

**Specific Educational Learning Needs in Early
Childhood Education**

Code: 105051
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood 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

Prerequisites

It is recommended to have completed "processos educatius y d'aprenentatge" and "Inclusió educativa: NEE"

Objectives and Contextualisation

The objective of the subject are:

- Know the educational and learning process in the 0-6 year period in children with specific educational needs
- Understand and analyze the limits of education and learning in today's society as well as the fundamental competences of educational agents in the 0-6 year period to be able to adapt the content to children with specific educational needs
- Understand the educational identity of the stage of infant education in order to make to the adaptations pertinent to children with specific educational needs.

Competences

- 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.
- Guide parents regarding family education in the 0-6 period.
- Identify learning difficulties, cognitive dysfunctions and problems related with attention.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Respect the diversity and 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. Establish work teams to develop activities independently.
5. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.

Content

BLOCK 1. BASIC PSYCHOLOGICAL PROCESSES

1. Attention
2. Perception
3. Memory
4. Language

BLOCK 2. SPECIFIC DISORDERS

1. Speech and language disorders
2. TANV
3. Motricity
4. TDAH and SAAC

Methodology

A proposal for individual and group work will be done for each of the blocks that will be developed based on the contents exposed and commented in the classroom. All this work will be supervised through tutorials. Different case studies will be shown in the subject and resources will be provided to be able to apply to the children's classroom to the diversity of specific educational needs.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	10	0.4	2, 1, 3, 5, 4
Face	40	1.6	2, 1, 3, 5
Type: Supervised			
Supervised work	25	1	3, 5, 4
Type: Autonomous			
Autonomous work	75	3	2, 5

Assessment

The evaluation of the subject is continued and it will be based on individual work and a group work will be done for each block. The group work will be shown in class and the individual work of block 1 will be delivered on March 30 and the one of block 2 on June 15. In case of not surpassing the individual work on June 22 a written test will be carried out. To pass the subject, students must pass individual work assignments with a minimum grade of 5, but the notes will not be weighted.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Team work	15%	0	0	2, 1, 3, 4
Team work	15%	0	0	2, 3, 5, 4
individual work: a proposal of play	35%	0	0	2, 5
individual work: a tale	35%	0	0	2, 1, 3

Bibliography

Cabrerizo, J. & Rubio, M.J. (2007). *Atención a la diversidad. Teoría y práctica*. Madrid: Pearson Educación

Basseres, E., Huguet, T. , Solé, I. (1998). *Aprendre i ensenyar a l'educació infantil*. Barcelona: Graó

Galligó, M. et col. (2003). *El aprendizaje y sus trastornos. Consideraciones psicológicas y pedagógicas*. Barcelona: CEAC

Puente, A. (2005) *Cognición y aprendizaje*. Madrid: Piramide