

Specific Educational Learning Needs

Code: 102026
 ECTS Credits: 6

2025/2026

Degree	Type	Year
Primary Education	OT	4

Contact

Name: Núria Grau Sancho

Email: nuria.grau.sancho@uab.cat

Teaching groups languages

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

Prerequisites

It is advisable to have passed the subjects: "Learning and Development I-II" and "Differences and Inclusion" in the case of Degree of Primary Education; and the subjects "Educational Inclusion: NEE" and "Personality Development 0-6" in the case of Degree of Early Childhood Education.

Objectives and Contextualisation

This subject matter is part of the Inclusive Education. As part of the current inclusive School, it requires a context in which the teacher as agent of innovation and diversity management, facilitate the transformation of ordinary School in order to increase their capacity student body to know all specific educational learning needs. Both achieve training objectives are:

1. To adapt the educational learning processes to know the educational needs of the student body in the context of diversity.
2. To promote educational inclusion process within a framework multi-collaborative spaces.

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. Overview of the specific educational needs related to the learning and development.
 - 1.1. Development of reading and writing and educational needs.
 - 1.2. Development of logical-mathematical reasoning and educational needs.
 - 1.3. Developing skills in the learning attention and educational needs.
2. Process for the detection and assessment of specific educational learning needs. Instruments of evaluation and observation.
3. Intervention and guidance regarding the specific educational learning needs.
 - 3.1. Patterns of action and teaching strategies.
 - 3.2. Programs of intervention: curricular adaptations.
 - 3.3. Educational support: services and projects. Role of the family.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Onsite in large group	45	1.8	5
Type: Supervised			
Supervised working and mentoring	30	1.2	
Type: Autonomous			
Autonomous work	75	3	5

The protagonist in the process of teaching-learning is the student and, under this premise, the methodology of the subject is planned.

First, we propose a large group classroom activities, which will include exhibitions by teachers of content and basic issues of the units. Will be held with the whole group class and allow exhibition of the main content through open and active participation by students.

Secondly, we will do activities in small groups, which will be held in the framework of the core group and will be supervised by teachers and, through analysis of documents, problem-solving or other activities, and we will study in depth the contents and topics previously worked in the large group. This collection of evidences will show how the students have made good use of the tasks performed by themselves and reviewed throughout the academic year.

Finally, we will do a practical work (group), and will be drawn during the term in relation to specific themes to choose from several that the teachers raised.

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
Class Activities	20%	0	0	1, 4, 8, 6
Practical work	30%	0	0	2, 1, 4, 8, 6, 9
Theory	50%	0	0	3, 5, 7

Continuous Evaluation:

The continuous evaluation of the course will be based on a written individual test that will count 50% of the final mark of the course; 50% of the remaining evaluation will be divided between group class activities (20%) and a group practical work (30%), and will be done during the two blocks of the subject. All evidence must obtain a minimum of 5 to make average.

Attendance at these sessions is not mandatory.

Students who have completed the course proper monitoring of the course, in other words, they have approved all the required submissions, and still remains some way not achieved, (for example, individual written test not approved or not submitted), they will be given the opportunity to pass the subject making a re-evaluation of the written individual test. In this case, the maximum block to be recovered 5. In any case, the re-evaluation will be considered to raise the grade.

In order to be able to opt for the re-evaluation, the student must have been previously evaluated in the group practical work and the written individual test, whose weight is equivalent to a minimum of two thirds of the total qualification of the subject. The student must have obtained a minimum grade of 3.5 in the average of the subject.

If finally one of the evidences is not approved it will mean that the expected minimum has not been reached and the subject with the corresponding qualification for suspended evidence will be suspended. When the student has not submitted, or has not been able to provide enough evidence of evaluation that allows a global qualification of the subject, the qualification of this subject will be awarded in the format as "Non-Evaluable".

To pass this course, the student must show, in the activities offered to them, a good general communicative competence, both orally and in writing and a good command of the language and communication language contained in the units.

Single Evaluation:

This subject has the single evaluation option, so the students who choose this option must make a single application to Academic Management in the corresponding period of time. The application for a single evaluation assumes the resignation of the continuous evaluation and involves the submission in a single date of the total number of evaluating evidences to accredit and ensure the achievement of the objectives and learning results set in the subject. These evidence will be specified in an individual written test at the end of the two blocks, with a weight of 50% in the final score of the subject to be performed on 10-12-2025; 50% of the

remaining assessment will be divided between individual class activities (20%) and practical individual work (30%) and delivered on 10-12-2025. Students who use the Single Assessment will not present or qualify for the continuous evaluation activities carried out during the course of the subject. In person session attendance is not mandatory. The same recovery system will be applied as for the continuous evaluation. The review of the final qualification follows the same procedure as for the continuous evaluation.

