

**Social Inclusion of People with Disabilities**

Code: 101670  
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

**Contact**

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**Use of languages**

Principal working language: spanish (spa)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

**Prerequisites**

No requeriments

**Objectives and Contextualisation**

- Analyze the processes that lead to social inclusion and labor integration for people with support needs and the variables involved.
- Assess curricular proposals to the social and labor inclusion.
- Be aware of the role to be assumed towards social inclusion and labor integration of people with disabilities and support needs.

**Skills**

**Social Education**

- Adopt ethical behaviour and attitudes and act according to the ethical principles of the profession.
- Apply the socio-emotional skills needed to manage human relations.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Master the theoretical and applied knowledge of Educational Sciences to develop the capacity for analysis and observation of the social and educational reality.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Respect the diversity and plurality of ideas, people and situations.

**Learning outcomes**

1. Accept, understand and be sensitive to people in social difficulty.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.

3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Analyse the ethical aspects of social education when working with people at risk of exclusion.
5. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
6. Critically evaluate the personal prejudices and stereotypes that prevent an intercultural view of the social reality.
7. Design and implement educational measures to prevent discriminatory attitudes and actions.
8. Design guidance programs for social inclusion and finding employment.
9. Design plans and programs for groups at risk of exclusion.
10. Learning to adapt the knowledge related to the educational sciences in order to intervene in the field of social re-education.
11. Maintaining an attitude of respect for practices and types of behaviour that address fairness and inclusion.
12. Promoting initiatives and programmes for the socio-professional development of individuals and groups for the purpose of their professional fulfilment and insertion.
13. Recognising foreign people or those belonging to minority groups (e.g. gypsies) as citizens with full rights and freedoms on equal terms with the population as a whole.
14. Respecting and valuing the potential of all people regardless of the functional limitations that they may have.
15. Understand and respect diversity as a factor of educational enrichment.
16. Understand legislation related to the integration of people with disabilities.
17. Understand the causes and consequences of social exclusion.
18. Using guidance resources and strategies that promote the progressive participation of people.

## Content

1. Disability and functional diversity
2. Causes and consequences of social exclusion of disabled people. Barriers to social inclusion for people with disabilities
3. The insertion of disabled people in the world labor and social systems, processes and legislation
4. Bases educational intervention. Plans and programs for employment and social inclusion to people with disabilities
5. The entry into the world of work of disabled people. Approaches to transition from school to work
6. Curricular guidelines and transition programs for people with disabilities

## Methodology

The protagonist in the teaching-learning process is the student, and under this premise is planned methodology of the subject as shown below:

- Exhibitions by the teachers of the contents and basic issues of the contents. It is carried out with the whole group class and allows the exhibition of the main contents through an open and active participation by the students, taking into account the multivariate methodologies.

- Individual and group work strategies and case analysis

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Target group	45	1.8	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18

**Type: Supervised**

Task analysis	30	1.2	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18
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**Type: Autonomous**

lesson	75	3	1, 2, 3, 4, 5, 6, 15, 16, 17, 7, 9, 8, 11, 12, 13, 14, 10, 18
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**Evaluation**

The evaluation of the subject will be carried out throughout the academic year, through the activities that are shown in the grid below. The class attendance is mandatory; the student must attend a minimum of 80% of classes, otherwise it will be considered unevaluable.

Evaluation Activity	Grades %	Learning Results	Evaluation dates
Practical work (group)	30%	RE1.1.1., RE1.1.2., RE.1.1.3., RE1.1.4., RE2.1.1., RE2.1.2., EP8.1, EP8.2, RE3.2.1., RE3.2.2., RE3.2.3.	Delivery: 04-06-2019
Oral presentation (group)	20%		04-06-2019
Written test (exam)	50%	RG3.1., RG3.2., RG3.3., RG3.4., RE2.1.1., RE2.1.2., RE3.3.1, RT4.1., RT8.1. RE3.3.1.,	11-06-2019  Recovery:25-06-2019

In order to pass the subject, all the assessment activities of the subject will be approved (although the sum of weighted notes of the different assessment activities is greater than 5, the note presented will be 4).

Recovery will only be feasible for those who have not reached sufficiency (5) in the written test (exam) or have not been presented, and will be entitled to a final mark of a maximum of 7 in this activity to recover. Practical work is not recoverable, since it will be reviewed throughout the semester. The oral presentation is not recoverable.

The works must be delivered on the dates set in the program. Work outside the term is not accepted.

The exam notes will be published within a maximum of 2 weeks from its completion.

Plagiarism is a cause for suspense.

**Evaluation activities**

Title	Weighting	Hours	ECTS	Learning outcomes
Oral presentation (group)	20%	0	0	4, 5, 6, 16, 17, 7, 9, 8, 12, 13, 14, 10, 18
Practical paper (group)	30%	0	0	4, 5, 6, 16, 17, 7, 9, 8, 12, 13, 14, 10, 18

## Bibliography

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Col. Ioé (2012). *Discapacidades e inclusión social*. Col. Estudios sociales 33. Barcelona: Obra Social La Caixa.

Díaz Vega, M. y Sánchez, M- (2016). *Discapacidad vs empleo. aspectos a considerar para la inclusión en el empleo ordinario*. Madrid: Dykinson

Gutiérrez Bermejo, B. y Verdugo Alonso, M.A. (2013). *Discapacidad intelectual: Adaptación social y problemas de comportamiento*. Madrid: Edcs. Pirámide.

Heron, R. y Murray, B. (2003). *Cómo ayudar a las personas discapacitadas a encontrar un empleo. Guía práctica*. O.I.T.

Ibáñez López, P. y Mudarra Sanchez, M.J. (2008). *Integración sociolaboral*. Madrid: Dykinson.

IMSERSO (2004). *Transición escuela-empleo de las personas con discapacidad*. Madrid. Mo. de Trabajo y Asuntos Sociales.

Miguel Badesa, Sara de y Cerrillo Martín, Rosario (coords.). (2010). *Formación para la inclusión laboral de personas con discapacidad intelectual*. Madrid: Dykinson.

Schalock, R. y Verdugo Alonso, M.A. (2014). *El cambio en las organizaciones de discapacidad: estrategias para superar sus retos y hacerlo realidad*. Madrid: Alianza Editorial.

Storey, K. & Miner, C. (2017). *Systematic instruction of functional skills for students and adults with disabilities*. 2n Ed. Charles C. Thomas Publisher LTD.

Vega Fuente, A. (2014). *La educación social ante la discapacidad*. Archidona: Aljibe Edcs. SL