Academic Year/course: 2023/24

141191 - Social and educational inclusion

Information of the program

Study: 14101 - Bachelor's Degree in Social Education
24104 - Bachelor's Degree in Primary Education + Bachelor's Degree in Physical Activity and Sports Science
Academic year: 2023/24
Subject: 141191 - Social and educational inclusion
Teaching period: Second semester
Year: 1014 - (2009-B) Bachelor's Degree in Social Education from the University of Deusto: 1
2006 - (2014-D) Bachelor's Degree in Primary Education + Bachelor's Degree in Physical Activity and Sports Science: 4

Type: Elective
ECTS Credits: 6.0

Aim

The objective of this course is to provide students with knowledge and strategies that facilitate the social and educational inclusion of persons with disabilities and other special educational needs. By providing theoretical and practical knowledge, this course aims to help future educators respond to the different needs of persons with physical, hearing, visual and intellectual disabilities and other special educational needs and thus foster more inclusive societies.

Previous requirements

There are no previous requirements to take this course.

Competence-based learning outcomes

GENERIC COMPETENCIES:

C.G.1. Critical thinking

C.G.9. Group work

SPECIFIC COMPETENCIES:

M.E.1.7. Design strategies aimed at intentionally promoting a just and egalitarian society between men and women, between people of different cultures, respect for human rights that conform the values of citizenship, sustainable development, and the inclusion of people with special educational needs.

M.E.2.10. Apply the information and communication technologies with an educational approach, taking advantage of their potential to contribute to learning and to the acquisition of the intended competencies.

M.E.3.4. Adapt the didactic proposals to the needs and difficulties of the students, using appropriate assessment strategies.

M.E.6.1. Inform and orient families and make them participants in the educational processes, coordinating the intervention at school and at home.

M.E.6.2. Collaborate with social and health services adopting a community perspective.

Contents

I Social inclusion and exclusion: Concept, Statistics, Language.

II Disability in social work and social education: Definition, Legislation, Models, Person Centered Planning.

III Disability in education: Concepts, Methodologies, Activities and Interventions.

IV: Other special educational needs in education (Learning disabilities, ADHD, disadvantaged students…): Concepts, Methodologies, Activities and Interventions.

Teaching/learning strategy, assessment system and supporting documents

TEACHER/S: **Elena Tuparevska**	GROUP: **916 - English**
	CAMPUS: **Faculty of Education and Sport (BILBAO)**

TEACHING-LEARNING STRATEGY

The methodologies used in class include: presentations by the lecturer and the students, individual work, peer work and group work, debates and discussions, case studies, elaboration of mind maps and conceptual maps, designing different interventions and activities aimed at fostering the inclusion of persons with disabilities and other special educational needs.

EVALUATION SYSTEM

The final grade will consist of:

Classroom activities (50%)

Four assignments (50%):

Designing an intervention to foster specific independent living skills in children or young people (20%).

Creating a communication board on a selected topic (10%).

Elaboration of a social story or a sensory story on a selected topic (10%).

Designing and implementing an awareness-raising activity on a specific disability or other special educational needs (10%).

DOCUMENTATION

• AMADO, A. N. & Mc BRIDE, M. (2001). Increasing Person-Centered Thinking: Improving the quality of Person-Centered Planning: A manual for Person-Centered Planning Facilitators. University of Minnesota, Institute on Community Integration.

• BAINES, L. (2008). A teacher's guide to multisensory learning: Improving literacy by engaging the senses. Association for Supervision and Curriculum Development.

• BOOTH, T. Y AINSCOW, M. (2005). Guía para la evaluación y mejora de la educación inclusiva. Desarrollando el aprendizaje y la participación en las escuelas. Gobierno Vasco. Departamento de educación, universidades e investigación.

• CAMILLERI, L.J., Maras, K., & Brosnan, M. (2022). The impact of using digitally-mediated social stories on the perceived competence and attitudes of parents and practitioners supporting children with autism. Plos One. https://doi.org/10.1371/journal.pone.0262598

• CENTRO NACIONAL DE RECURSOS PARA LA EDUCACION ESPECIAL (1990). Las necesidades educativas especiales del niño con deficiencia motora. M.E.C.

• CENTRO NACIONAL DE RECURSOS PARA LA EDUCACION ESPECIAL (1990). Las necesidades educativas especiales del niño con deficiencia auditiva. M.E.C.

• DANIEL, B. & WASSELL, S. (2002). The school years: Assessing and promoting resilience in vulnerable children. Jessica Kingsley Publishers.

• FARAONE, S. V. et al. (2021). The World Federation of ADHD International Consensus Statement: 208 Evidence based conclusions about the disorder. Neuroscience and Biobehavioral Reviews, 128, 789-818. https://doi.org/10.1016/j.neubiorev.2021.01.022

• FALVEY, M., Forest, M., Pearpoint, J., & Rosenberg, R. (2017). All My Life´s a Circle. Inclusion Press.

• GRACE, J. (2015). Sensory stories for children and teens with special educational needs: A practical guide. Jessica Kingsley Publishers.

• GOBIERNO VASCO. DEPARTAMENTO DE EDUCACIÓN, UNIVERSIDADES E INVESTIGACIÓN. (2006). Guía de actuación con el alumnado con TDA-H. http://www.hezkuntza.ejgv.euskadi.eus/r43-2459/es/contenidos/informacion/dig_publicaciones_innovacion/ es_escu_inc/adjuntos/16_inklusibitatea_100/100005c_Pub_EJ_guia_hiper_tda_c.pdf

• LACEY, P., ASDOWN, R., JONES, P., LAWSON, H., & PIPE, M. (2015). The Routledge companion to severe, profound and multiple learning difficulties. Routledge.

• ORJALES, I. (2002). Programa de Intervención Cognitivo-Conductual para niños con TDA-H. CEPE.

• ORJALES, I., y Polaino-Lorente, A. (2001). Programas de intervención cognitivo-conductual para niños con déficit de atención con hiperactividad. CEPE.

• POWER, A. (2013). Understanding the complex negotiations in fulfilling the right to independent living for disabled people. Disability & Society 28:2, 204-217.

• SCHALOCK, R.L., KEITH, K., VERDUGO, M.A., Y GÓMEZ, L.E. (2011). Quality of Life model development and use in the field of intellectual disability. In R. Kober (Ed.), Enhancing the Quality of Life of People with Intellectual Disabilities. Springer.

• UN (2006). Convention On The Rights Of Persons With Disabilities (CRPD). https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd

• SWANSON, H. L., HARRIS, K. R., & GRAHAM, S. Handbook of learning disabilities (2nd ed.). Guilford Press.

• UNICEF (2007). Child poverty in perspective: An overview of child well-being in rich countries. Innocenti Report Card 7. Unicef Office of Research.

• UNICEF (2013). Child well-being in rich countries: A comparative overview. Innocenti Report Card 11. Unicef Office of Research.

• WESTWOOD, P. (2008). A parent´s guide to learning difficulties: How to help your child. Hacer Press.

• B. WONG & D. L. Butler (Eds.), Learning about learning disabilities (pp. 1–25). Elsevier Academic Press.

https://doi.org/10.1016/B978-0-12-388409-1.00001-1

• YANG, C. (2014). Being independent from whom? Analysing two interpretations in the paradigm of 'Independent Living'. Disability & Society, 29(5), 671-684.

TEACHER/S: Elena Tuparevska	GROUP: 916 - English
	CAMPUS: Faculty of Education and Sports (SAN SEBASTIÁN)

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