General assessment aspects for all students:

In all activities (individual and in groups), linguistic correction, writing and formal aspects of presentation will be taken into account. Students must be able to express themselves fluently and comparatively and must show a high level of understanding of the academic texts. An activity can be returned (not evaluated) or suspended if the professor considers that it does not meet these requirements.

It is also necessary to show an attitude that is compatible with the teaching profession as a requirement to pass the subject. Some competencies are: active listening, respect, participation, cooperation, empathy, kindness, punctuality, non-judgment, argument, use of the appropriate mobile phone, etc.

The results of the evaluation of each evidence should be published in the campus within 20 working days after its completion, and must provide a review date within 10 days publication.

According to the regulations UAB, plagiarism or copying of any work or written test will be penalized with 0 mark and will lose the ability to recover it, whether an individual or in a group (in this if all group members have a 0). If during the performance of an individual class, the teacher considers a student is trying to copy or discover any kind of document or device by unauthorized staff, will qualify the same at 0, no recovery option and therefore, have suspended the course.

This subject does not allow the use of Artificial Intelligence (AI) technologies in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and can lead to a penalty in the grade of the activity, qualifying it with a 0, without the option of recovery, and therefore, suspending the subject.

In this subject there is no synthesis test.

The treatment of individual cases, questions, suggestions, etc., have to consider the teacher of every blog.

Dates of evaluation:

- The group activities will be delivered at the end of each class.
- The delivery of the practical work will be on December 17, 2025.
- The evaluation of the written test of the subject will be on December 10, 2025.
- For students who do not exceed the minimum mark of 5 in the written test, they will be proposed a re-evaluation on February 4, 2026.

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

Bibliography

Bibliography:

Ainscow, M. (1999) Tendiendo la mano a todos los estudiantes: algunos retos y oportunidades *Revista Siglo Cero* vol. 30, p. 37-48.

Ainscow, M. (2001) *Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares*. Madrid: Narcea.

Andreu, Ll.; Lara, M.F.; López, A.; Palacio, A.; Rodríguez & J. I Sopena, J.M. (2013). *Trastorns d'aprenentatge de la lectura*. Barcelona: Editorial UOC.

Andreu, Ll. (Coord.) (2013) *Les dificultats de l'aprenentatge de l'Escriptura i de les Matemàtiques*. Barcelona: Editorial UOC

Aranda Rendruello, R.E. (Coord.) (2002). *Educación Especial*. Madrid. Pearson Educación S.A.

Arco Tirado, J.L. & Fernández Castillo, A. (Coords.) (2004). *Necesidades educativas especiales. Manual de evaluación e intervención psicológica*. Madrid: McGrawHill.

Armstrong, T. (2012). *El poder de la neurodiversidad. Las extraordinarias capacidades que se ocultan tras el autismo, la hiperactividad, la dislexia y otras diferencias cerebrales*. Barcelona: Espasa Libros

Arnaiz, P. (2003) *Educación inclusiva: una escuela para todos*. Málaga: Aljibe

Barrachina, Ll.; Serra Grabulosa, J.; Soler, O. & Tolchinsky, L. (2013). *Trastorns d'aprenentatge de l'escriptura i de les matemàtiques*. Barcelona: Editorial UOC

Booth, T. i Ainscow, M. (2004). *Índex per a la inclusió. Guia per a l'avaluació i millora de l'educació inclusiva*. Barcelona: Institut de Ciències de l'Educació de la Universitat de Barcelona

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

Castro Cañizares, D. (2007). *Discalculia del Desarrollo: Diagnóstico e Intervención*. Santa Clara: Feijóo.

Cuetos, F. (1991) *Psicología de la escritura* Madrid: Escuela Española

Cuetos, F. (2001) *Psicología de la lectura* Barcelona: Cisspraxis

Escudero, I.; Garriga, A.; Martí, M. (2009) Entendre i atendre la dislèxia a l'escola. *Revista: Àmbits de Psicopedagogia* num.: 27

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

García-Orza, J. (2012). *Dislexia y Discalculia. ¿Extraños compañeros de viaje?* Madrid: Universidad de Málaga

García-Orza, J. (2018). *Evaluación e intervención en discalculia y acalculia en edad infantil*. Madrid: Universidad de Málaga.

