

**Specific Affective, Emotional and Behavioural
Educational Needs**

Code: 102028
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

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

Francesc Cuxart Fina

Prerequisites

To aim at the Inclusive Education mention it is necessary to: (A) have passed all the basic and compulsory subjects (B) have passed the 4 mention subjects and (C) have passed one of the following subjects: Mediation Strategies or Linguistic reception in the school.

It is advisable to have passed " Learning and development I-II and Differences and Inclusion"

Objectives and Contextualisation

This subject is part of the Inclusive Education subject. In the context of the current inclusive school, it is necessary to have a context in which the teacher is an innovator agent and manager of the diversity that eases the transformation of the ordinary school with the aim to increase its capability to attend all the students giving emphasis to students with specific cognitive learning needs.

The two aims to achieve are:

1. Adapt the teaching-learning process to solve the students educational needs in diversity contexts
2. Energize the educational inclusive process in a collaborative context in multiprofesional areas

Competences

- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Design, plan and evaluate education and learning processes, both individually and in collaboration with other teachers and professionals at the centre.
- Develop autonomous learning strategies.

- Develop the functions of tutoring and guidance of pupils and their families, attending to the pupils own needs. Understand that a teachers functions must be perfected and adapted in a lifelong manner to scientific, pedagogical and social changes.
- Recognise and evaluate the social reality and the interrelation of factors involved as a necessary anticipation of action.
- Respect the diversity and the plurality of ideas, people and situations.
- Work in teams and with teams (in the same field or interdisciplinary).

Learning Outcomes

1. Analyse and identify the educational needs of pupils to design teaching and learning strategies in the context of inclusive schooling.
2. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
3. Contribute ideas and know how to integrate them in whole work of the team.
4. Displaying a positive attitude in recognising the importance of taking part in the process of transforming into the inclusive school, as a constant goal of teaching and throughout the teachers professional life.
5. Establish work teams to develop activities independently.
6. Relating science with its technological applications, with its social impact on the didactic situations pertaining to the school.
7. Understand the different learning capacities and rhythms of students to apply educational resources and services which improve attention to educational and social diversity.
8. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

1. Special needs related to the affectivity, emotions and behavior in the school.
2. conceptualisations of the different Disorders / alterations
 - 2.1. Features
 - 2.2. Etiology and development.
 - 2.3. The role of prevention
3. Relationships between school and family
 - 3.1. Detection of needs.
4. Psychoeducational Strategies in the inclusive school
 - 4.1. Educational Needs Assessment.
 - 4.2. Management Curriculum: specific programmes
 - 4.3. teaching strategies to attend eduactional needs.
5. Planning and Management of the educational services
 - 5.1. The collaboration between the services: a strategy by the inclusive education

Methodology

The methodological approach is the principle of the variety of methodological strategies. It must facilitate active participation and learning of the students. In this sense, keynote sessions will arise with large group, and some activities to work in small groups using cooperative learning and self-employment will be strengthened. The teacher has to support students in this methodological approach, providing some resources to mediate their learning process. The tutorials will be considered as a fundamental part in this methodological approach.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			

Exposiciones por parte del profesorado del contenido y cuestiones básicas del temario. Se realiza con todo el grupo y permite la presentación de los principales contenidos a través de una participación abierta y activa por parte de los estudiantes	45	1.8
Type: Supervised		
Mandatory tutoring group, individual and group work are required	24	0.96
Type: Autonomous		
Reading theoretical texts, test preparation, preparation and analysis of cases, other activities	75	3

Assessment

The evaluation is continuous and based on a written test that will weigh 50% in the final mark and activities / practical work (50% of the final mark). All evidence must obtain a minimum of 5.

Students who have done a proper monitoring of the course and still remains some unachieved evidence, they will have the opportunity to pass the subject through a final re-evaluation. In this case, the maximum mark will be a 5. In any case, the re-evaluation will be considered to raise the obtained mark.

If any of the evidence is not finally passed, the course will be failed with the failed qualification.

To pass this course, it is necessary that the student shows a good communication skills, both orally and writing in the activities.

The results of the evaluation of each of the evidence will have to be published in the virtual campus within a maximum period of 15 days, and will have to provide a review date within 10 days of its publication.

According to regulations UAB, plagiarism or copying of any work or written test will be penalized with a 0 mark, losing the possibility to re-evaluate it, both an individual work and group (in this case, all members of the group have a 0). If during the performance of an individual class work, teacher considers that a student is trying to copy or discovers any type of document or device not authorized by the faculty, it will be scored with 0 and the course will be failed.

Attendance at the face-to-face sessions is mandatory, the student must attend a minimum of 80%. Otherwise the evaluation will correspond to a NP.

The treatment of individual cases, questions, suggestions, etc., will deal with the teacher. The evaluation of this subject follows the criteria and guidelines for evaluating the Faculty of Education, under the Agreement of Academic Planning Commission April 28, 2011, June 4, 2014 and May 28, 2015.

The assessment date will be on 18th december 2019 and the re-assessment date during the week 27th in January 2020.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
individual or group practical activities into the class	50%	0	0	2, 1, 3, 8, 7, 5, 6
test writing	50%	6	0.24	2, 1, 8, 4, 7

Bibliography

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- Luque, D. J., y Romero, J. F. (2002): *Trastornos de desarrollo y adaptación curricular*. Málaga: Aljibe
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- Martín, C. i Bravo, J. (2009) *Psicopatología del desarrollo para docentes*. Madrid: Pirámide.
- Ollendick, T. I Hersen, M. (1993) *Psicopatología infantil*. Barcelona: Martínez Roca.
- Rodríguez Sacristán, J. (Eds.) (1995) *Psicopatología del niño y el adolescente*. Sevilla: Universidad de Sevilla.
- Sans, A. (2010). *Per que em costa tant aprendre?*. Barcelona: Edebé
- Soutullo , C. (2008). *Convivir con niños y adolescentes con trastorno por deficit de atención e hiperactividad* (2ª ed.) Madrid: Panamericana (tdha)
- Wicks-Nelson, R. i Israel, A. (1997). *Psicopatología del niño y del adolescente*
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