

Degree	Type	Year
Early Childhood Education	OT	4

Contact

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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	2, 1, 4, 6, 5
Face	40	1.6	2, 1, 4, 6
Type: Supervised			
Supervised work	25	1	4, 6, 5
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

Continuous Assessment Activities

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

Continuous assessment for the course will be based on one individual assignment and one group assignment for each unit. Individual assignments must be submitted at the end of each unit (in April and June), and group assignments will be submitted progressively during class sessions (in finishing the topics). If a student fails the individual and/or group assignment of one or both units, a written exam will be held (scheduled for June 29). The final grade, after the resit exam, will be a maximum of 5. In order to pass the course, students must achieve a minimum score of 5 on each assignment (individual and group) for each unit; otherwise, grades will not be weighted. A grade of "Not Presented" (NP) will be given when a student does not submit any of the proposed assignments. If only one assignment is submitted, the final grade will be a fail. The student's ability to understand learning processes and adapt them to the diverse needs of boys and girls will be evaluated.

Students who opt for the single assessment, following the procedures established by the faculty and informing the teaching staff accordingly, will take a single exam on June 15, and in the event of failing it, on June 29.

To pass this course, students must demonstrate, in the proposed activities, solid general communicative competence, both oral and written, and a good command of the language(s) of instruction specified in the course syllabus.

According to UAB regulations, plagiarism or copying in any assignment or written test will result in a grade of 0 for the entire course, with no possibility of retake, whether the work is individual or group-based (in which case, all group members will receive a 0). If, during an individual in-class activity, the instructor suspects or discovers that a student is attempting to copy or is using any unauthorized materials or devices, the activity will be graded 0, without the possibility of resit, and the student will fail the course.

Any individual cases, questions, suggestions, etc., must be addressed directly to the corresponding lecturer. Students will receive a response to their queries or grades within a maximum of 4 working days.

For this course, the use of Artificial Intelligence (AI) technologies is permitted on a restricted basis, exclusively for bibliographic or information searches. Students must clearly identify which parts of their work have been generated using AI. Failure to disclose AI use in assessed tasks will be considered a breach of academic integrity and may result in partial or full penalties on the activity's grade.

Students will receive feedback or grades from the teaching staff within a maximum of 20 working days, according to 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

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	1	Catalan	second semester	afternoon
(TE) Theory	1	Catalan	second semester	afternoon