

**Specific Educational Learning Needs in Early
Childhood Education**

Code: 105051
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500797 Early Childhood Education	OT	4

Contact

Name: Maria Teresa Mas Parera

Email: teresa.mas@uab.cat

Teaching groups languages

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

Prerequisites

It is recommended to have completed "processos educatius y d'aprenentatge" and "Inclusió educativa: NEE"

Objectives and Contextualisation

The objective of the subject are:

- Know the educational and learning process in the 0-6 year period in children with specific educational needs
- Understand and analyze the limits of education and learning in today's society as well as the fundamental competences of educational agents in the 0-6 year period to be able to adapt the content to children with specific educational needs
- Understand the educational identity of the stage of infant education in order to make to the adaptations pertinent to children with specific educational needs.

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

BLOCK 1. BASIC PSYCHOLOGICAL PROCESSES

1. Attention
2. Perception
3. Language

BLOCK 2. SPECIFIC DISORDERS

1. Speech and language disorders
2. TANV
3. Motricity
4. TDAH and SAAC
5. Other specific disorders
6. Psychopedagogical strategies, general and specific, for each disorder

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	10	0.4	1, 2, 4, 5, 6
Face	40	1.6	1, 2, 4, 6
Type: Supervised			
Supervised work	25	1	4, 5, 6
Type: Autonomous			

A proposal for individual and group work will be done for each of the blocks that will be developed based on the contents exposed and commented in the classroom. The individual works will imply that from a subject that chooses the student can make a practical proposal to favor the processes teaching-learning in children with special educational needs. Each individual work will focus on one of the blocks. Group work will be more about content analysis. All this work will be supervised through tutorials. Different case studies will be shown in the subject and resources will be provided to be able to apply to the children's classroom to the diversity of specific educational needs. The intention of the subject is that students get different resources to apply in the classroom and adapt them to children with special educational needs. Attendance is mandatory in 80% of classes.

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
Individual work: reflection of teaching-learning processes	30%	0	0	2, 3, 6, 7
Team work: analysis of paper	20%	0	0	1, 2, 4, 5
Team work: elaboration of a story	20%	0	0	2, 4, 5, 6
individual work: a proposal of play	30%	0	0	1, 2, 4

The evaluation of the subject is continued and it will be based an individual work and a group work will be done for each block. Individual work will be delivered and end of each block (in April and June) and group works will be delivered progressively ruring class sessions. In case of not supessing one of both individual work and or grupal work a written test will be carried out (scheduled for June 30).To pass de subject, students must pass individual and grupal work assignments with a minimum grade fo 5, but the notes will not be weighted. Will be considered NP when student does not submitany of the proposed works. Knowledge of learning processes will be valued and adapted to the different needs of children.

The students who accept the single evaluation, through the procedures facilitated by the faculty and inform the teacher, will take a single exam on June 16th and in case of suspension on June 30.

Copying or plagiarism in any kind of evaluation activity is a crime, and will be penalized with a 0 as a grade for the subject losing the possibility of retrieving it, whether it is a individual work as well as in a group work (in this case, all members of the group will have a 0).

The students receive feedback or qualification from the professor in a maxium 20 working days of the Faculty calendar.

Bibliography

Cabrerizo, J. & Rubio, M.J. (2007). *Atención a la diversidad. Teoría y práctica*. Madrid: Pearson Educación

Basseses, E., Huguet, T. , Solé, I. (1998). *Aprendre i ensenyar a l'educació infantil*. Barcelona: Graó

Galligó, M. et col. (2003). *El aprendizaje y sus trastornos. Consideraciones psicológicas y pedagógicas*. Barcelona: CEAC

Puente, A. (2005) *Cognición y aprendizaje*. Madrid: Piramide

Software

No necessary

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	second semester	afternoon
(TE) Theory	1	Catalan	second semester	afternoon