

Academic Year/course: 2022/23

63322 - Detection and Intervention in Developmental, Learning and Behavioral Disorders

Syllabus Information

Academic Year: 2022/23

Subject: 63322 - Detection and Intervention in Developmental, Learning and Behavioral Disorders

Faculty / School: 107 - Facultad de Educación

Degree: 584 -
604 -

ECTS: 4.0

Year: 1

Semester: Second semester

Subject Type: Optional

Module:

1. General information

1.1. Aims of the course

The general objective of this course is for students to acquire the knowledge and skills that allow them to advise and intervene appropriately in the educational response to the specific support needs at this stage. In this sense, the subject establishes the following

Specific objectives

1. Promote the understanding of the historical transition and the current conceptualization of disability, developmental, learning and behavioral disorders.
2. Promote knowledge of the characteristics of students with specific educational support needs for reasons of disability, developmental, learning and behavioral disorders.
3. Promote the learning of strategies and resources to identify and plan the resolution of practical cases that affect students with different capacities and different learning rhythms.
4. Promote the learning of planning strategies and implementation of measures of attention to diversity that guarantee the presence, participation and learning of all the students of an educational center.
5. Facilitate the learning of strategies and resources that allow Master's students to plan, carry out psychopedagogical evaluations and know how to interpret the information obtained.
6. Promote that students know and have the opportunity to carry out diagnostic reports and schooling opinions with support for students with specific needs for educational support associated with disability, developmental, learning and behavioral disorders.
7. Promote the learning of strategies for identifying the specific needs for educational support associated with disabilities, developmental, learning and behavioral disorders.
8. Facilitate the development of support interventions for all students in a school within the framework of the Attention to Diversity Plan, using the resources of the guidance system and in coordination with teachers and families

These approaches and objectives are aligned with the following Sustainable Development Goals (SDGs) of the United Nations 2030 Agenda (<https://www.un.org/sustainabledevelopment/es/>), in such a way that the acquisition of the learning outcomes 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.

2. Learning goals

2.1. Competences

The achievement of these objectives supposes the development of the following general and specific competences:

Specific competences of the specialty of educational guidance:

1. Know the psychopedagogical characteristics of the students to be able to evaluate them and issue the reports that are required.
2. Know the measures of attention to diversity that can be adopted in order to carry out the necessary advice in each case.
3. Analyze the organization and functioning of the center to coordinate the personal, academic and professional orientation of the students in collaboration with the members of the school community.

4. Develop the necessary skills and techniques to be able to adequately advise families about the development and learning process of their children.
5. Identify the public services and community entities with which the center can collaborate and promote and plan, in collaboration with the management team, the necessary actions for better attention to students.

Specific skills of the subject

1. Critically analyze the conceptual and ideological approaches of socio-educational inclusion and exclusion.
2. Identify the barriers and facilitators of inclusive education both in the school and in the rest of the contexts that influence the development and education of students.
3. Design and implement, in collaboration with the school community, attention to diversity measures that guarantee the presence, participation and learning of all students.
4. Carry out psychopedagogical evaluations and, where appropriate, prepare diagnostic reports and schooling opinions for students with specific support needs.
5. Identify specific educational support needs associated with disability, developmental disorders, learning difficulties, high ability, and sociocultural factors.
6. Design and implement, using the resources of the guidance system, support interventions for all

Students who require it within the framework of the Attention to Diversity Plan.

7. Identify and plan the resolution of educational situations that affect students with different capacities and different learning rhythms.

2.2. Learning goals

To pass this subject, the student must demonstrate the following learning outcomes:

1. Identify and plan the resolution of educational situations that affect students with different capacities and different learning rhythms.
2. Design and implement, in collaboration with the school community, attention to diversity measures that guarantee the presence, participation and learning of all students.
3. Plan, carry out psychopedagogical evaluations and know how to interpret the information obtained.
4. Prepare diagnostic reports and schooling opinions for students with specific educational support needs associated with disability, developmental, learning and behavioral disorders.
5. Identify the specific needs for educational support associated with disability, developmental, learning and behavioral disorders.
6. Design and implement support interventions for all students who require it within the framework of the Attention to Diversity Plan, using the resources of the guidance system and in coordination with teachers and families.

3. Assessment (1st and 2nd call)

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

The student must demonstrate that they have achieved the intended learning outcomes through the following assessment activities:

Test types

The evaluation of the student will be mixed, with evaluable activities during the teaching period and a final test.

1. Assessable activities during the teaching period

The students of the course will carry out throughout the semester:

1.1 Individual and/or group case resolution reports and other materials. A minimum of two reports will be made on the essential contents of the subject. They will be developed throughout the course and may require work in non-classroom hours.

1.2 Small practical exercises that will be interspersed in the development of classes that can also be done individually or in groups.

The activities carried out may consist of: analysis of documents related to the contents, analysis and discussion of practical cases, carrying out theoretical reflections on the contents studied, carrying out practical evaluation and intervention activities, etc.

1. Final exam

This test will assess conceptual and practical aspects related to the objectives and skills developed. The test may contain multiple choice questions (true/false, multiple choice), as well as short answer or essay questions.

