

Degree	Type	Year
Early Childhood Education	OT	4

Contact

Name: Mario Raul Montero Camacho

Email: mario.montero@uab.cat

Teaching groups languages

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

Prerequisites

Although it is not a subject that has pre-requisites to be enrolled, it is recommended to have studied the subjects "Educational Processes and Learning", "Educational Inclusion: NEE" and "Development of personality 0-6" in order to facilitate the Understanding of the contents worked.

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 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

1st Bloc

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.

2nd Bloc

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			
Sessions by teachers for key content. It is done for the whole group class and it allows the presentation of the main content through an active participation by students	42	1.68	2, 1, 4, 6, 5
Type: Supervised			
Mandatory tutoring group, individual and group work are required	22	0.88	2, 4, 6, 5
Type: Autonomous			
Reading theoretical texts, test preparation, preparation and analysis of cases, other activities	70	2.8	2, 1, 6

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual or Group practical activities in class	10%	3	0.12	2, 4, 6, 7
Individual Written test	50%	5	0.2	2, 1, 6
Practical Group work	15%	4	0.16	3, 2, 1, 4, 6, 5, 7
Summaries and case studies. Individually.	25%	4	0.16	3, 2, 1, 4, 6, 5, 7

Continuous Assessment

First Block of the Course;

Weekly submission of session summaries (25%). Individual. Submission: session of the following week.

Individual written test (25%) with multiple-choice questions. Date: 09/01/2026.

Second Block of the Course:

Individual (in some cases group) classroom practices (10%). Submission: session of the following week.

Group practical intervention project (15%). Submission and presentation date: 19/12/2025.

Individual written test (25%) with multiple-choice questions. Date: 09/01/2026.

Single Assessment:

Individual written test (50%) with multiple-choice questions.

Individual practical intervention project (30%) applied to a case.

Oral defence of the individual intervention (20%).

Date: 09/01/2026.

Resit:

The recoverable assessment components are the written test and the practical intervention project.

Resit date for both continuous and single assessment: 30/01/2026.

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.
- It will not be possible to evaluate the student if that person 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.

Bibliography

AAVV. (2003). *Emociones y educación. Qué son y cómo intervenir desde la escuela*. Barcelona: Graó.

Agència d'Informació, Avaluació i Qualitat en Salut de Catalunya (2010). *Guía de práctica clínica sobre el trastorno por déficit de atención con hiperactividad (TDAH) en niños y adolescentes*. Barcelona.

Alcantud, F. (2003). *Intervención psicoeducativa en niños con trastornos generalizados del desarrollo*. Madrid: Pirámide.

American Psychiatric Association. (2014). *DSM-5. Manual Diagnóstico y Estadístico de los Trastornos Mentales*. New York: Panamericana.

Attwood, A. 2002. *El síndrome de Asperger*. Barcelona: Paidós

Barraca Mairal J., Pérez Álvarez M. (2015). *Activación conductual para el tratamiento de la depresión*. Madrid: Editorial Síntesis.

