

**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

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Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Rosa Fortuny Guasch

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 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	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

Continuous assessment

The evaluation of the course is continuous and will be based on a written test that will have a weight of 25% in the final grade of the course and on individual (25%) and group (50% in the final grade) activities/practical work. All the evidences will have to obtain a minimum of 5 in order to obtain an average.

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

If any of the evidences is not passed (due to failure or NP), it will mean that the expected minimums have not been reached and the subject will be failed with the grade corresponding to the failed evidence.

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 their completion, and a review date must be offered within 10 days of their publication.

Practical work in class may consist of case studies, creation of didactic material, problem solving in real situations, analysis of innovative methodologies, analysis and discussion of readings, preparation of portfolios, learning portfolios or similar, among others.

According to UAB regulations, plagiarism or copying of any work or written test will be penalised with a 0 as a mark for the subject, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0). If during individual work in class, the teacher considers that a student is trying to copy or is found to be using any type of document or device not authorised by the teaching staff, the student will be graded with a 0, without the option to make it up, and will therefore fail the subject.

The treatment of particular cases, doubts, suggestions, etc., should be raised with the teachers of the corresponding block.

The assessment of this subject follows the general assessment criteria and guidelines of the Faculty of Education Sciences, according to the Agreement of the Academic Planning Committee of 28 April 2011, 4 June 2014 and 28 May 2015. The evaluation will be on 12 January 2024 and the recovery will be on 2 February 2024.

On the other hand, in order to pass this subject, it is necessary that the student shows, in the proposed activities, a 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 correctness, writing and formal aspects of presentation will therefore be taken into account. Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity may be returned (not assessed) or failed if the teacher considers that it does not meet these requirements. The gender perspective in general communicative expression will also be taken into account.

As a future teacher you must show an attitude compatible with the teaching profession as a prerequisite for passing the subject, as well as an ethical commitment to the profession. Therefore, attitudes of active listening, argumentation, respect towards classmates and teachers, participation, cooperation, empathy, kindness, punctuality or the use of a mobile phone or laptop only when necessary for the class, among others, are required. An ethical commitment to the deontological principles of the profession is necessary. Failure to meet these requirements will result in a grade of 3.

Before submitting evidence of learning, you must check that you have correctly written the sources, notes, textual citations and bibliographical references following the APA regulations and according to the documentation summarised in the UAB sources:
https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Any change made to the contents of the course guide and/or syllabus during the course will be agreed with the students attending the class that day where the possible change is discussed and will be subsequently announced on the virtual campus of the course. Likewise, the contents set out in the initial schedule of each block may vary if an agreement is reached between the teacher and the students attending the class on the proposed day. If the modification of the guide and/or syllabus is agreed upon, it will be informed through the subject's moodle news. Changes may allow to adjust the contents to the particular characteristics, knowledge, interests and pace of the class group.

All this information and other additional information will be posted at the beginning of the course on the subject's moodle, which we will use as a communication tool.

Single assessment

Students who, at the beginning of the course, choose to do a single assessment through the procedures provided by the faculty and inform the teaching staff, will be assessed on January 12, 2024. In order to pass the course, it is necessary to pass the written test with a minimum of a 5. The recovery will take place on 2 February 2024 and will be a single written test.

The revision of the final grade follows the same procedure as for the continuous assessment.

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

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Software

Do not use