

**COURSE DATA****DATA SUBJECT****Code:** 46944**Name:** Intervention in Sensory Disabilities**Cycle:** Master's Degree**ECTS Credits:** 4.5**Academic year:** 2025-26**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Atención a las Necesidades Individuales	ELECTIVES

COORDINATION

FAJARDO BRAVO INMACULADA

AVILA CLEMENTE VICENTA

SUMMARY

This subject provides an approach to sensory difficulties due to deficits in vision or hearing. It establishes the basis for understanding the aetiology of the main visual and hearing disabilities found in the educational context, as well as the development of people with these characteristics and the most appropriate educational attention, always taking as a basis the most innovative scientific productions.

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**



2276 - Master's Degree in Special Education

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Be able to apply current regulations regarding attention to specific educational support needs and in the social context in different situations.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Collaborate effectively in work teams, assuming responsibilities and leadership roles and contributing to collective improvement and development.

Design and manage assessment and intervention procedures in the field of specific educational support needs.

Know and understand the procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

Know how to collaborate in academic and social environments with families, professionals and institutions.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the aetiology and the physical, cognitive and emotional characteristics of different syndromes with specific educational support needs.

Know the anatomophysiological fundamentals related to visual and auditory capabilities and understand the heterogeneity of the different degrees of sensory, visual and hearing impairment as well as their psychoeducational and social implications.

Search for, manage and analyse scientific-professional information, technical reports, research and/or evaluation reports on educational actions, processes and results.

DESCRIPTION OF CONTENTS

1. Concept and Classification: How vision works, Parameters defining vision, Assessment, Classification (Blind vs. low vision), Main pathologies).
2. Effects of DV on development and learning: Cognitive area, Motor development, Language development, Affective and social development.
3. Specific areas of intervention: Orientation and mobility, Daily living skills, Reading and writing.



1. Visual Impairment

1. Concept and Classification: How vision works, Parameters defining vision, Assessment, Classification (Blind vs. low vision), Main pathologies).
2. Effects of DV on development and learning: Cognitive area, Motor development, Language development, Affective and social development.
4. Assistive Technology in DV: Universal design, Optical and ergonomic aids, Typhlotechnical aids.

2. Hearing impairment

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	45,00
Total hours	45,00

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

Presentation, debate and coordination.

Group and cooperative work.

Problem-based learning.

Self-learning systems.



Participative master class.

EVALUATION

First call (First attempt/sitting):

¿ 70%: Evaluation through a written exam (development and multiple-choice).

¿ 30%: Classroom activities.

o It's necessary to pass both parts to pass the subject.

Second call (Second attempt/sitting):

¿ The failed part from the first call will be recovered through a written exam. If both parts are failed, the evaluation will be as follows:

o 70%: Evaluation through a written exam (development and multiple-choice).

o 30%: Written evaluation of classroom activities.

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

- 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.
- 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.
- 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