

Specific Affective, Emotional and Behavioural Educational Needs in Early
Childhood Education

Code: 105053

Credits: 6

2026/2027

Degree programme	Type	Course
Early Childhood Education	OP	4

Contact lecturer

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Group languages

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

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

Learning outcomes

1. Contribute ideas and know how to integrate them in whole work of the team.
2. Understand the process of educational inclusion to analyse teaching practice and the institutional context that it encompasses.
3. Analyse experiences of good practice in the process of educational inclusion to address collaborative processes between different educational agents.
4. Analyse and identify the educational needs of pupils to design teaching and learning strategies in the context of inclusive schooling.
5. Establish work teams to develop activities independently.
6. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.

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.

Contents

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

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Mandatory tutoring group, individual and group work are required	22	0.88	
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	
Reading theoretical texts, test preparation, preparation and analysis of cases, other activities	70	2.8	

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

Continuous Assessment

First Block of the Course;

Weekly submission of session summaries (15%). Individual. Submission: session of the following week.

Individual written test (25%) with multiple-choice questions. Date: 08/01/2027.

Second Block of the Course:

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

Group practical intervention project (25%). Submission and presentation date: 18/12/2026.

Individual written test (25%) with multiple-choice questions. Date: 08/01/2027.

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: 08/01/2027.

Resit:

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

Resit date for both continuous and single assessment: 29/01/2027.

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.
- A student will be considered non-assessable if they have submitted assessment evidence accounting for 30%

or less of the total course grade.

- 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 in any assignment or written examination will be penalised with a grade of 0 for the affected assessment activity. A final grade of 0 for the course would only apply in cases of multiple irregularities.
- 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

Do not use

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	1	Catalan	first semester	afternoon
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed