UAB
Universitat Autònoma de Barcelona

Specific Educational Learning Needs in Early Childhood Education

Code: 105054
ECTS Credits: 6

2025/2026

Degree	Type	Year
Early Childhood Education	OT	4

Contact

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Teachers

Arnau Careta Plans

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

Below are the different blocks and contents that will be worked on in class in a more holistic and interwoven way.

BLOCK A: SENSORY CAPABILITIES: AUDITION

1. THE DEVELOPMENT OF SENSORY CAPABILITIES: AUDITION

1.1 Neurophysiological and functional bases of the auditory sensory system.

2. PSYCHOLOGICAL ASPECTS OF STUDENTS WITH HEARING DISORDERS

2.1 Perceptual development in the students.

2.2 Communication and language development.

2.3 Cognitive, personal, emotional and social development.

2.4. The family context.

2.5. Highly sensitive persons

3. EDUCATIONAL RESPONSES: elements, criteria and guidelines for organizing educational action in a context of inclusive school.

3.1 Assessment of educational needs.

3.2. The process of learning and teaching: curriculum adaptations.

3.3. Role of educational services in the schooling: CREDV, among others

BLOCK B: SENSORY CAPABILITIES: VISION

1. THE DEVELOPMENT OF SENSORY CAPABILITIES: VISION

1.1 Neurophysiological and functional bases of visual sensory system

2. PSYCHOLOGICAL ASPECTS OF STUDENTS WITH VISUAL DISORDERS

2.1 Perceptual development in the students.

2.2 Communication and language development.

2.3 Cognitive, personal, emotional and social development.

2.4. The family context.

3. EDUCATIONAL RESPONSES: elements, criteria and guidelines for organizing educational action in a context of inclusive school.

3.1 Assessment of educational needs.

3.2. The process of learning and teaching: curriculum adaptations.

3.3. Role of educational services in the schooling: CREDV

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exposiciones por parte del profesorado de los contenidos y xuestiones básicas del temario. Se realiza con todo el grupo y permite la presentación de los prijncipales contenidos a través de una participación activa y abierta de los estudiantes	45	1.8	2, 1, 4, 6, 5
Type: Supervised			
Mandatory tutoring group, individual and group work are required	24	0.96	2, 4, 6, 5
Type: Autonomous			
Reading theoretical texts, test preparation, preparation and analysis of cases, other activities	75	3	2, 1, 6

The competences and the methodological option that is taken, require a participatory attitude of the student, that is concrete in the attendance and active participation in the classroom, the predisposition to conceptual changes, the work of previous reading of the texts Work in class and collaborative work with classmates in the small group.

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Group activity. Creation of Materials.	25%	1	0.04	3, 2, 1, 4, 6, 5, 7
Individual Class Practice.	25%	1	0.04	2, 1, 6
Individual written test	50%	4	0.16	2, 1, 6

Continuous assessment:

• Individual written test (50%) with multiple-choice questions. Date: 09/01/2026.

• Individual classroom practice assignment (25%). Submission: session of the following week.

• Group project (25%) involving the creation and presentation of materials. Sensory kit (sensory materials fair). Submission and presentation date: 19/12/2025.

Single assessment:

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

• Individual project (25%) involving the creation and presentation of materials.

• Oral defence (25%) of a methodological adaptation for a case in early childhood education.

• 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.

• 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.

Bibliography

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Arnaiz, P., Gracia, MD., Soto, J., Fonoll, J. y otros. 2018. Tecnología accesible e inclusiva: logros, resistencias y desafios. Murcia: Consejería de Educación Región de Murcia.

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Llombart, C. 2013. Tinc un/a alumne/a sord/a a l'aula. Consorci d'Educació de Barcelona.
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Pérez -Aguirre et al. 2024. Bidirectional Braille-Speech Communication System for Deafblind Students. *Journal on Efficiency and Responsibility in Education and Science*, v17 n2 p164-177.
https://files.eric.ed.gov/fulltext/EJ1433151.pdf

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Talero Alvarado, A.F. 2020. Guïa de accesibilidad de aplicaciones móviles (APPS). Madrid: Ministerio de Asuntos Económicos y Transformación Digital España

Webgrafia:

https://agora.xtec.cat/credv/

http://www.ite.educacion.es/formacion/materiales/129/cd/indice.htm

https://books.google.es/books?id=T0TcYQDOo7UC&printsec=frontcover&hl=es&source=gbs_ViewAPI&redir_esc

https://educacion.once.es/recursos-educativos

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	morning-mixed
(TE) Theory	1	Catalan	first semester	afternoon