



COURSE DATA

DATA SUBJECT

Code: 36302
Name: Intervention in Sensory and Motor Impairment
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Especialista en Pedagogía Terapéutica	ELECTIVES
1305 - Degree in Primary School Education	Especialista en Pedagogía Terapéutica	ELECTIVES

COORDINATION

GIL PELLUCH LAURA

SUMMARY

The current educational system proposes an inclusive school model, in contrast to a segregated education where students with disabilities or exceptionalities were separated from the mainstream educational system. In this context, this subject aims to provide future teachers with a set of knowledge and skills related to psychoeducational intervention in sensory disabilities and motor disorders, enabling them to carry out a professional role that considers the diversity of these students and how to meet their educational needs.

From this perspective, the subject focuses on the main characteristics of the psychological, emotional, communicative, and social development of individuals with sensory disabilities and motor disorders, as well as the most appropriate educational intervention strategies to address their diversity.

This is an elective subject offered in the third year of the Primary Education Degree with a specialization in Therapeutic Pedagogy. It is worth 4.5 credits and is organized and taught by the Department of Developmental and Educational Psychology.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

It is recommended that students have achieved the objectives established in the subjects *Developmental Psychology* and *Educational Psychology*, which are taught in the first year. It is also considered particularly relevant to have passed the objectives of the subject *Special Educational Needs* in the second year, as it serves as a starting point for understanding exceptional development and the subsequent intervention for individuals with sensory disabilities and motor disorders.

COMPETENCES / LEARNING OUTCOMES

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Collaborate in the detection and assessment of special educational needs.

Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.

Contribute to the organisation of the school response to meet the special educational needs of students.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Favour the integration of students with special educational needs into the school community.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and be able to use the instruments that information and communication technologies offer for the educational treatment of special educational needs.

Know and critically evaluate the fundamentals of different intervention techniques.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the biological, psychological and socio-environmental variables related to the schooling of students with special educational needs of diverse origin.

Make individual curricular adaptations to serve students with special educational needs.

Promote cooperative work and individual work and effort.



Teach students and their environment to communicate using the communication system most suited to their characteristics.

Use public and private resources adequately to address special educational needs.

DESCRIPTION OF CONTENTS

1. Visual Disability

Unit 1. Concept, etiology, and types of visual disability.

Unit 2. Developmental aspects in visual disability: Perceptual development; Motor development; Cognitive development; Communicative development; Socio-affective development.

Unit 3. Intervention in visual disability: Early intervention; Orientation, mobility, and daily living skills; Reading and writing in individuals with visual impairment; Assistive technology (Tiflotecnology) and associative movements (ONCE); Visual disability and school learning.

2. Hearing Disability

Unit 4. Concept, etiology, and types of hearing disability.

Unit 5. Developmental aspects in hearing disability: Perceptual development; Cognitive development; Communicative development; Socio-affective development.

Unit 6. Intervention in hearing disability: Early intervention; Methods and systems to support communication development in deaf children; Assistive technology for students with hearing disabilities and associative movements; Hearing disability and school learning.

3. Motor Disability

Unit 7. Concept, etiology, and types of motor disability.

Unit 8. Intervention in motor disability: Early intervention; Educational needs of students with motor disabilities.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
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Theoretical and practical classes	45,00
Total hours	45,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	27,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	57,00

TEACHING METHODOLOGY

Course sessions: Students will have to attend theoretical and practical course sessions, in which the different topics of the subject of Special Educational Needs will be presented and discussed. A series of coursework activities will be required during these course sessions, which will be based on different teaching strategies: lectures, seminars, practical activities, teamwork, etc.

Group project: Students will undertake a monographic project in teams to highlight the importance of collaborative learning and reinforce their individual progress. The projects will be orally presented and defended, either individually or collectively, in front of the whole group of students, in a seminar with reduced audience or in individual tutorial sessions.

Tutorial sessions: Individual or collective tutorial sessions would serve as a way to coordinate students' coursework, to assess their individual progress, and also to evaluate the teaching activities and methodology.

Individual study and instruction: Students will autonomously complete individual and co-operative coursework activities, which will be supervised and evaluated by the teacher.