Giné, C. (coord.) (2009) *La educación inclusiva. De la exclusión a la plena participación de todo el alumnado*. Barcelona: Ed. Horsori ICE.UB.

Lozano, L. (2002). *La lectura. Estrategias para su enseñanza y el tratamiento de las dislexias*. Huelva. Hergué

Monereo, C. (coord.) (1998) *Instantàries. Projectes per atendre la diversitat educativa*. Barcelona: Ed. 62

Outón, P. (2009) *Dislexia. Una visión interdisciplinar* Barcelona: Lebón

Pérez Solís, M. (2003). *Orientación Educativa y dificultades de aprendizaje*. Madrid: Tomson.

Pujolàs, P. (2003) *Aprendre junts alumnes diferents* Vic: Eumo Ed.

Pujolàs Maset, P.(2008): Cooperar per aprendre i aprendre a cooperar: el treball en equips cooperatius com a recurs i com a contingut. *Revista Suports*, vol. 12, núm. 1

Sans, A. (2008) *Per què em costa tant aprendre?* Barcelona: Edebé

Sans, A. (coord.) (2010) *L'aprenentatge en la infància i l'adolescència: claus per evitar el fracàs escolar* Quaderns FAROS Esplugues Llob. Hospital Sant Joan de Déu.

Serra-Grabulosa, J. (2009). *Bases neurales del procesamiento numérico y del cálculo*. Barcelona: Universitat de Barcelona.

Teberosky, A. & Solé, I. (1999). *Psicopedagogia de la lectura i l'escriptura*. Barcelona: EDIUOC.

Digitals documents:

Decret 150/2017, de 17 d'octubre, de l'atenció educativa a l'alumnat en el marc d'un sistema educatiu inclusiu. Diari Oficial de La Generalitat de Catalunya, 7477, 1-18. (2017).

<https://portaldogc.gencat.cat/utilsEADOP/PDF/7477/1639866.pdf>

XTEC (s.d.). Dislèxia. Retrieved from

<http://xtec.gencat.cat/ca/curriculum/diversitat-iinclusio/atencio-educativa-als-alumnes/nese/nese-derivades-de-tra>

XTEC (s.d.). La dislèxia: detecció i actuació en l'àmbit educatiu. Retrieved from

<http://xtec.gencat.cat/web/.content/alfresco/d/d/workspace/SpacesStore/0057/78d86f2b8e9e-45e3-ad9e-464165>

XTEC (s.d.). La dislèxia: recursos i estratègies per a la inclusió de l'alumnat . Retrieved from

<http://www.xtec.cat/crp-santcugat/dislexiaconferencies.html>

XTEC (s.d.). Mesures i suports. Retrieved from

<http://xtec.gencat.cat/ca/curriculum/diversitat-iinclusio/mesures-i-suports/>

Vinyes, G. (2014). La dislèxia i els trastorns d'aprenentatge associats. Retrieved from

<https://georginavinyes.cat/2014/10/09/la-dislexia-i-trastorns-daprenentatge-associats/>

[El TDAH: detecció i actuació en l'àmbit educatiu. Departament d'Educació \(gencat.cat\)](#)

Trastornos del Aprendizaje Escolar. (2020). Retrieved from:

<https://www.sjdhospitalbarcelona.org/es/ninos/trastornos-del-aprendizaje-escolar>

Fundacioncadah.org (s.d) Modelos Cognitivos Explicativos Para El TDAH. Retrieved from:

<https://www.fundacioncadah.org/web/articulo/modelos-cognitivos-explicativospara-el-tdah.html>

Mena, B. (et alt.) L'alumne amb TDAH: Guia pràctica per a educadors. Trastorn per Déficit d'Atenció amb o sense Hiperactivitat Fundació Privada ADANA: Ajuda Déficit d'Atenció Nens, Adolescents i Adults. Web: <http://www.f-adana.org/>

Centro Nacional de Defectos Congénitos y Discapacidades del Desarrollo de los CDC. Centros para el Control y la Prevención de Enfermedades. (2020). Trastorno por Déficit de Atención e Hiperactividad (TDAH). Retrieved from: <https://www.cdc.gov/ncbddd/spanish/adhd/index.html>

Links:

<http://www.edu365.cat>

<http://www.edu21.cat>

<http://www.educalia.org>

<http://www.didactalia.net>

Software

Used software:

- Windows Microsoft Office 2013
- Word 2013
- Power Point 2013
- Excel 2013
- Adobe Acrobat

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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