



COURSE DATA

DATA SUBJECT

Code: 44519

Name: Intervention in sensory disabilities

Cycle: Master's Degree

ECTS Credits: 4.5

Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Attention to individual needs	ELECTIVES

COORDINATION

FAJARDO BRAVO INMACULADA

AVILA CLEMENTE VICENTA

SUMMARY

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Conocer la etiología y las características físicas, cognitivas y emocionales de diferentes síndromes que cursan con necesidades específicas de apoyo educativo



Conocer la normativa internacional, estatal y autonómica vigente en materia de atención a las necesidades específicas de apoyo educativo y en el contexto social, y ser capaz de aplicar dicha normativa en diferentes supuestos

Conocer los principios éticos de la actuación profesional en el ámbito de la atención a las necesidades específicas de apoyo educativo

Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS



1. Visual Disability

1. Concept and Classification.
2. Effects of VD on development and learning.
3. Specific areas of intervention: Orientation and mobility, Daily living skills, literacy.
4. Assistive Technology in VD.

2. Auditive Disability

1. Identification and classification.
2. Developmental aspects of hearing impairment.
3. Communication and language intervention.
4. Educational intervention.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	31,50
Total hours	31,50

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	3,00
Individual or group project	25,00
Independent study and work	20,00
Preparation of lessons	10,00
Preparation for assessment activities	23,00
Resolution of case studies	0,00
Total hours	81,00

TEACHING METHODOLOGY

Non available

EVALUATION



We will evaluate both individual and teamwork, in terms of the acquisition of general Master's and specific competences. To this end, three evaluation procedures will be applied:

¿ A.- Written examinations may comprise multiple-choice questions (MCQs), short answer questions and/or essay questions. The total value of this section on the final grade is 50%. This section is recoverable in second call with a test of similar characteristics to the one of the first one. The exam is approved with a score of 2,5 or higher.

¿ B.- Perform a group research work (one for the whole module) on one of the topics of the program and its exhibition in class. The criteria for its evaluation will be the ability to analyze and synthesize, scientific correction in oral and written expression, clarity of exposition, correction in the answers to questions posed by colleagues and teachers and correction in bibliographical references. The evaluation of the peers themselves will also be taken into account. The value of this section on the final grade is 30%. By the very nature of this work (group research) this section is not recoverable in second call. The research work is approved with a score of 1.5 or higher.

¿ C.- Classroom activities: comments of scientific texts and / or cases, analysis of specialized documentation, reporting and presentations in the classroom. The criteria for evaluation will be attendance to class, participation in classroom tasks, personal attitude, ability to work in groups, presentation in time and form of individual or group reports requested and the academic quality of such reports . The value of this section on the final grade is 20%. Given the participative and face-to-face nature of this section, this note is not recoverable in the second call. Classroom activities are approved with a score of 1 or higher.

The final result will be the sum of the marks obtained in each of these sections (A + B + C). To calculate it, it is essential to approve the three sections separately.

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).



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REFERENCES

- Checa, F., Díaz, P., y Pallero, R. (2003). Psicología y Ceguera. Manual para la intervención psicológica en el ajuste a la deficiencia visual. Madrid: ONCE.
- Ferrer, A. y Ávila, V. (2003). Intervención Temprana en niños con discapacidades físicas y sensoriales. En Gómez, A. y col (Ed.) Intervención temprana. Desarrollo óptimo de 0 A 6 años. Madrid: Pirámide
- Ferrer, A. y Gil, L. (2012). Diversidad funcional auditiva. En del Campo, M^a E. (Ed.). Alteraciones del Desarrollo y Discapacidad: Diversidad Funcional e Impacto en el Desarrollo. Madrid: Sainz y Torres.
- Marchesi, A. (1987): El desarrollo cognitivo y lingüístico de los niños sordos. Madrid: Alianza Editorial.
- Rosa, A. y Ochaita, E. (1993). Psicología de la ceguera. Madrid: Alianza Psicología.