- Bisquerra, R. (2015). *Inteligencia emocional en educación*. Madrid: Editorial Síntesis.
- Bisquerra, R. (2016). *10 Ideas clave educación emocional*. Barcelona: Graó.
- Bisquerra, R. (coord), (2011). *Educación emocional. Propuesta para educadores y familias*. Barcelona: Desclée
- Bogdashina, O. (2007). *Percepción sensorial en el autismo y síndrome de Asperger* (Y.Herrera & G.Herrera, Trad.). Autismo Ávila. ISBN978-84-611480-7-3
- Bruinsma, Y., Minjaraz, M.B., Schreibman, L., & Stahmer, A.C. (2021). *Intervenciones naturalistas basadas en el desarrollo y la conducta (NDBI) para el autismo* (I.de HoyosSeijo, Trad.). Autismo Ávila.
- Codina, S. (2023). *Neurodivina y punto: 40 años siendo autista y yo sin saberlo*. Plataforma Editorial.
- Dawson, G., Rogers, S.J., Vivanti, G., & Duncan, E. (2021). *El Modelo Denver de atención temprana en la educación infantil* (I.Hoyos, Trad.). Autismo Ávila. ISBN978-84-949639-5-7
- Díaz M.I., Ruiz M.A., Villalobos A. (2017). *Manual de Técnicas y Terapias Cognitivo Conductuales*. Bilbao: Desclée de Brouwer.
- Direcció General d'Educació Infantil i Primària, Direcció General d'Educació Secundària Obligatoria i Batxillerat(2013). *El TDAH: detecció i actuació en l'àmbit educatiu. Materials per a l'atenció a la diversitat. Guia per a mestres i professors. Educació primària i secundària obligatòria*. Barcelona: Departament d'Ensenyament de la Generalitat de Catalunya.
<https://educacio.gencat.cat/ca/departament/publicacions/colleccions/inclusio/tdah-deteccio/>
- Extremera, N. y Fernández-Berrocal, P. (2004). El papel de la inteligencia emocional en el alumnado: evidencias empíricas. *Revista Electrónica de Investigación Educativa*, 6(2), 1-17.
<https://www.redalyc.org/pdf/155/15506205.pdf>
- Extremera, N., y Fernández-Berrocal, P. (2009). Inteligencia emocional, afecto positivo y felicidad. En E.G. Fernández-Abascal (coord.). *Emociones Positivas* (pp.229-246). Madrid: Pirámide.
- Ezpeleta, L. i Toro, J. (2014). *Psicopatología del desarrollo*. Pirámide.
- Ferro García R., Ascanio Velasco L. (2017). *Terapia de interacción padres-hijo*. Madrid: Editorial Síntesis.
- Fusté Henares, C., & Montero Camacho, M. (2024). *Guía de apoyos visuales para el autismo: Pensadores visuales*. CEPE.
- García Palacios A., Navarro Haro M.A. (2016). *Terapia dialéctica comportamental*. Madrid: Editorial Síntesis.
- García, J. N. (1999), *Intervencion psicopedagogica en los trastornos del Desarrollo*. Madrid: Pirámide
- Gine, C. (Ed.). (2001). *Intervencion psicopedagogica en los trastornos del desarrollo*. Barcelona: Edicions de la Universitat Oberta de Catalunya
- GOLEMAN, D. (1998): *La práctica de la inteligencia emocional*. Barcelona: Editorial Kairós.
- Grandin, T. (2006). *Pensar con imágenes: Mi vida con el autismo* (Isabel Ferrer, Trad.). Alba Editorial.
- Grandin, T., & Panek, R. (2014). *El cerebro autista*. RBA Libros. ISBN 9788490562871.
- Linehan M, (2003). *Manual de tratamiento de los trastornos de personalidad límite*. Barcelona: Paidós.
- Luque, D. J., y Romero, J. F. (2002): *Trastornos de desarrollo y adaptacion curricular*. Málaga: Aljibe
- Marín, C. i Bravo,J. (2009) *Psicopatologia del desarrollo para docentes*. Madrid: Pirámide.
- Merino Martínez, M. (2022). *Mujeres y autismo: La identidad camuflada*. Editorial Altaria.

Mesibov, G., Howley, M., & Naftel, S. (s.f.). *El acceso al currículo por alumnado con trastornos del espectro del autismo: uso del Programa TEACCH para favorecer la inclusión* (I.Hoyos, Trad.). Autismo Ávila. ISBN978-84-949639-8-8

Ministerio de Sanidad, Servicios Sociales e Igualdad. (2017). *Guía de práctica clínica sobre el trastorno por déficit de atención con hiperactividad (TDAH)*.

Mora, F., (2013). *Neuroeducación. Solo se puede aprender aquello que se ama*. Madrid: Alianza Editorial.

Orjales I., Polaino A. (2002). *Programas de intervención cognitivo-conductual para niños con déficit de atención con hiperactividad*. CEPE.

Paula, I. (2015). *La ansiedad en el autismo: Comprenderla y tratarla*. Alianza Editorial.

Paula, I. (2018). *La autolesión en el autismo: ¿Búsqueda del dolor o liberación del mismo?* Alianza Editorial.

Pegalajar, M^aC., López, L. (2015). Competencias Emocionales en el Proceso de Formación del Docente de Educación Infantil. *Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 13(3), 95-106.

Peeters, T. (2008). *Autismo: de la comprensión teórica a la intervención educativa* (I.Hoyos Seijo, Trad.). Autismo Ávila. ISBN978-84-612424-9-8

Pickles, A., et al., (2016). *Parentmediated social communication therapy for young children with autism (PACT): Longterm followup of a randomised controlled trial*. *The Lancet*, 388(10059), 2501-2509. [https://doi.org/10.1016/S0140-6736\(16\)31229-6](https://doi.org/10.1016/S0140-6736(16)31229-6)

Rodríguez Sacristán, J. (Eds.) (1995) *Psicopatología del niño y el adolescente*. Sevilla: Universidad de Sevilla.

Sans, A. (2010). *Per que em costa tant aprendre?* Barcelona: Edebé.

Soutullo, C. (2008). *Convivir con niños y adolescentes con trastorno por déficit de atención e hiperactividad (tdha)* (2a ed.) Madrid: Panamericana.

Software

Do not use

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