

**Educational Inclusion: Specific Educational Needs**

Code: 104078  
ECTS Credits: 6

| Degree                            | Type | Year | Semester |
|-----------------------------------|------|------|----------|
| 2500797 Early Childhood Education | FB   | 3    | 2        |

## Contact

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## Use of languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Teachers

Rosa Fortuny Guasch  
Nuria Martorell Soldevila

## Prerequisites

Although it is a subject that does not involve any previous requirement, it is recommended to have taken the course "Processes of education and learning" during the second year, in order to facilitate the understanding of the contents studied.

However, the competencies and methodology of the subject involve an active attitude of the students, it means, an active participation in class, a predisposition for conceptual shifts, the previous reading of some articles and cooperative attitude to work in cooperative teams.

## Objectives and Contextualisation

This subject is part of the basic course: "Learning Disabilities and Developmental Disorders". In the current inclusive school framework, it requires a context in which the teacher, as agent of innovation in a diverse context, facilitate the transformation of an ordinary school in order to increase its capacity to attend all the students in the Educational centres.

The main aims are:

1. To promote a positive vision of diversity in the classroom towards inclusive education.
2. To learn about the different educational supports in order to facilitate the process of inclusion for all the students.
3. To adapt the teaching and learning procedures to meet the educational needs of all students in diverse contexts.
4. To understand the need for cooperation among different subjects (professional, family, community) involved in the educational context.

## Skills

- Acquire resources to promote the educational integration of pupils with difficulties.
- Design and regulate learning spaces in diverse contexts which attend to the particular issues of pupils regarding gender equality, equity and respect for human rights.
- Identify learning difficulties, cognitive dysfunctions and problems related with attention.
- Know how to inform other professional specialists in order to address collaboration between teacher and school, to cater for special educational needs that arise.
- Maintain a respectful attitude for the environment (natural, social and cultural) to promote values, behaviours and practices that address gender equality, equity and respect for human rights.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote coexistence in and outside of the classroom and address the peaceful resolution of conflicts.
- Respect the diversity and plurality of ideas, people and situations.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
2. Being aware of the importance of interactions between peers in the development of coexistence.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Design didactic-organizational strategies according to the needs and characteristics of pupils.
5. Designing a teaching and learning sequence that respects the globality and uniqueness of each child.
6. Develop a collaborative project in a team, as a first step towards networking.
7. Develop positive attitudes towards intervention for the development of all people, respecting their cultural and natural context.
8. Encourage positive peer interactions for conflict resolution.
9. Integrating and analysing the data and information from the different types of observation.
10. Know the different professional specialists working with the educational institution.
11. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
12. Produce didactic resources to meet the specific needs of pupils with educational needs related to affectivity, emotions and behaviour in the inclusive school context.
13. Recognising the different sustainability models in educational proposals.
14. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
15. Recognising the social value of education and the value of diversity in order to acquire resources that encourage inclusive education.
16. Recognising the social value of education and the value of the diversity of ideas, people and situations.
17. Reflecting on practices observed in the classroom in order to evaluate the teaching and learning processes present, depending on the content of the subject.
18. Understand the different learning abilities and rates of pupils to apply educational resources and services to improve attention to diversity.
19. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

## Content

### **Bloc 1: conceptual framework and regulations related to diversity and the inclusive education.**

1. The concept of diversity from an individual and a sociocultural perspective.
2. Historical perspective of diversity: from integration to inclusion.
3. Inclusive education and the concept of need. National and international regulations.
4. Inclusive Education in Catalonia.

## **Bloc 2: educational response in an inclusive education framework.**

5. Institutions and professionals who give support to schools and families.
6. Organizational and didactic strategies (cooperative learning, free flow, learning environment, etc.).
7. Perceptions, experiences and attitudes from teachers, families and communities.

## **Bloc 3: conditions that requires support.**

8. Psychopedagogical evaluation. Concept, aims and procedures.
9. Cognitive, sensory, physical, social, emotional and behavioural difficulties.
10. Learning difficulties.

## **Methodology**

### **Group (15 hours)**

Presentation of content and key questions. The dynamics are done with the whole group class and allows exposure of the main content through an open and active participation of the students. It will promote individual, pairs and group work. The classes can involve work before and after the class.

### **Seminars (30 hours)**

Work organized in small groups (1/2 of the group) supervised by the teacher through analysis of articles, documents, case studies or other activities will promote in-depth learning of the content and the themes worked in the large group (mapping concepts, didactic proposals, discussion groups, oral presentations, etc.).

