

Educational Inclusion: Specific Educational Needs in Early Childhood Education

Code: 105050

Credits: 6

2026/2027

Degree programme	Type	Course
Early Childhood Education	FB	3

Contact lecturer

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Group languages

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

Prerequisites

Although it is a subject that does not involve any previous requirement, it is recommended to have taken previously the course "Processes of education and learning" during the second year, in order to facilitate the understanding of the contents studied.

Objectives

This subject is part of the basic course: "Learning Disabilities and Developmental Disorders". In the current inclusive education framework, it requires a context in which the teacher, as agents of innovation in a diverse context, facilitate the transformation of an ordinary school and other services for children and their families in order to increase its capacity to attend all children under 6 years old.

The main aims are:

1. To promote a positive vision of diversity in the school and the classroom, and to all society, towards inclusive education.
2. To learn about the different specific needs for educational support in order to facilitate the process of inclusion for all the students.
3. To adapt the teaching and learning procedures to meet the educational needs of all students in diverse contexts.

4. To understand the need for cooperation among different subjects (professional, family, community) involved in the educational context.

Learning outcomes

1. Making correct use of the techniques and resources of observation and analysis of the situation, and presenting conclusions about the processes observed.
2. Integrating and analysing the data and information from the different types of observation.
3. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
4. Design didactic-organizational strategies according to the needs and characteristics of pupils.
5. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
6. Designing a teaching and learning sequence that respects the globality and uniqueness of each child.
7. Reflecting on practices observed in the classroom in order to evaluate the teaching and learning processes present, depending on the content of the subject.
8. Being aware of the importance of interactions between peers in the development of coexistence.
9. Encourage positive peer interactions for conflict resolution.
10. Develop positive attitudes towards intervention for the development of all people, respecting their cultural and natural context.
11. Understand the different learning abilities and rates of pupils to apply educational resources and services to improve attention to diversity.
12. Know the different professional specialists working with the educational institution.
13. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
14. Produce didactic resources to meet the specific needs of pupils with educational needs related to affectivity, emotions and behaviour in the inclusive school context.
15. Develop a collaborative project in a team, as a first step towards networking.
16. Contribute ideas and know how to integrate them in whole work of the team.
17. Explain the explicit or implicit code of practice of one's own area of knowledge.
18. Critically analyse the principles, values and procedures that govern the exercise of the profession.

Contents

Bloc 1: conceptual framework and regulations related to diversity and the inclusive education.

1. The concept of diversity from an individual and a sociocultural perspective.
2. Historical perspective of diversity: from integration to inclusion.
3. Inclusive education and the concept of need. National and international regulations.

Bloc 2: educational response in an inclusive education framework.

4. Institutions and professionals who give support to schools and families.
5. Organizational and didactic strategies (cooperative learning, free flow, learning environment, projects, etc.).

6. Perceptions, experiences and attitudes from teachers, families and communities.

Bloc 3: conditions that requires support.

7. Psychopedagogical evaluation. Concept, aims and procedures.

8. NESE/NEE: Cognitive, sensory, physical, social, emotional and behavioural difficulties.

This course includes activities for the development of Teaching Digital Competence (A2).

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Individual or Group Work. Through a Learning Portfolio: the work will be specified in the course plan and/or during class sessions and may include activities such as observations, videos, audio recordings, group work, reflections, syntheses, case study...	75	3	
Directed	30	1.2	
Supervised	45	1.8	

The competencies and methodological options require a participative attitude from students, manifested in class attendance and active participation, readiness for conceptual changes, pre-reading of shared texts, and collaborative work with peers in small and large groups. The course is structured around a digital learning portfolio in which students will contribute individual and group work through written reflections, video-based materials, and other multimodal artefacts that document and support their learning process. There is the possibility of undertaking a Service-Learning (SL) or Challenge-Based Learning (CBL) project if an entity offers it.

Group (30 hours)

Presentation of the contents and key topics by the teacher. Conducted with the entire class group, it allows for the exposition of main contents through open and active student participation (Flipped Classroom, cooperative learning, case studies, CBL, and project-based learning). It promotes individual, paired, and group work. Presential classes in large groups may involve autonomous work before or after.

Seminars (45 hours)

Work organized in small groups (1/3 of the large group) supervised by the teacher, where through analysis of readings, documents, cases, or diverse activities, deeper insights into contents and themes addressed in the large group are pursued (concept mapping, didactic proposals, discussion groups, oral presentations, etc.).

During the seminar, the students need to be active and participate individually, in pairs, and in teams (cooperative learning, case studies, and project-based learning). Presential seminars may involve autonomous work before or after.

Autonomous (75 hours)

The autonomous work aims to prepare or consolidate work done in class. The work plan will specify assignments and deadlines, though some autonomous work may be assigned in class if it is believed to facilitate or enhance acquisition and consolidation of learning. Autonomous activities may be individual or team-based, involving activities such as: observations, interviews, bibliographic or information searches, readings, concept maps, group work, reflections, synthesis, case analysis, poster or brochure development, among others.

