

Syllabus Information

Academic Year: 2020/21

Subject: 63322 -

Faculty / School: 107 - Facultad de Educación

Degree: 584 -

ECTS: 4.0

Year: 1

Semester: First semester

Subject Type: Optional

Module: ---

1.General information

1.1.Aims of the course

1.2.Context and importance of this course in the degree

1.3.Recommendations to take this course

2.Learning goals

2.1.Competences

2.2.Learning goals

2.3.Importance of learning goals

3.Assessment (1st and 2nd call)

3.1.Assessment tasks (description of tasks, marking system and assessment criteria)

4.Methodology, learning tasks, syllabus and resources

4.1.Methodological overview

4.2.Learning tasks

4.3.Syllabus

1. Advice and guidance for intervention in specific educational support needs from an inclusive perspective.

Inclusive education (from deficit models to current conceptualization).

Educational implications of the psycho-evolutionary model and of special educational needs in the psycho-pedagogical evaluation and the counselor's performance.

Beyond integration, new challenges: Attention to diversity in inclusive contexts. Ecological-systemic models. Disability and self-determination.

2. Detection, evaluation and intervention in learning difficulties: Language, literacy and mathematics.

Introduction: identification, evaluation and intervention in learning disorders and difficulties from an inclusive perspective.

Language and communication disorders.

Conceptualization, etiology and classification.

Critical processes in the explanation and development of language and communication disorders.

Psychopedagogical diagnosis and evaluation of language and communication disorders.

Psychopedagogical intervention at school.

Specific learning difficulties (DEA) in literacy.

Conceptualization, etiology and classification.

Critical processes in the explanation and development of DEA in literacy.
The diagnosis and psychopedagogical evaluation before the DEA in literacy: criteria and instruments.
Psychopedagogical intervention in DEA in literacy: models and proposals.
Specific learning difficulties in mathematics (DAM).
Conceptualization, etiology and classification.
Critical processes in the explanation and development of DAM.
Diagnosis and psychopedagogical evaluation before the DAM: criteria and instruments.
Psychopedagogical intervention in the DAM: models and proposals.

3. Detection, evaluation and intervention in disability and developmental disorders: intellectual disability, ASD, physical, motor and sensory disability and multiple disabilities.

Introduction: detection and intervention in developmental disorders and disabilities from an inclusive perspective
Intellectual disability
Conceptualization, etiology and classification.
Characteristics, specific syndromes and development in DI.
The diagnosis and psychopedagogical evaluation before ID: criteria and instruments.
Psychopedagogical intervention in ID: models and proposals
Autism spectrum disorders (ASD).
Conceptualization, etiology and classification.
Critical processes in the explanation and development of ASD.
The diagnosis and psychopedagogical evaluation before ASD: criteria and instruments.
Psychopedagogical intervention in the DAM: models and proposals
Sensory disabilities: hearing and visual impairment
Conceptualization, etiology and classification in hearing and visual disability.
Hearing impairment: evaluation and psychopedagogical intervention
Visual impairment: evaluation and psychopedagogical intervention
Physical and motor disabilities. Multi-disabilities
Conceptualization, etiology and classification.
Characteristics, most frequent disabilities and development.
The psycho-pedagogical diagnosis and evaluation of physical disabilities: criteria and instruments.
Psychopedagogical intervention in physical disabilities: models and proposals

4. Detection, evaluation and intervention in conduct and behavioral disorders: ADHD and conduct problems.

Introduction: detection and intervention in conduct disorders from an inclusive perspective
Attention Deficit Disorder with / without Hyperactivity
Conceptualization, etiology and classification.
Critical processes in the explanation and development of ADHD.
The diagnosis and psychopedagogical evaluation before ADHD: criteria and instruments.
Psychopedagogical intervention in ADHD: models and proposals
Behavioral disorders
Conceptualization, etiology and classification.
Critical processes in the explanation and development of conduct disorders.
The psycho-pedagogical diagnosis and evaluation of conduct disorders: criteria and instruments.
Psychopedagogical intervention in conduct disorders: models and proposals

4.4. Course planning and calendar

4.5. Bibliography and recommended resources