During the seminar it will promoted the active participation of the students individually, in pairs and in teams. The classes in the seminars may involve assignments before and after the class.

### **Autonomous (75 hours)**

The autonomous work aims to prepare and consolidate the work done in the classroom. In the program it will be specified the assignments and deadlines, but some individual work can be asked in the classroom to facilitate or improve the acquisition and consolidation of learning. The activity will be individual or in teams. The assignments will involve activities such as: observations, interviews, literature review, information search, reading, concept maps, reflection, synthesis, case studies, among others.

## **Activities**

| Title                   | Hours | ECTS | Learning outcomes                                   |
|-------------------------|-------|------|-----------------------------------------------------|
| <b>Type: Directed</b>   |       |      |                                                     |
| Directed                | 15    | 0.6  | 1, 19, 10, 18, 7, 8, 2, 16, 15, 13, 14, 17          |
| <b>Type: Supervised</b> |       |      |                                                     |
| Supervised              | 35    | 1.4  | 3, 19, 18, 7, 6, 4, 5, 12, 8, 2, 16, 15, 13, 14, 17 |
| <b>Type: Autonomous</b> |       |      |                                                     |
| Autonomous              | 50    | 2    | 19, 4, 5, 9, 14, 17, 11                             |

## Evaluation

The evaluation of the course will be conducted throughout the semester through a learning portfolio. The evaluation of the blocks consist on different evidences during and at the end of each block.

Block 1: start in mid-February and end in mid-March.

Block 2: begin in mid-March and end in May.

Block 3: start in late April and ends in late June.

It is expected that students acquire basic learning in each of the blocks and therefore, to pass the course successfully they need to pass each of the three blocks of content. The average qualifications of all the blocks will be possible if all assignments and tests have a minimum score of five out of ten. The results of each evaluation will be published in the campus within one month after its release, and offered a date for review within 10 days following its publication.

Class attendance is mandatory: the student must attend at least 80% of classes, otherwise it will be considered absent or suspended.

If a student fails an activity, the responsible will study the case and decide whether the student is entitled to do a recovery of an activity or how it's possible to recover it. Thus, students that have an adequate tracking of the course (attendance, participation and deliveries) but some specific aspect are not achieved, they will be given the opportunity to pass the subject, or by making an additional assignment or a written test or both. If the student finally do not pass the activities planned for each of the blocks, it will mean that he has not reached the minimum expected and will fail the course with the qualification acquired in the failed assignment.

### IMPORTANT

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the syllabus.

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or she discovers any kind of non-authorised document or device, the student involved will obtain a mark of 0, without any possibility to re-sit. [http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Any change in the content of the guide will be agreed with the students attending to the class on that day will be announced later in the moodle. Also, the content displayed on the initial schedule of each block may vary if an agreement is reached between the teacher and the students attending to the class class on that day. If the amendment is agreed it will be informed through the news of the moodle. Changes can adjust the content to the characteristics, skills, interests and individual rhythms of the group class.

All this information and other additional will be added on the moodle at the beginning of the course.

## Evaluation activities

| Title                                                                 | Weighting | Hours | ECTS | Learning outcomes                         |
|-----------------------------------------------------------------------|-----------|-------|------|-------------------------------------------|
| Block I. The assessment evidences are related to the themes 1,2,3 & 4 | 35%       | 13.5  | 0.54 | 1, 19, 7, 9, 16, 15, 13, 17, 11           |
| Block III. The assessment evidences are related to the themes 8,9 &10 | 35%       | 22.5  | 0.9  | 1, 3, 19, 10, 18, 6, 4, 12, 9, 14, 17, 11 |

## Bibliography

### REQUIRED READING

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- Giné, C. (coord.). (2009). La educación inclusiva. De la exclusión a la plena participación de todo el alumnado. Barcelona: ICE- Horsori.
- Altres lectures obligatòries s'aniran informant per a cada bloc temàtic.

### OTHER REFERENCES

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Booth, T. y Ainscow, M. (2005). Index per la inclusió. Guia per a l'avaluació i millora de l'educació inclusiva. Traducció catalán. ICE-UB-Departament d'educació. Generalitat de Catalunya.

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<http://www.cdc.gov/spanish/especialesCDC/DetecteAutismo/>

Centro para el control y la Prevención de Enfermedades. Indicadores de Desarrollo.

<http://www.cdc.gov/ncbddd/Spanish/actearly/milestones/index.html>

Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud - CIF

<http://usuarios.discapnet.es/disweb2000/cif/index.htm>

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