Field trips: the subject can offer a field trip related to the knowledge of institutions and professionals or fieldwork conducted.

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	Weight	Hours	ECTS	Learning outcomes
Block III. Group Presentations and Teacher Assessment. The assessment evidence is linked to Topics 7 and 8.	20%	0	0	4, 6, 9, 14
Block I. Team conferences (10%) and individual test (15%). The assessment evidences are related to the themes 1,2 & 3	25%	0	0	3, 10, 17, 18
Final test and selfevaluation	35%	0	0	3, 5, 7, 8, 10, 11, 12, 18
Block II. Group Project and Peer Assessment. The assessment evidence is linked to Topics 4, 5 and 6.	20%	0	0	1, 2, 7, 8, 11, 12, 13, 15, 16

Team Learning Portfolio

The team learning portfolio will be developed through the assignments linked to the three assessment tasks, combining both individual and group submissions. Each assessment task will be submitted at the end of the corresponding block and will include an individual and a group submission, a reflection on the learning process, and an evaluation of teamwork.

Assessment Schedule and Evidence

Block	Period	Assessment Evidence	Weight
Block I. Inclusive Society (Topics 1, 2 and 3)	Mid-February - Early March	Group presentation related to the block contents (10%) and an individual progress test on the basic theoretical knowledge on 8 March (15%).	25%
Block II. Inclusive School (Topics 4, 5 and 6)	Mid-March - Mid-April	Group assignment, reflection, and peer assessment. Submission of the assessment evidence on 12 April.	20%
Block III. Inclusive Classroom (Topics 7 and 8)	Mid-April - Early June	Group assignment, reflection, teacher assessment, and group presentation during the final two classes in June.	20%

Requirements for Passing the Course

Students are expected to acquire a basic level of competence in each of the three content blocks. To pass the course, each block must be passed with a minimum grade of 5 out of 10. The final grade will only be calculated once all activities and assessments associated with the different blocks have been successfully completed.

Although some activities are carried out in groups, grades will be awarded individually. Therefore, members of the same team may receive different grades. Students are also expected to demonstrate attitudes and behaviours consistent with the teaching profession both in class and in all interactions and coursework.

The results of assessment activities will be published on the Virtual Campus within a maximum of 20 working days after submission. A review session will be offered within 10 days of publication.

Reassessment

The reassessment period will take place on Monday, 21 June, from 17:00 to 19:00, jointly for Groups 61 and 62.

To be eligible for reassessment, students must have previously completed assessment activities whose combined weighting represents at least two-thirds of the total course grade.

If a student fails an assessment activity, the teaching team will review the case and determine whether the student is eligible for reassessment and under what conditions. Students who have adequately engaged with the course (attendance, participation, and submissions) but have not achieved a specific learning outcome may be given the opportunity to recover the failed component through an additional assignment, a written examination, or both. The maximum grade obtainable through reassessment is Pass (5/10).

If the assessment activities corresponding to any of the blocks are not successfully recovered, the student will be considered not to have achieved the minimum learning outcomes and will fail the course. The final grade will correspond to the mark obtained in the failed activity or to the average of the failed activities across the different blocks.

Students who do not submit or participate in any assessment activity will receive a Not Assessed (NA) grade.

Students repeating the course may request, at the beginning of the semester, permission to complete a single final synthesis assessment. In this case, the maximum grade awarded will be 7 out of 10. If no request is made, students will follow the continuous assessment system.

Single Assessment

Students who opt for the single assessment system at the beginning of the semester, following the procedures established by the Faculty and informing the teaching staff accordingly, will be assessed on 7 June.

At the beginning of the assessment session, students must submit a specific assignment that includes a presentation and an interview related to each of the three content blocks covered during the course (50% of the final grade). In addition, students will complete an individual written examination covering the contents of the entire course (50% of the final grade).

To pass the course, students must obtain a minimum grade of 5 out of 10 in the assignment, presentation, interview, and written examination. The final average grade will only be calculated if all assessment components have been successfully passed.

Only the written examination may be reassessed. The reassessment will take place on Monday, 21 June, from 17:00 to 19:00, and will consist of a written examination.

The review of the final grade will follow the same procedure established for the continuous

assessment system.

ATTENTION

To pass this subject, the student must demonstrate, in the activities proposed, a good general communicative competence, both orally and in writing, and a good command of the language outlined in the guide. In all activities (individual and group), linguistic accuracy, writing, and formal presentation aspects will be considered. The student must be able to express themselves fluently and correctly and must demonstrate a high level of understanding of academic texts. An activity may be returned (not evaluated) or failed if the professor considers it does not meet these requirements. The gender perspective in general communication will also be taken into account.