Evaluation criteria

To demonstrate that the objectives and contents of the subject have been achieved, it will be assessed if the student:

1. Identifies educational situations in which the students show different abilities and different learning rhythms, and recognizes the different factors that may be associated with the diversity and needs of the students.
2. Knows how to plan the necessary resolution and attention in these situations.
3. Knows and identifies the specific needs for educational support associated with disability, disorders development, learning and behavior.
4. Designs, plans and carries out psychopedagogical evaluations, knowing how to interpret the information obtained.
5. Correctly manages and prepares diagnostic reports and schooling opinions for students with specific support needs associated with disability, developmental, learning and behavioral disorders.
6. Design measures of attention to diversity that guarantee the presence, participation and learning of all students, taking into

account the entire school community.

7. Designs and proposes support interventions for all students within the framework of the Attention to Diversity Plan, using the resources of the guidance system and coordination with teachers and families.

Total or partial fraud or plagiarism in any of the evaluation tests will lead to the subject failing with the minimum grade, in addition to the disciplinary sanctions that the guarantee commission adopts for these cases.

Requirement levels (Grading criteria and requirements to pass the subject)

1. Practical activities 60%

1.1. Practice reports during the course 40% 1.2. Practical exercises developed in class 20%

2. Final Exam 40% Total 100%

The final grade is obtained by adding the grade obtained in the exam to that obtained in the practical activities. In any case, it is necessary to obtain a minimum average grade of 4 points (out of 10) in the activities proposed throughout the course (reports and practical exercises) in order to average the grade in the final exam. Likewise, a minimum grade of 4 points is required in the final exam of the subject to average with the practical activities.

Likewise, for the evaluable activities during the course to be graded and computed in the final grade, they must be delivered on the dates established by the professors. They are designed to promote continuous learning and not merely as a final grade.

Delivery of works

- The practice reports developed during the course will be delivered in a staggered manner throughout the semester (depending on the calendar, with a delivery approximately in the middle of the semester and another at the end)

- Practical exercises developed in class will be delivered at the end of the class session in which they are done or in the following face-to-face session.

In any case, in the first week of the subject, the teacher will communicate in writing or in Moodle the breakdown of tasks included in the evaluation and the delivery schedule for them.

Global test and second call

Students who have not completed or carried out the evaluable activities carried out throughout the course and which have an important weight in the grade, will be graded, in accordance with the evaluation regulations established by the University of Zaragoza, in a single final evaluation test. to celebrate on the official dates established by the center.

This unique, written test will incorporate both theoretical and applied elements, in such a way that as a whole it will allow verifying the achievement of skills similar to those of the students who have followed the previous format. The test will be made up of two parts: a theoretical part, which will coincide with the same final exam already described; and the second practical part that will consist of the delivery of the same practice reports carried out during the course individually. The student who accepts the global test may submit the reports on the dates marked during the course or all together on the day of the global test. The qualification criteria and requirements to pass the subject in global test will be: 60% global exam and 40% practice reports, being necessary to obtain a minimum grade of 4 points in each of the parts.

Second call

In the event that the student had to attend a 2nd call, the evaluation of the learning activities carried out throughout the course would be kept, as long as the student had achieved the minimum required score.

Fifth and sixth call

The 5th and 6th call students will be evaluated with the same evaluation system as the rest of the students. In any case, to develop the teaching of this subject and accredit the achievement of its competencies, the student may choose either of these two options:

1. Continue teaching in the group-class in which they are enrolled, with the court being in charge of following their evaluation process.
2. Specify with the court the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the specific development of each condition.

4. Methodology, learning tasks, syllabus and resources

4.2. Learning tasks

Different learning activities will be combined:

Master classes, including:

- ? The teacher's expository sessions.
- ? Individual and/or cooperative work and study.
- ? Group discussion and debate.
- ? Active learning methodologies.

Practical classes, including:

- ? Practical activities will be carried out individually or in a small group that will be collected and evaluated by the teacher.
- ? Meetings can be held with professionals who work in the field of educational needs.
- ? Different educational practices can be observed by visiting educational centers or activities carried out by them.
- ? Group discussion and debate.
- ? Active learning methodologies.
- ? Individual and/or cooperative work and study
- ? Tutorials and monitoring of the work and the contents of the subject.

4.3. Syllabus

1. Asesoramiento y orientación para la intervención en necesidades específicas de apoyo educativo desde una perspectiva inclusiva.
2. Detección, evaluación e intervención en trastornos del neurodesarrollo desde una perspectiva inclusiva
 - Discapacidad intelectual,
 - Trastorno del espectro del autismo,
 - Trastorno por Déficit de Atención con/sin Hiperactividad
 - Dificultades y trastornos del lenguaje oral,
 - Dificultades específicas de aprendizaje (DEA) en lectoescritura
 - Dificultades específicas de aprendizaje en Matemáticas (DAM).
1. Detección, evaluación e intervención en discapacidad desde una perspectiva inclusiva
 - Discapacidades sensoriales. auditiva y visual.
 - Discapacidad física, motora y pluridiscapacidades
1. Detección, evaluación e intervención en trastornos de conducta y del comportamiento desde una perspectiva inclusiva

4.5. Bibliography and recommended resources

<https://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=63322>