

Degree	Type	Year
Early Childhood Education	OT	4

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

It is recommended to have studied the subjects "Educational Inclusion: NEE" and "Development of personality 0-6."

Objectives and Contextualisation

This subject is part of Subject Inclusive Education. Within the framework of the current inclusive school, a context in which the teacher, as an agent of innovation and diversity management, facilitates the transformation of the ordinary school in order to increase its capacity for attending all students, emphasizing on students with specific cognitive educational needs. The two training objectives to be achieved are:

1. Design teaching-learning processes to attend the educational needs of the students in contexts of diversity.
2. Promote processes of educational inclusion within a collaborative framework in multiprofessional spaces.

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 A: FOUNDATIONS OF THE TEACHING-LEARNING PROCESS.

1. Conceptual clarification and conceptualization of the disability.
2. Fundamentals of cognitive processing models and their educational bases.
3. Symbolic language in students with cognitive disabilities.
4. Strategies for educational development in different cognitive syndromes.
 - 4.1 School context.
 - 4.2 Family context.
 - 4.3 Social context.

BLOCK B: THEORETICAL FOUNDATIONS

5. Cognitive development and basic cognitive processes: Attention, perception and memory. Learning processes: intrapersonal, interpersonal and socio-environmental factors.
6. Concept of intellectual capacity.
 - 6.1 Conceptualization of high intellectual capacities.
 - 6.2 Evolutionary characteristics of students with intellectual disabilities and high abilities.

6.3 High intellectual capacities and intellectual disability within the framework of the inclusive school. Regulatory framework.

7. Evaluation of high capacities and intellectual disability. Improved detection and subsequent psycho-pedagogical care. Strong and weak points.

8. Educational services in intellectual disability and in high capacities.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Analysis of documents, student presentations, films, reflections on basic aspects of content, etc.	45	1.8	2, 6
Type: Supervised			
Telematic work, guided by guidelines provided by the teaching staff.	30	1.2	4, 5
Type: Autonomous			
Individual and group preparation of works, readings and case analysis. Study of the material and preparation for the tests	75	3	2, 1, 6

The training activities that take place in this subject are of a supervised and self-directed type:

The face-to-face classes are directed by the teachers of the subject and are carried out in the spaces of the Faculty. There are classes in a large group that combine the exhibition, reflection and debate of the main contents and elements of discussion of the different blogs. There are also small group tasks to analyze and discuss the activities proposed by the teaching staff in order to complement the theoretical sessions.

Activities supervised by the teacher outside the classroom include individual and group tutorials, both physical and virtual, which must be used to solve difficulties, orient tasks and ensure the understanding of the learning of the subject.

Self-employed work is carried out by the student independently and involves the preparation of readings, cases and other types of tasks in order to make the most of the sessions and achieve the objectives of the subject

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
Ev1: Practical work Part A: Individual reflection (weekly)	20%	0	0	1, 4, 6, 5, 7

Ev2: Educational action. Part B: individual (due weekly)	20%	0	0	3, 2, 4, 5
Ev3: Materials fair (group) (15/06/26)	60%	0	0	3, 1, 6

Continuous Assessment:

Block A of the subject

- Weekly submission of reflections on the sessions (25%). Individual. Submission: session of the following week.
- Production and Presentation of Materials (Materials Fair). (25%) Group work. Date: 15/06/26

Block B of the subject

- Weekly submission of Educational Actions (25%). Individual. Submission: session of the following week.
- Production and Presentation of Materials (Materials Fair). (25%) Group work. Date: 15/06/26

Single assessment:

- Learning Portfolio on each of the topics in Block A (25%). Submission: 15/06/26
- Learning Portfolio on each of the topics in Block B (25%). Submission: 15/06/26
- Practical individual intervention project (50%) applied to a case, with oral defence of the same. Date: 15/06/26

Resit (Recovery):

The recoverable assessment evidence includes the Materials presented at the Materials Fair and the individual practical action project.

Date for the resit of both continuous and single assessment: 22/06/26

Important Considerations:

- All assessment components must achieve a minimum score of 5 in order to calculate the final average.
- Feedback, reviews or grading of assessment components must be published on the virtual campus within a maximum of 15 days after completion, and a review date must be offered within the 10 days following publication.
- An assessment will be considered "Not gradable" when the student has not submitted 100% of the written test and coursework, and at least 75% of classroom activities.
- From the second enrolment onwards, students may opt for a synthesis exam consisting of a case study and a written test. In this case, the subject grade will correspond to the synthesis test result.
- For this subject, the use of Artificial Intelligence (AI) technologies is allowed exclusively for: bibliographic or information search, translations, and idea generation for practical work. Each student must clearly identify which parts were generated using such technologies, specify the tools used, and include a critical reflection on how these influenced the process and final outcome of the activity. Lack of transparency in AI use will be considered academic dishonesty and the component will be graded with a 0, without resit possibility.
- Students must be proficient in the language in which assessment tasks are presented. Spelling errors or difficulties in expression in the vehicular language will be taken into account in each assessment.
- According to UAB regulations, plagiarism or copying of any assignment or written test will be penalised with a final grade of 0 for the subject, with no option to resit, whether the work was individual or group-based (in the latter case, all group members will receive a 0).
- Students are expected to display a professional attitude: active listening, respect, participation, empathy, punctuality, critical thinking, and appropriate use of electronic devices, among others. This course adopts the ethical principles of the profession.

- It is recommended to review that sources, notes, quotations, and bibliographic references are written correctly following APA guidelines, in accordance with the UAB summary documents:
https://ddd.uab.cat/pub/guibib/113512/modelapa_a2021a.pdf
- Questions, doubts, suggestions, or personal case handling should be addressed to the corresponding block professor.

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Software

Not used in this course.

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