

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

Code: 102028
ECTS Credits: 6

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	1

Contact

Name: José María Sanahuja Gavalda
Email: josep.sanahuja@uab.cat

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
Antonio Pérez Romero

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

- 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

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 educational 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.

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			
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 (individual) 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 (assistance and tutition) 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 21 december 2022 and the re-assessment date will be on 8th February 2023.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
-------	-----------	-------	------	-------------------

group practical activities	25%	0	0	3, 2, 1, 4, 8, 7, 6, 9
individual practical activities	25%	0	0	3, 2, 1, 4, 8, 5, 7, 6, 9
test writing	50%	6	0.24	2, 1, 8, 5, 7

Bibliography

Bibliografía:

AAVV. (2003). *Emociones y educación. Qué son y cómo intervenir desde la escuela*. Barcelona: Graó.

Agència d'Informació, Avaluació i Qualitat en Salut de Catalunya (2010). *Guía de práctica clínica sobre el trastorno por déficit de atención con hiperactividad (TDAH) en niños y adolescentes*. Barcelona.

Alcantud, F. (2003). *Intervención psicoeducativa en niños con trastornos generalizados del desarrollo*. Madrid: Pirámide.

American Psychiatric Association. (2014). *DSM-5. Manual Diagnóstico y Estadístico de los Trastornos Mentales*. Nwe York:Panamericana.

Attwood, A. 2002. *El síndrome de Asperger*. Barcelona: Paidós

Barraca Mairal J., Pérez Álvarez M. (2015). *Activación conductual para el tratamiento de la depresión*. Madrid: Editorial Síntesis.

Bisquerra, R. (2008). *Educación emocional y bienestar*. Wolters Kluwer.

Bisquerra, R. (2009). *Psicopedagogía de las emociones*. Madrid: Editorial Síntesi.

Bisquerra, R. (2015). *Inteligencia emocional en educación*. Madrid: Editorial Síntesis.

Bisquerra, R. (2016). *10 Ideas clave educación emocional*. Barcelona: Graó.

Bisquerra, R. (coord), (2011). *Educación emocional. Propuesta para educadores y familias*. Barcelona: Desclée

Díaz M.I., Ruiz M.A., Villalobos A. (2017). *Manual de Técnicas y Terapias Cognitivo Conductuales*. Bilbao: Desclée de Brouwer.

Direcció General d'Educació Infantil i Primària, Direcció General d'Educació Secundaria Obligatoria i Batxillerat(2013). *El TDAH: detecció i actuació en l'àmbit educatiu. Materials per a l'atenció a la diversitat. Guia per a mestres i professors. Educació primària i secundària obligatòria*. Barcelona: Departament d'Ensenyament de la Generalitat de Catalunya.

Eia, K. i Tomson, P. (1997) *Intervencion familiar*. Barcelona: Paidós.

Extremera, N. y Fernández-Berrocal, P. (2004). El papel de la inteligencia emocional en el alumnado: evidencias empíricas. *Revista Electrónica de Investigación Educativa*, 6(2), 1-17.

Extremera, N., y Fernández-Berrocal, P. (2009). Inteligencia emocional, afecto positivo y felicidad. En E.G. Fernández-Abascal (coord.). *Emociones Positivas* (pp.229-246). Madrid: Pirámide.

Ezpeleta, L. i Toro, J. (2014). *Psicopatología del desarrollo*. Madrid: Pirámide.

Ferro García R., Ascanio Velasco L. (2017). *Terapia de interacción padres-hijo*. Madrid: Editorial Síntesis.

García Palacios A., Navarro Haro M.A. (2016). *Terapia dialéctica comportamental*. Madrid: Editorial Síntesis.

García, J. N. (1999), *Intervencion psicopedagogica en los trastornos del Desarrollo*. Madrid: Pirámide

Gine, C. (Ed.). (2001). *Intervención psicopedagógica en los trastornos del desarrollo*. Barcelona: Edicions de la Universitat Oberta de Catalunya

GOLEMAN, D. (1998): *La práctica de la inteligencia emocional*. Barcelona: Editorial Kairós.

Linehan M, (2003). *Manual de tratamiento de los trastornos de personalidad límite*. Barcelona: Paidós.

Luque, D. J., y Romero, J. F. (2002): *Trastornos de desarrollo y adaptación curricular*. Málaga: Aljibe

Márquez González M. (2016). *Tendencias actuales en intervención psicológica*. Madrid: Editorial Síntesis.

Marfín, C. i Bravo, J. (2009) *Psicopatología del desarrollo para docentes*. Madrid: Pirámide.

Ministerio de Sanidad, Servicios Sociales e Igualdad. (2017). *Guía de práctica clínica sobre el trastorno por déficit de atención con hiperactividad (TDAH)*.

Mora, F., (2013). *Neuroeducación. Solo se puede aprender aquello que se ama*. Madrid: Alianza Editorial.

Ollendick, T. I Hersen, M. (1993) *Psicopatología infantil*. Barcelona: Martínez Roca

Orjales I., Polaino A. (2002). *Programas de intervención cognitivo-conductual para niños con déficit de atención con hiperactividad*. CEPE.

Pegalajar, M^aC., López, L. (2015). Competencias Emocionales en el Proceso de Formación del Docente de Educación Infantil. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 13(3), 95-106.

Peñalva, A., López, J.J. y Landa, N. (2013). Competencias emocionales del alumnado de Magisterio. Posibles implicaciones profesionales. *Revista de Educación*, 362, 67-89.

Pérez Álvarez M. (2014). *Las terapias de tercera generación como terapias contextuales*. Madrid: Editorial Síntesis.

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 déficit de atención e hiperactividad (tdha)* (2a ed.) Madrid: Panamericana.

Wicks-Nelson, R. i Israel, A. (1997) *Psicopatología del niño y del adolescente*. Madrid: Prentice-Hall.

Software

Do not use