera Ramos, J., Cepeda Vázquez, R., y García Acevedo, Y. (2019). Concepción pedagógica para el proceso de educación socio inclusiva comunitaria de niños, adolescentes y jóvenes con necesidades educativas especiales. *Opuntia Brava*, 11(3), 147-163. <http://200.14.53.83/index.php/opuntiabrava/article/view/797>
- Reference B4: Sánchez, J. F., Botías, F. E. y Higuera, A. M. (2002). Supuestos prácticos en educación especial. Barcelona: Praxis.
- Reference B5: Arco Tirado, José Luis y Fernández Castillo, Antonio (2004). Necesidades Educativas Especial. Manual de evaluación e intervención psicológica. MacGraw Hill 978-8448140182
- Reference B6: Evans, Linda y East, Viv (2010). Guía práctica de necesidades educativas especiales. Ediciones Morata ISBN 978-8471126092
- Reference B7: Arco, Jose Luis; Fernández Castillo, Antonio (2024). Necesidades educativas especiales. MacGrawHill.
- Reference B8: Teruel, Jerónima; Latorre, Ángel (2014). Dificultades de aprendizaje: Intervención en dislexia y discalculia. Pirámide.
- Reference B9: Ehrenreich-May, Jill; Kennedy, Sarah M.; Sherman, Jamie A.; Bennett, Shannon M. (2020). Protocolo unificado para el tratamiento transdiagnóstico de los trastornos emocionales en adolescentes. Pirámide.
- Reference B10: Moreno García, Inmaculada; Menéres Sancho María Susana (2020). Niños hiperactivos: Cómo ayudar a los padres a afrontar los problemas de conducta. Pirámide.

Complementary references

- Reference c1: Alberti, M. y Romero, L. (2015). Alumnado con discapacidad visual. Barcelona: Graó.
- Reference c2: Alfaro, I.J. (2001). El tratamiento de los errores en el diagnóstico en Educación. *Revista de Investigación Educativa*, 20(1), pp. 433-452.
- Reference c3: Bassedas, E. (2010). Alumnado con discapacidad intelectual y retraso del desarrollo. Barcelona: Graó.
- Reference c4: Cardona, M.C.; Gomar, C.; Palmés, C. y Sadurni, N. (2010). Alumnado con pérdida auditiva. Barcelona: Graó.
- Reference c5: Jiménez, A. (2003). Diagnóstico en educación. Modelo, técnicas e instrumentos. Salamanca: Amarú.
- Reference c6: Marí, R. (2006). Diagnóstico Pedagógico. Un modelo para la intervención psicopedagógica. Barcelona: Ariel.
- Reference c7: Padilla, M^a T. (2002). Técnicas e instrumentos para el diagnóstico y la evaluación educativa. Madrid: CCS.
- Reference c8: Rosell, C.; Soro-Camats, E. y Basil, C. (2015). Alumnado con discapacidad motriz. Barcelona: Graó.
- Reference c9: Sánchez-Cano, M. y Bonals, J. (2005). La Evaluación Psicopedagógica. Barcelona: Graó