As a future teacher, an attitude compatible with the educational profession must be demonstrated as a requirement for passing the subject, as well as an ethical commitment to the profession. Therefore, attitudes such as active listening, reasoning, respect for colleagues and professors, participation, cooperation, empathy, kindness, punctuality, or the appropriate use of mobile phones or laptops only when necessary for the class are required. There must be an ethical commitment to the deontological principles of the profession. If these requirements are not met, the grade for the subject will be a 3.

Copying or plagiarism, whether in assignments or exams, constitutes a crime and will be penalized with a 0 as the grade for the subject, losing the possibility of recovering it, whether it is an individual or group assignment (in this case, all group members will receive a 0). If, during the completion of an individual assignment in class, the professor considers that a student is attempting to copy or discovers any unauthorized document or device, the assignment will be graded as 0, with no option for recovery, and thus the subject will be failed. A work, activity, or exam will be considered "copied" if it reproduces all or a significant part of another student's work. A work or activity will be considered "plagiarized" if it presents a part of a text by an author as its own without citing the sources, regardless of whether the sources are in paper or digital format. (More information about plagiarism at http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html).

Before submitting a learning evidence, it must be checked that the sources, notes, direct quotes, and bibliographic references have been written correctly following APA standards and by the documentation summarized in the UAB sources:

https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf

Permitted AI Use: In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the work development, as long as the final result reflects a significant contribution from the student in analysis and personal reflection. The student must clearly identify which parts have been generated with this technology, specify the tools used, and include a critical reflection on how these have influenced the process and the final result of the activity. Lack of transparency in AI use will be considered academic dishonesty and may lead to a penalty on the activity grade, or more severe sanctions in cases of seriousness.

Any change made to the content of the syllabus and/or program during the course will be agreed upon with the students attending the class on the day the possible change is discussed, and will be subsequently announced on the course's virtual campus. Similarly, the content outlined in the initial schedule for each block may vary if an agreement is reached between the professor and the students attending the class on the day the change is proposed. If the modification in the syllabus and/or program is agreed upon, it will be communicated through the news on the Moodle platform of the course. Changes may allow content to be adjusted to the characteristics, knowledge, interests, and particular rhythms of the class group.

All this information and any additional information will be uploaded at the beginning of the course on the Moodle platform of the subject, which we will use as a communication tool.

Bibliography

The bibliography recommended counts with a similar number of authors: women and men.

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- Ateneu XTEC - DUA: <http://ateneu.xtec.cat/wiki/form/wikiexport/cmd/tac/dua/index>
- Departament d'Educació - Publicacions Inclusió: <http://ensenyament.gencat.cat/ca/departament/publicacions/colleccions/inclusio/>
- Portal d'Educació - edu365: <http://www.edu365.cat/>
- Inclusivitat Escolar - Baix Ebre: <http://xtec.cat/crp-baixebre/escola%20inclusiva/index.htm>
- XTEC - DNEE: <http://www.xtec.cat/dnee/>
- Càtedra Autisme de Girona: <https://www.catedraautismeudg.com/>
- Fundació Bofill - Escola Inclusiva: <http://www.fbofill.cat/videos/escola-inclusiva-i-inclusio-escolar-dos-conceptes-que-cal-diferenciar-j-m-jarq>
- Servei d'Informació sobre Discapacitat (SID): <http://sid.usal.es>
- CAST - Learning i UDL: <http://www.cast.org/>

- UNESCO - Repensar l'Educació: <http://unesco.cat.org/portfolio-items/repensar-leducacio/>
- Transforming Education through UDL (Obama White House): <https://obamawhitehouse.archives.gov/blog/2012/05/07/transforming-education-universal-design-learning>
- CDC - Indicadors de Desenvolupament: <http://www.cdc.gov/ncbddd/Spanish/actearly/milestones/index.html>
- YouTube - Vídeo UDL: <http://www.youtube.com/watch?v=bDvKnY0g6e4>
- Les 3 que no funcionen i que s'han exclòs:
- CDC - Detecció del Autisme: [Autism Spectrum Disorder \(ASD\) | CDC](#)
- CIF - IMSERSO (PDF): [content](#)
- Fundació FARO - Sant Joan de Déu: <https://escolasalut.sjdhospitalbarcelona.org/es/observatorio-faros/informes-faro>

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Software

The course does not require any specific software. It mainly relies on Moodle and Microsoft Teams. However, to develop the digital learning portfolio and support certain learning activities, students will use a range of digital tools and applications (e.g., Mentimeter, Padlet). In addition, students may choose the format of some assignments and can make use of software for video editing, website creation, or infographic design.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	61	Catalan	second semester	morning-mixed
(TE) Theory	62	Catalan	second semester	afternoon
(SEM) Seminars	611	Catalan	second semester	morning-mixed
(SEM) Seminars	612	Catalan	second semester	morning-mixed
(SEM) Seminars	613	Catalan	second semester	morning-mixed
(SEM) Seminars	621	Catalan	second semester	afternoon
(SEM) Seminars	622	Catalan	second semester	afternoon
(SEM) Seminars	623	Catalan	second semester	afternoon