

## 26534 - Early Care

### Syllabus Information

---

**Academic year:** 2024/25

**Subject:** 26534 - Early Care

**Faculty / School:** 107 - Facultad de Educación

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 4

**Semester:** First semester

**Subject type:** Optional

**Module:**

### 1. General information

Early intervention refers to the set of interventions aimed at the child population aged 0-6 years, the family and the environment, which aim to respond as soon as possible to the temporary or permanent needs of children with developmental disorders or who are at risk of suffering them, as presented by . Thus, the subject has the goal of facilitating the acquisition of key competencies demanded in a changing social and educational context, which guarantee an inclusive educational response to the child population and families, consistent with scientific development and current professional practice.

### 2. Learning results

1. Possesses the basic knowledge necessary for prevention and intervention in the child population who have difficulties or are at risk of suffering them.
2. Acquires and masters theoretical and methodological knowledge related to moments and processes throughout childhood in order to apply and promote the improvement of educational practices in different scenarios.
3. Knows and designs multidisciplinary and interdisciplinary early care proposals oriented to promote inclusive educational actions.
4. Analyzes the resources used in the activities related to the attention to the child population in the school environment and family.

### 3. Syllabus

#### Block 1. Conceptual and organizational aspects of early intervention

- Historical and legislative evolution of Inclusive Education.
- Organization and fundamentals of early intervention.
- Early Intervention in Aragon.

#### Block 2. Levels of action in the educational field

- Preventive function: stimulation of child development.
- Detection and referral function for diagnosis: warning signs.
- Techniques and instruments for observation and evaluation of child development.

#### Block 3. Inclusive educational intervention

- Intervention function: an inclusive educational response in early intervention.
- Universal Design for Learning and Index for Inclusion.
- Teaching and organizational resources for inclusion

#### Block 4. The family in Early Childhood Care

- Family-centered intervention model
- Social-emotional skills for coordinated and collaborative work with families, students and other professionals.

## 4. Academic activities

**Written test** in which the student demonstrates the acquisition of knowledge of the field of knowledge and the subject. By agreement of the Department Council dated 6-6-14, at least 50% of the written test will be common in all groups of the same center.

**Portfolio** that will include the completion of **four group practices and a personal learning journal**.

- 1) Early Intervention in Aragon.
- 2) Stimulation of child development (prevention program).
- 3) Analysis of child development (developmental charts and scales)
- 4) Design of an adapted material taking into account the principles of Universal Design for Learning.
- 5) Learning diary: meta-evaluation of what was learned during the learning process and personal reflection.

Access to the materials and the scripts about what the student must do in each activity will appear in the Moodle platform.

## 5. Assessment system

### \* For the written test

- Level of knowledge, ability to analyze, relate and differentiate concepts. Adequate and accurate use of technical vocabulary.
- Ability to handle language correctly: expression, spelling, etc

### \* For the Portfolio

- **SUSPENDED.** When the proposals are inadequate to the situation. When errors appear in the formal aspects (spelling mistakes, citation errors...). When there is insufficient or inadequate substantiation.
- **APPROVED.** When the proposals are appropriate and relevant to the situation, with a coherent format.
- **NOTABLE.** In addition to consistency among the components, the further development of each component will be considered. When it reflects a deepening with relevant readings and a more elaborated theoretical-practical analysis.
- **OUTSTANDING.** When creative and viable proposals for early care are put forward.

In order to pass the subject, it will be necessary to pass both the written test and each of the portfolio documents.

\* Written test: 40%

\* Portfolio: 60% (40% four practices + 20% learning journal).

### Fifth and sixth calls

Students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students, but their evaluation will be carried out by an examining board.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applicable to irregularities committed in the evaluation tests through academic fraud, as well as the application of article 30 of the Regulations of the Rules of Evaluation of Learning in relation to irregular practices other than academic fraud.

## 6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 10 - Reduction of Inequalities