

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

**Code:** 46946  
**Name:** Attention to Individual Differences  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2026-27

**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**

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

### 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.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within the field of special education; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

Design, implement and evaluate inclusive education strategies.

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 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.

Know the ethical principles of professional action in the field of specific educational support needs.

## DESCRIPTION OF CONTENTS

Descripción de contenidos (English):

1. Organization of educational and vocational guidance.
2. Tutorial action and educational guidance.



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

Descripción de contenidos (English):

1. Organization of educational and vocational 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.

## **2. Modalities of schooling.**

Modalities of schooling.

## **3. Human resources and external actors. Collaboration between institutions.**

1. Specialised support staff.
2. External actors.
3. Collaboration with social services and health.

## **4. 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.

## **5. Hospital and home-based care.**

1. Hospital care.
2. Home-based care.

## **6. Good practices in educational inclusion**

1. Inclusive projects.

## **7. Elaboration of an intervention program in the school environment.**

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	30,00
<b>Total hours</b>	<b>30,00</b>

**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
<b>Total hours</b>	<b>54,00</b>

**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 50% 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 30% 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

- Dossier Normativo Estatal Dossier Normativo Autonómico Dossier Sentencias de interés: Tribunal Supremo, Tribunal Constitucional. Protocolos específicos de intervención
- Ainscow, Mel y Echeita, Gerardo (2011), La educación inclusiva como derecho. Marco de referencia y pautas de acción para el desarrollo de una revolución pendiente. Tejelero nº 12, pp 26-46. Arribas, José Manuel (2021), Diálogos de Educación. Reflexiones sobre los retos del sistema educativo, Madrid. SM. Azorín Abellán Cecilia María, (2018), Abriendo fronteras para la inclusión: la Ecología de la Equidad, Revista Nacional e Internacional de Educación Inclusiva. I (1), pp. 213-228. Booth, Tony, y Ainscow, Mel (2011), Guía para la Educación Inclusiva: Desarrollando el aprendizaje y la participación en los centros escolares. OEI FUHEM Carbonell, Rafael (2006), Educación Especial en Europa, Valencia, Tirant lo Blanc. Castillo, Tomás (2013), Aprendiendo a vivir. La enfermedad: descubrir las posibilidades que hay en mí, Torrelavega, AMICA. Consejo Escolar del Estado (2022), Informe 2022 sobre el estado del sistema educativo, Madrid, Ministerio de Educación y Formación Profesional. Echeita, Gerardo (2021), La educación inclusiva, en José Manuel Arribas Álvarez, Diálogos de Educación. Reflexiones sobre los retos del sistema educativo, Madrid, SM, pp. 117-132.
- European Agency for Special Needs and Inclusive Education (2014), Cinco mensajes clave para la Educación Inclusiva, Bruselas, EASNIE. López Torrijo, Manuel y Carbonell, Rafael (2005), La integración educativa y social, Barcelona, Ariel - Real Patronato de Discapacidad. López Torrijo, M. y Carbonell, R. (2024). La LOMLOE, ¿una ley inclusiva? Análisis y propuestas. En Mora-Luna, M.A, ¿Qué hay de nuevo en la LOMLOE? Tirant Humanidades., pp. 269-293. OCDE (2022), Panorama de la educación. Indicadores de la OCDE 2022. Informe español, Madrid, Ministerio de Educación y Formación Profesional. Vega, Amando y Aramendi, P. (2004), Hacia la plena ciudadanía de las personas con discapacidad: reto del Año Europeo de la Discapacidad, Educación, Desarrollo y Diversidad. 7 (2), pp.5-24. Vega, Amando (2003), La educación social



ante la discapacidad, Málaga, Ediciones Aljibe. Warnock, Mary (1987), Encuentro sobre necesidades de educación especial, Revista de Educación. Número extraordinario. 1, pp. 45-73.