UAB
Universitat Autònoma de Barcelona

2022/2023

Specific Affective, Emotional and Behavioural Educational Needs in Early Childhood Education

Code: 105053
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	1

Contact

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Teachers

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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

Although it is not a subject that has pre-requisites to be enrolled, it is recommended to have studied the subjects "Educational Processes and Learning", "Educational Inclusion: NEE" and "Development of personality 0-6" in order to facilitate the Understanding of the contents worked.

The competences and the methodological option that is taken, require a participatory attitude of the student, that is concrete in 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.

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 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.
- 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. Establish work teams to develop activities independently.
6. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
7. 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 programms
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.

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	42	1.68	2, 1, 4, 6, 5
Type: Supervised			
Mandatory tutoring group, individual and group work are required	22	0.88	2, 4, 6, 5
Type: Autonomous			
Reading theoretical texts, test preparation, preparation and analysis of cases, other activities	70	2.8	2, 1, 6

Assessment

The evaluation of the subject is continuous and will be based on a written test that will have a weight of 25% in the final mark of the subject and in activities / practical work both individual (25%) and group (50% in the final grade). All the evidence must obtain a minimum of 5 to be able to make an average.

Students who have successfully followed the subject during the course and still have some aspect not achieved, will be given the opportunity to pass the subject by completing a final reassessment. In this case, the maximum grade of the re-evaluated block will be 5. In no case, the re-evaluation will be considered to raise the mark obtained.

If finally one of the evidences (for suspension or NP) is not approved, it will mean that the expected minimum has not been reached and the subject with the corresponding qualification for the suspended evidence will be suspended.

The results of the evaluation of each of the evidences must be published on the virtual campus within a maximum period of 21 days after its completion, and a review date must be offered within 10 days after its publication.

The practical work in class may consist of case analysis, creation of teaching materials, problem solving of real situations, analysis of innovative methodologies, analysis and discussion of readings, among others.

According to UAB regulations, the plagiarism or copy of any work or written test will be penalized with a 0 as a mark of the subject losing the possibility of recovering it, whether it is an individual or group work (in In this case, all members of the group will have a 0). If, during the course of an individual work in class, the teacher considers that a student is trying to copy or discovered any type of document or device that is not authorized by the teaching staff, the same will be described with a0, without a recovery option, and Therefore, the subject will be suspended.

The treatment of particular cases, doubts, suggestions, etc. should be addressed to the teachers of the corresponding block.
The evaluation of this subject follows the Criteria and general guidelines for the evaluation of the Faculty of Education Sciences, according to the Agreement of the Academic Organization Committee April 28, 2011, June 4, 2014 and July 28 May 2015. The assessment will be partial: first part on November 4, 2022 and the second part on January, 2023. The recovery will be on February 3, 2023.

On the other hand, to pass this subject, the student must show, in the activities proposed, good general communicative competence, both orally and in writing, and a good command of the language that appears in the teaching guide . 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.

As a future teacher, we must show an attitude that is compatible with the educational profession as a requirement to pass the subject, as well as an ethical commitment to the profession. Attitudes of active listening, argumentation, 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 . An ethical commitment to the deontological principles of the profession is required. If these requirements are not met, the grade of the subject will be 3.

Before delivering evidence oflearning, it is necessary to verify that thesources, notes, text citations and bibliographic references have been correctly written in accordance with the APA regulations. and according to the documentation summarized in the UAB sources:
https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Any change made in the contents of the guide and / or program of the course during the course will be agreed with the students that attend that day in class where the possible change is discussed and will be announced later on the virtual campus of the subject . Likewise, the contents exposed in the initial schedule of each block may vary if an agreement is reached between the teacher and the students who attend the class on the day they are proposed. If you remember the modification in the guide and / or program will be informed through the news of the moodle of the subject. Changes can allow adjusting the contents to the characteristics, knowledge, interests and particular rhythms of the class group.

All this information and another one will be uploaded at the beginning of the course in the moodel of the subject that we will use as a communication tool.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group work	50%	7	0.28	3, 2, 1, 4, 6, 5, 7
Written test Individual	25%	2	0.08	2, 1, 6
cas studies	25%	7	0.28	3, 2, 1, 4, 6, 5, 7

Bibliography

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Software

Do not use