

**Specific Cognitive Educational Needs**

Code: 102027  
ECTS Credits: 6

| Degree                    | Type | Year | Semester |
|---------------------------|------|------|----------|
| 2500798 Primary Education | OT   | 4    | 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**

Mireia Giralt Romeu

**Prerequisites**

1. 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.
2. 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**

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- 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 the functions of tutoring and guidance of pupils and their families, attending to the pupils' own needs. Understand that a teacher's 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
4. Contribute ideas and know how to integrate them in whole work of the team.
5. 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 teacher's professional life.
6. Establish work teams to develop activities independently.
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.
9. Weigh up the impact of any long- or short-term difficulty, harm or discrimination that could be caused to certain persons or groups by the actions or projects.

## Content

### BLOCK A: THEORY FOUNDATIONS

1. Cognitive development and basic cognitive process: Attention, perception and memory. Learning process: interpersonal, intrapersonal and socio-environmental factors
2. Intellectual skills concept ( high skills and incapacity)
3. Evaluation of the high skills and the intellectual handicaps. Improvement of the detection and the later physiological assistance. Strong and weak points.
4. Educational Services for the intellectual handicaps and high skills.

### BLOCK B: TEACHING-LEARNING PROCESS

5. Educational bases of the cognitive processing models: models, functions, styles and strategies.
6. Students symbolic Language and cognitive disabilities.
7. educational development strategies for the different cognitive syndromes

## Methodology

Activities in this course are autonomous, supervised and guided.

- Guided activities are led by the teachers of the course, and are developed in the Faculty rooms. These sessions are in big group and they led expositions, thinkinkd and debate of the main contents of the blocks.
- Supervised activities are out of the room and include individual as well as in group tutoring, which aim is to solve difficulties, to guide tasks and ensure the comprehension of the learning outcomes.

- Autonomous activities are developed by the student in a independent way, and it includes the reading preparation, study cases and some tasks for the most academic achievement of the student.

There will be 15 minutes of a class to allow students to assess the course as well as the lecturers involved.

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

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  |       |      |                   |
| Big group activities : Lectures,document analysis, students expositions, cine-forum, etc.                           | 45    | 1.8  |                   |
| Type: Supervised  |       |      |                   |
| Non presential work based on guidelines.  | 30    | 1.2  |                   |
| Type: Autonomous  |       |      |                   |
| Individual and group work to prepare papers, lectures and case analysis. Study of the contents and exam preparation | 75    | 3    |                   |

## Assessment

All the evidences must be passed with a minimum mark of 5 in order to be able to do the average grade. If one of the blocks is not passed, this will imply that the minimum expected has not been achieved and the subject will be failed with its corresponding grade of the failed part. There will be a second chance test 2 weeks after the final exam.

Evaluation due dates are the following:

Ev1: 15/03/23

Ev2: 22/03/23

Ev4: 31/05/23

Ev3: 07/06/23

Revaluació: 21/06/23

## Assessment Activities

| Title  | Weighting | Hours | ECTS | Learning Outcomes       |
|--|-----------|-------|------|-------------------------|
| Ev1: Paper (written and in group)                  | 20%       | 0     | 0    | 2, 1, 4, 8, 5, 7, 9     |
| Ev2: Paper presentation (oral and individual)      | 20%       | 0     | 0    | 2, 1, 4, 8, 9           |
| Ev3: Poster elaboration and presentation (oral and | 20%       | 0     | 0    | 3, 2, 1, 4, 8, 5, 7, 6, |

## Bibliography

### Key bibliography

AAIDD (2010). *Intellectual Disability. Definition, Classification, and Systems of Supports*. Washington, D.C.: American Association on Intellectual and Developmental Disabilities. Traducció al castellà: AAIDD (2011). *Discapacidad Intelectual. Definición, Clasificación y Sistemas de Apoyo*. Madrid: Alianza Editorial.

AAMR (2007). *Escala d'intensitat dels suports. Manual de l'usuari*. Barcelona: APPS.

AAMR (2006). *El retard mental. Definició, classificació i sistemes de suport*. Vic: EUMO Editorial. (Aquesta obra és la traducció al català del Manual de l'AAMR de 2002).

Arellano, A. y Peralta, F. (2013). Autodeterminación de las personas con discapacidad intelectual como objetivo educativo y derecho básico: estado de la cuestión. *Revista Española de Discapacidad*, 1 (1), 97-117. doi: <http://dx.doi.org/10.5569/2340-5104.01.01.05>

Duran, D., Giné, C. y Marchesi, A. (2010). *Guia per a l'anàlisi, la reflexió i la valoració de pràctiques inclusives*. Barcelona: Departament d'Educació.

Departament d'Ensenyament (Generalitat de Catalunya) (2013). *Les altes capacitats: detecció i actuació en l'àmbit educatiu - Guia per a mestres i professors*, Servei de Comunicació i Publicacions.

Departament d'Ensenyament (Generalitat de Catalunya) (2013). *Les altes capacitats: detecció i actuació en l'àmbit educatiu - Guia per als equips d'assessorament i orientació psicopedagògica (EAP) i els orientadors dels instituts*, Servei de Comunicació i Publicacions.

## Software

There is no specific hardware.