

**COURSE DATA****DATA SUBJECT**

Code: 44521
Name: Attention to individual differences
Cycle: Master's Degree
ECTS Credits: 3
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

CARBONELL PERIS RAFAEL

SUMMARY

Attention to individual differences designs the organization of the educational response in educational centers, within the framework of inclusive education, with the aim of guaranteeing Access, participation, permanence and progress of students who have specific needs.

All of this, observing the international declarations signed by Spain, the basic regulations in force and the judicial rulings that are applicable linked to the aforementioned matter.

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**

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Buscar, gestionar y analizar información científico-profesional

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. The basic general framework regarding attention to individual differences in Spain. International declarations that have an impact on regulatory development.

1. Basic state regulations: LOMLOE.
2. International Convention on Persons with Disabilities.
3. World Education Forum: Incheon Declaration.

2. Equity and inclusion in the Valencian educational system.

1. General principles.
2. Shares and joint participation.
3. Organization of the educational response.
4. Schooling

3. The model of educational guidance in the Valencian Community, and its impact on the processes of inclusion.

1. Organization of educational and vocational guidance.
2. Tutorial action and educational guidance.
3. Educational guidance teams.
4. The educational and professional guidance departments.
5. External coordination.
6. The Specialized Guidance Units.
7. The planning of educational and professional orientation.

4. Detection and identification of specific educational support needs and needs for compensating inequalities. The role of the family.

1. Socio-psycho-pedagogical evaluation.
2. Documentation accrediting the personal circumstances of the students.
3. Criteria for the application of response measures for inclusion.
4. Specialized support staff.
5. Accreditation of the compensation needs for inequalities.

5. Specific Special Education Centers as Resource Centers.

1. Tasks as resource and support centers.
2. Coordination with the specialized services and with the CEFIRE.
3. Professionals and tasks of direct attention to students with n.e.e. schooled in ordinary schools in the area.
4. Intervention in the design, development and evaluation of personalized action plans.



6. Current debates on attention to individual differences. Evolution, trends and pending challenges.

1. Models of educational attention.
2. Current debates regarding attention to the individual differences of students.
3. Evolution, trends and pending challenges in Europe and in Spain.

7. Good practices in educational inclusion

1. Good practices in terms of inclusion.
 - 1.1. Hospital and home care.
 - 1.2. Truancy.
 - 1.3. Coexistence.
 - 1.4. Participation of families.

8. Elaboration of an intervention program in the school environment

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	17,00
Independent study and work	15,00
Preparation of lessons	7,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
Total hours	54,00

TEACHING METHODOLOGY

Participatory master class.

Problem-based learning.



Academic Tutoring.

Group and cooperative work.

Exhibition, debate and coordination

EVALUATION

The individual and team work done by the students will be evaluated, both in terms of the acquisition of general competences of the Master and specific competences of the subject. For this purpose, the following evaluation procedures will be applied:

(a) Resolution of practical questions related to topics 1-6, both inclusive. These will be carried out individually or collectively (groups of up to 4 students) and presented by means of a Dossier, and will represent 60% of the final grade.

b) Participation and intervention in the dynamics of the class. It will represent 10% of the final grade.

c) Theoretical-practical test of individual character about the content of topics 1-7, both inclusive. It will represent 20% of the final grade.

d) Proposal of a plan of activities to develop in the school environment. Presented individually or collectively (group of up to 4 students), it will represent 10% of the final grade.

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

- Arnaiz, P. (2003) La educación inclusiva: una escuela para todos. Aljibe. Málaga.
- Grau C. & cols., (2005) Educación especial: orientaciones prácticas. Aljibe. Málaga.
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educativo. Pearson. Madrid.

- Maraculla, I. y Saiz, M. (2009) Buenas prácticas de escuela inclusiva. La inclusión de alumnado con discapacidad: un reto, una necesidad. Graó. Barcelona.
- Puigdellivol, I. (2009) La educación especial en la escuela integrada. Graó. Barcelona.
- Santos Guerra, M.A. (2008). La pedagogía contra Frankenstein. Barcelona: Graó.
- Racionero, S; Ortega, S; García, R; Flecha, R. (2012). Aprendiendo contigo. Barcelona: Hipatia Editorial.