EVALUATION

The students' evaluation will consider the following areas and compulsory requirements:

1. Examination: A written examination will count 60% of the final grade. It will include essay and/or multiple-choice questions. Passing the examination is a compulsory requirement for all students. If a student fails in the first call, the examination can be retaken in the second call.

2. Practical activities and applications: Performing a series of practical activities and applications will count 40% of the final grade. This area is subdivided into two parts:

- **A team project (50% of the grade for this section).** It will consist of an in-depth study of the contents of the subject and/or the application of knowledge to real situations. In order to pass the subject in the first call, it is a requirement to hand in a report of the team project and to make an oral presentation of it. In the second call, the team project is not recoverable, so the marks obtained in the first call will be maintained. Consequently, students who do not submit the team



project report or take part in the oral presentation at the first call will only be eligible for a maximum final grade of 8 (out of 10) at the second call (after deducting the percentage given by the teacher to this section).

- **Coursework activities undertaken during the course sessions (50% of the mark for this section)**, aimed at analysing technical materials, case studies, illustrative videos, and/or specialised readings. The correct submission of the 70% of all coursework activities is a compulsory requirement for any student. In addition, when coursework activities are graded, it is also necessary to obtain the minimum grade to pass. If a student fails to meet these requirements in the first call, s/he will be allowed to recover this part of the final grade in the second call, by completing an additional test on the competencies developed with the coursework activities.

In order to pass the subject at the first call, the student must pass the exam, present and pass the classroom activities, and deliver and orally present the team project. This means that, at the first call, students will not pass the subject if they do not pass any of the three sections that make up the final mark (exam, activities and team project). Even if two sections add up to a score of more than 5 (either the exam and the classroom activities or the exam and the team project), the subject will not be passed. In the event of failing any section, the marks obtained in the sections passed may be kept for the second call. In the second call, the student must pass the exam and pass the additional assessment test on classroom activities.

Note about plagiarism: Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for Action against Fraudulent Practices (ACGUV 123/2020). The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Basic Reading:

- Domínguez, B. y Alonso, P. (2004). La educación de los sordos hoy. Perspectivas y respuestas educativas. Málaga: Aljibe.
- Gallardo, M.V. y Salvador, M.L. (1994). Discapacidad motórica. Aspectos psicoevolutivos y educativos. Málaga: Aljibe.
- Miñambres, A. (2004). Atención educativa al alumnado con dificultades de visión. Málaga: Aljibe.

Further reading:

- Ainscow, M. (2001). Desarrollo de las escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares. Madrid: Narcea
- Arco J.L. y Fernández, A. (coords.) (2004). Manual de evaluación e intervención psicológica en necesidades educativas especiales. Madrid: McGraw-Hill.
- Arnaiz, P. (2003). Educación inclusiva: una escuela para todos. Málaga: Aljibe.



- Doménech, C. (2004). Manual para la educación especial: el proceso desde la toma de decisiones hasta la puesta en práctica en Infantil, Primaria y Secundaria. Madrid: CCS
- Fortes, M^a. C.; Ferrer, A. M. y Gil, M^a. D. (coords) (1996). Bases psicológicas de la Educación Especial. Aspectos teóricos y prácticos. Valencia: Promolibro.
- Grau, C. (coord.) (2005). Educación Especial: Orientaciones prácticas. Málaga: Aljibe.
- Grau, C. y Gil, M^a D. (coord.) (2010). Intervención psicoeducativa en necesidades específicas de apoyo educativo. Ed. Pearson.
- Heward, W. L. (2001). Niños excepcionales: Una introducción a la Educación Especial. Madrid: Prentice Hall.
- Juárez, A. y Monfort, M. (2001). Algo que decir. Hacia la adquisición del lenguaje: Manual de orientación para los padres de niños con sordera, de 0 a 5 años. Madrid: Entha Ediciones.
- Marchesi, I, A. (1987): El desarrollo cognitivo y lingüístico de los niños sordos. Madrid: Alianza Editorial.
- Rosa, A. y Ochaíta, E. (1993). Psicología de la ceguera. Madrid: Alianza.
- Sánchez, J. (2004). Atención educativa al alumnado con parálisis cerebral. Málaga: Aljibe
- Torres, S.; Rodríguez, J. M., Santana, R. y González, A.M. (1995): Deficiencia auditiva: aspectos psicoevolutivos y educativos. Málaga: Aljibe.