

**Educational Inclusion: Specific Educational Needs
in Early Childhood Education**

Code: 105050
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Arnau Careta Plans
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Prerequisites

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

Objectives and Contextualisation

This subject is part of the basic course: "Learning Disabilities and Developmental Disorders". In the current inclusive education framework, it requires a context in which the teacher, as agent of innovation in a diverse context, facilitate the transformation of an ordinary school and other services for children and their families in order to increase its capacity to attend all the children under 6 years old.

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.

Competences

- Acquire resources to promote the educational integration of pupils with difficulties.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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.
- 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. Critically analyse the principles, values and procedures that govern the exercise of the profession.
5. Design didactic-organizational strategies according to the needs and characteristics of pupils.
6. Designing a teaching and learning sequence that respects the globality and uniqueness of each child.
7. Develop a collaborative project in a team, as a first step towards networking.
8. Develop positive attitudes towards intervention for the development of all people, respecting their cultural and natural context.
9. Encourage positive peer interactions for conflict resolution.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Integrating and analysing the data and information from the different types of observation.
12. Know the different professional specialists working with the educational institution.
13. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
14. Produce didactic resources to meet the specific needs of pupils with educational needs related to affectivity, emotions and behaviour in the inclusive school context.
15. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
16. Reflecting on practices observed in the classroom in order to evaluate the teaching and learning processes present, depending on the content of the subject.
17. Understand the different learning abilities and rates of pupils to apply educational resources and services to improve attention to diversity.
18. 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.

Bloc 2: educational response in an inclusive education framework.

4. Institutions and professionals who give support to schools and families.

5. Organizational and didactic strategies (cooperative learning, free flow, learning environment, projects, etc.).

6. Perceptions, experiences and attitudes from teachers, families and communities.

Bloc 3: conditions that requires support.

7. Psychopedagogical evaluation. Concept, aims and procedures.

8. NESE/NEE: Cognitive, sensory, physical, social, emotional and behavioural difficulties.

Methodology

The competences and the methodological option that is taken, require a participatory attitude of the student, related to the attendance and active participation in the classroom, the predisposition to conceptual changes, the work of previous reading of the texts Work in class and collaborative work with classmates in the small group, and also with the large group. It is possible to offer a Learning and Service project (ApS) if there is an entity that offers it.

Group (30 hours)

Presentation of the contents and key questions by the teacher and the students (Flipped classroom). The dynamics are done with the whole group class and allows the 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 (45 hours)

Work organized in small groups (1/3 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 the active participation of the students will be promoted 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, poster, among others.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	30	1.2	1, 18, 12, 17, 8, 9, 2, 15, 16
Type: Supervised			
Supervised	45	1.8	4, 18, 17, 8, 7, 5, 6, 14, 10, 9, 2, 15, 16

Assessment

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 (with a qualification of 3).

Evaluation dates:

- Group activities block I: each team will present the work between the second and fourth class. At the end of Block I there will be an individual test for the basic concepts.
- Individual Activity Block II: at the end of block 2.
- Group activity block III: exhibitions in the last two classes before the final test.
- Final test: The last class of June.
- Re-evaluation: Tuesday at the end of June/beginning of July, from 10-12h (Together G61 i G62).

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. This assignment or written test will have as maximum a qualification of 6.9. 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. NP (Not presented) will be considered that student who has not delivered or participated in any evaluation activity.

Students who repeat the subject can ask, at the beginning of the course, the teachers of the subject to be able to carry out only a final synthesis evaluation (it can be a test and/or an assignment). If they do not request it, the evaluation will be continuous.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

IMPORTANT

To pass this subject, 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 written language and communication. In all activities (individual and group), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and correlatively and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements. The gender perspective will also be taken into account in the general communicative expression.

It is also necessary to show an attitude that is compatible with the educational profession as a prerequisite to pass the course, as an ethical commitment to the educational profession. Attitudes of active listening, arguing, respect for peers and teachers, participation, cooperation, empathy, kindness, punctuality or the use of the appropriate mobile or laptop are required only when necessary for the class, among others, are therefore required. If these requirements are not met, the grade of the subject will be 3.

In accordance with UAB regulations, the copy or plagiarism, both in the case of works and in the case of exams, constitute a crime and will be penalized with a 0 as a mark of the subject losing the possibility of recovering it, whether it is individual or group work (in this case, all members of the group will have a 0). If during the realization of an individual work in class, the teacher considers that a student is trying to copy or some type of document or device not discovered by the teaching staff is discovered, the same will be described with a 0, without option of recovery, and therefore, the subject will be suspended. It will be considered that a job, activity or examination is "copied" when it reproduces a significant part or a part of the work of one or the other partner. It will be considered that a work or activity is "plagiarized" when a part of an author's text without citing the sources is presented, regardless of whether the original sources are on paper or in digital format. (More information on plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Before delivering evidence of learning, it is necessary to verify that the sources, notes, text citations and bibliographic references have been correctly written in accordance with the APA regulations. and according to the documentation that is summarized in sources of the UAB:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

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 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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Block I. Team conferences (15%) and individual test (10%). The assessment evidences are related to the themes 1,2 & 3	25%	0	0	1, 3, 18, 8, 11, 13
Block II. Individual assignment and coevaluation. The assessment evidences are related to the themes 4, 5 & 6	25%	0	0	1, 7, 5, 6, 14, 9, 2, 16
Block III. Group presentation and heteroevaluation. The assessment evidences are related to the themes 7 & 8	20%	0	0	4, 1, 3, 12, 17, 8, 7, 14, 10, 11, 15, 16, 13
Final test and selfevaluation	30%	0	0	18, 12, 17, 8, 15

Bibliography

The bibliography recommended counts with a similar number of authors: women and men.

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<http://xtec.gencat.cat/ca/curriculum/diversitat-i-inclusio/projectes-educatius-inclusius/disseny-universal-pe>
- Guia de llenguatge inclusiu en el tractament de les persones amb discapacitat adreçat a les administracions públiques, centres educatius i mitjans de comunicació.
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- Other articles that will be informed in every thematic blog. Altres I

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Software

The subject does not require specific software, mostly uses Moodle and TEAMS. However, to encourage some d