

Academic Year/course: 2022/23

25951 - Psychology of Students with Special Educational Needs

Syllabus Information

Academic Year: 2022/23

Subject: 25951 - Psychology of Students with Special Educational Needs

Faculty / School: 301 - Facultad de Ciencias Sociales y Humanas

Degree: 270 - Degree in Psychology

ECTS: 6.0

Year:

Semester: First Four-month period

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives:

The main objective of this subject is to provide the Psychology student with the necessary knowledge, both theoretical and practical, about the different difficulties that are present in subjects with Special Educational Needs (SEN) that can affect learning.

Other objectives to be achieved are: knowing and applying the basic scientific concepts and schemes of SEN, learning to identify the disorders or conditions that entail permanent or transitory educational needs, as well as to apply the corresponding psychoeducational intervention; and lastly, learn to design basic intervention schemes.

These approaches and objectives are aligned with the following Sustainable Development Goals (SDG) of the United Nations 2030 Agenda (in such a way that the <https://www.un.org/sustainabledevelopment/es/>), acquisition of the results of learning of the subject provides training and competence to contribute to some extent to its achievement:

Objective 3: Health and well-being.

Objective 4: Quality education.

Objective 10: Reduction of inequalities

1.2. Context and importance of this course in the degree

The subject Psychology of the student with SEN requires the use of knowledge about evolutionary development, as well as the educational interventions that must be applied with students who present these needs. It falls within the field of Special Education and is related to the areas of Evolutionary Psychology and Education. The application of the knowledge of this subject entails the adequacy of general knowledge to the particular aspects presented by students with SEN. Within the tasks carried out by the educational psychologist, that of the SEN constitutes a relatively important part of his work.

1.3. Recommendations to take this course

There are no legal prerequisites to be able to take the course. In any case, it is recommended to have previously studied Developmental Psychology I and II as well as Learning Psychology, Psychology of Basic Psychological Processes (Attention, Perception and Memory; Motivation and Emotion) and Personality Psychology.

2. Learning goals

2.1. Competences

Upon passing the subject, the student will be more competent to...

(2) Know and understand the laws and principles of psychological processes.

(3) Know the main processes and stages of psychological development throughout the life cycle in its aspects of normality and abnormality.

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(9) Know the different fields of application of Psychology and have the necessary knowledge to influence and promote quality of life in individuals, groups, communities and organizations in different contexts: educational, clinical and health, work and organizations and community. Respect and promote Human Rights, as well as their application to people with special

educational needs, which implies the knowledge and exercise of the principles of equal opportunities, non-discrimination, universal accessibility and design for all.

(9) Know the different fields of application of Psychology and have the necessary knowledge to influence and promote quality of life in individuals, groups, communities and organizations in different contexts: educational, clinical and health, work and organizations and community .

(26) Know how to analyze the needs and demands of the recipients of a specific function according to the context.

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(27) Acquire the necessary skills to analyze situations, define problems, design basic investigations, execute them, statistically analyze data and correctly write a report.

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(28) Being able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with the recipients and those affected.

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2.2. Learning goals

The student, to pass this course, must demonstrate the following results...

Have knowledge of the different areas, both theoretical and practical, in order for the student to be able to correctly define the problems that may occur in the classroom with students with SEN, as well as to acquire the necessary skills to carry out a detailed analysis. of the teaching environment.

Master the different strategies, procedures, materials, methods and techniques that provide knowledge and understanding for the management of these students.

Knowing how to identify and intervene in the face of the different difficulties presented by students with special SEN and that can affect the teaching and learning processes.

Meet the needs of students who have mental and developmental delay, multiple deficiencies, severe deficits in development, language, attention, behavior, affectivity, physical development and health, hearing and hearing. vision as well as the needs of gifted students.

2.3. Importance of learning goals

The subject Psychology of the student with SEN provides the student with the basic knowledge necessary to put into practice an adequate evaluation of the special situations that can be found in a classroom with this type of student, enables him to make the pertinent diagnosis, and prepares him to be able to carry out a timely intervention with the difficulties encountered.

