

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

Code: 102028  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500798 Primary Education	OT	4

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## 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

## Activities and Methodology

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

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.

## Assessment

### Continous 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

Continuous assessment:

1st Block of the subject

Written test with multiple-choice questions to be held on 18 December (25%). Individual

Weekly delivery of the summaries of the sessions (25%). Individual. Delivery: session in the following week.

2nd Block of the subject

Group work in class (10%). Delivery: session in the following week

Group intervention work (15%). Delivery: 11 december

Written test to be taken on 18 December (25%). Individual

Single assessment

1st Block of the subject

Written test with multiple-choice questions to be held on 18 December (25%).

Submission of session summaries (25%). Single delivery on December 18th.

2nd Block of the subject

Group work in the classroom (5%). To be handed in on 18 December.

Intervention group work (10%). To be handed in on 18 December.

Written test to be taken on 18 December (20%).

Oral defence of a case to be held on 18 December (15%).

Recovery date for the single and continuous assessment: 5 february 2025.

All the evidences will have to obtain a minimum of 5 in order to obtain an average.

Students who, having been previously assessed in a set of activities whose weight is equivalent to a minimum of two thirds of the total grade of the subject, may be submitted to the re-evaluation process if the grade does not exceed 3.5. 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.

In order to pass this subject, the student must show, in the proposed activities, a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages listed in the teaching guide.

The results of the assessment of each of the evidences must be published on the virtual campus no later than 15 days after their completion, and a review date must be offered within 10 days of their publication. Attendance to the face-to-face sessions is compulsory, the student must attend a minimum of 80%. Otherwise the evaluation will correspond to a NP.

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

## **Bibliography**

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## Software

Do not use

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	901	Catalan	first semester	afternoon
(TE) Theory	90	Catalan	first semester	afternoon