3. Assessment (1st and 2nd call)

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

Theoretical contents (70% of grade): the assessment will be carried out through final exam about the contents of the theory sessions of the course. It will consist of a multiple-choice exam with one right answer and penalization of errors.

Practical contents (30% of grade): continuous assessment of the skills developed on the practical sessions, classroom attendance and individual and/or group assignments.

Note: in case of sanitary alarm, both the teaching and assessment activities will be conducted telematically.

In any case, the students will have the right to a global evaluation of all the contents of the subject in which they will be able to opt for the highest grade.

For more information, consult the Regulation of Learning Assessment Standards of the University of Zaragoza at the following link: <http://cud.unizar.es/docs/ReglamentodeNormasdeEvaluaciondelAprendizaje.pdf>

4. Methodology, learning tasks, syllabus and resources

4.1. Methodological overview

The learning methodologies employed will consist of:

1.- Theoretical sessions (lectures)

2.- Practical sessions

3.- Tuition: students will be granted personal tuition 6 hours per week so that they can get personal advice as to how best to improve their learning and keep pace with the class.

4.2. Learning tasks

Lectures delivered by the professor and occasionally students. ECTS: 4

Autonomous work: students will have to work in personal projects that will be evaluated. ECTS:2

Discussion: topics of interest will be discussed in group so that participants have the opportunity to express their views.

4.3. Syllabus

Lesson 1: ¿What do we mean by people with special needs? ¿Which level of cognitive performance shall we expect on the basis of age? ¿Is there a clear cut off point do detect for deviations from the norm?

Lesson 2: Language and hearing impairment. Main features. Presumed causes and therapeutic approach.

Lesson 3: Autism Spectrum Disorders. Main features. Presumed causes and therapeutic approach.

Lesson 4: Attention Deficit Hyperactivity Disorder. Main features. Presumed causes and therapeutic approach.

Lesson 5: Down Syndrome. Genotype and Phenotype. Potentialities or ?the room for improvement?.

Lesson 6: Psychomotor disorders. Main features. Presumed causes and therapeutic approach.

Lesson 7: Sensory impairments. On how sensory impairment hinders normal functioning and influences learning. Augmentative and alternative communication applications.

4.4. Course planning and calendar

The planning of the activities will be explained at the beginning of the course. The works to be handed by the students as well as the deadlines will be conveniently advertised with anticipation.

4.5. Bibliography and recommended resources

Grau Rubio, C. & Gil Llario, M.D. (Eds.) (2012). Intervención psicoeducativa en necesidades específicas de apoyo educativo. Madrid: Pearson.

Aguilar, J.L. et al. (2008). Manual de atención al alumnado con necesidades específicas de apoyo educativo derivadas de discapacidad auditiva. Consejería de Educación de la Junta de Andalucía.

Aguirre, P. et al. (2008). Manual de atención al alumnado con necesidades específicas de apoyo educativo derivadas de discapacidad visual y sordoceguera. Consejería de Educación de la Junta de Andalucía.

Miranda, A., Vidal-Abarca, E., & Soriano, M. (2000). Evaluación e intervención psicoeducativa en dificultades de aprendizaje. Madrid: Pirámide.

Escribano, A. & Martínez, A. (2013). Inclusión educativa y profesorado inclusivo: aprender juntos para aprender a vivir juntos. Madrid: Narcea.

Friend, M. & Bursuck, W. D. (2014). Including Students with Special Needs: A Practical Guide for Classroom Teachers. Boston, MA: Pearson.

Grau Rubio, C. & Gil Llario, M.D. (Eds.) (2012). Intervención psicoeducativa en necesidades específicas de apoyo educativo. Madrid: Pearson.

MARCHESI, A.; COLL, C. y PALACIOS, J. (2017). Desarrollo psicológico y educación. 3 Respuestas educativas a las dificultades de aprendizaje y del desarrollo. Madrid, Alianza Editorial.