

Academic Year/course: 2024/25

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

### Syllabus Information

**Academic year:** 2024/25

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

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

**Degree:** 584 - Master's Degree in Teaching Compulsory Secondary Education  
604 -

**ECTS:** 4.0

**Year:** 1

**Semester:** Second semester

**Subject type:** Optional

**Module:**

### 1. General information

The general objective of this subject is that students achieve 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

Attention to diversity in the educational context constitutes one of the fundamental elements in the training of the counsellor. The development of competencies related to the detection and contextualized evaluation of specific educational support needs, as well as to their psychoeducational intervention based on evidence, is a key element in the configuration of the studies of this Master, and, especially, in the configuration of the future professional development of the student as an educational counsellor. This subject, Detection and Intervention in Developmental, Learning and Behavioural Disorders, contributes to the training of the future guidance counsellor from a holistic approach in the field of detection, evaluation and intervention in the specific needs of educational support due to disability, developmental disorders, behavioural disorders or specific learning difficulties, constituting in this sense, a basic and essential training for the performance of their work in schools.

### 2. Learning results

The student, in order to pass this subject, must demonstrate the following learning results:

1. Identify and plan the resolution of educational situations that affect students with different abilities and different learning paces
2. Design and implement, in collaboration with the school community, measures of attention to diversity that guarantee the presence, participation and learning of all students
3. Planning, conducting psycho-pedagogical evaluations and knowing how to interpret the information obtained.
4. Elaborate diagnostic reports and schooling opinions for students with specific educational support needs associated with disabilities, developmental, learning and behavioural disorders
5. Identify specific educational support needs associated with disabilities, developmental, learning and behavioural disorders
6. Design and implement support interventions for all students who require it in the framework of the Diversity Attention Plan, using the resources of the guidance system and in coordination with teachers and families.

### 3. Syllabus

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

2. Detection, assessment and intervention in neurodevelopmental disorders from an inclusive perspective

- Intellectual disability,
- Autism spectrum disorder,
- Attention Deficit Disorder with/without Hyperactivity Disorder
- Oral language difficulties and disorders,
- Specific Learning Difficulties (SLD) in reading and writing
- Specific Learning Difficulties in Mathematics (SLMD)

3. Detection, evaluation and intervention in disability from an inclusive perspective

- Sensory disabilities. hearing and visual impairments.
- Physical, motor and multiple disabilities

#### 4. Detection, assessment and intervention in conduct and behavioural disorders from an inclusive perspective

### 4. Academic activities

An active, reflective and participatory methodology is proposed, combining the teacher's presentations with individual and/or cooperative work and study and group discussion, in order to facilitate the students the construction of significant learning and the joint resolution of the difficulties that arise in relation to the learning of the subject. In this sense, the achievement of the proposed objective will depend to a great extent on the student's work and involvement in the proposed dynamics.

Occasionally, the teacher, a student or invited guests may make use of expository classes.

Different academic activities will be combined, including:

- **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 small groups that will be collected and evaluated by the teacher
  - Meetings with professionals working in the field of educational needs may be held.
  - It will be possible to observe different educational practices by visiting educational centres or activities carried out by these centres
  - Group discussion and debate.
  - Active learning methodologies.
- **Individual and/or cooperative work and study**
- **Tutorials and follow-up of the work and contents of the subject**

### 5. Assessment system

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

#### Evaluable activities carried out during formal teaching

The students of the subject will perform throughout the semester:

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

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

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

#### Final assessment activities

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

#### Assessment criteria

In order to demonstrate that the objectives and contents of the subject have been achieved, it will be assessed whether the student:

- 1.Identifies educational situations in which students show different abilities and different paces of learning, and recognizes the different factors that may be associated with student diversity and needs
- 2.Knows how to plan the necessary resolution and attention to these situations.
- 3.Knows and identifies specific educational support needs associated with disabilities, developmental, learning and behavioural disorders
- 4.Designs, plans and carries out psycho-pedagogical evaluations, knowing how to interpret the information obtained.
- 5.Correctly handles and prepares diagnostic reports and schooling opinions for students with specific support needs associated with disabilities, developmental, learning and behavioural disorders
- 6.Designs measures of attention to diversity that guarantee the presence, participation and learning of all students, taking into account the whole school community
- 7.Designs and proposes support interventions for all students within the framework of the Diversity Attention Plan, using the resources of the guidance system and coordination with teachers and families.

Fraud or total or partial plagiarism in any of the evaluation tests will result in not passing the subject with the minimum grade, in addition to the disciplinary sanctions adopted by the Guarantee Committee for these cases.

## **Grading criteria (Levels of demand and requirements to pass the subject)**

1. Assessable activities carried out during formal teaching 60%

1.1. Practice reports during the subject: 40%

1.2. Practical exercises developed in class: 20%

2. Final evaluation activities (Final Exam): 40%

Total 100%

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

Likewise, in order for the evaluable activities during the term to be graded and computed in the final grade, they must be submitted on the dates established by the teachers. They are designed to encourage continuous learning and not merely as a final grade.

### **Submission of work**

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

- Practical exercises developed in class will be handed in at the end of the class session in which they are done or in the following class session

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

### **Global test and second call**

Students who have not completed or carried out the evaluable activities carried out throughout the term and that have an important weight in the grade, will be graded according to the evaluation regulations established by the University of Zaragoza, in a single final evaluation test to be held on the official dates established by the centre.

This single, written test will incorporate both theoretical and applied elements in such a way that, taken as a whole, it will allow the achievement of competencies similar to those of students who have followed the previous format. The test will consist of two parts: a theoretical part, which will coincide with the same final exam as described above; and a second part, which will consist of the delivery of the same practice reports made during the term on an individual basis.

The student who takes the global test may submit the reports on the dates marked during the term or all together on the day of the global test

The grading criteria and requirements to pass the subject in the global test will be: 60% global exam and 40% reports of practices, being necessary to obtain a minimum grade of 4 points in each of the parts.

### **Second call**

In the event that the student has to take a second exam, the evaluation of the learning activities carried out during the term will be kept, provided that the student has achieved the minimum grade required.

### **Fifth and sixth calls**

The students of the 5th and 6th call will be evaluated with the same evaluation system as the rest of the students.

In any case, in order to develop the teaching of this subject and accredit the achievement of its competences, the student may choose either of the following two options:

- Follow the teaching in the group-class in which they are enrolled. In this case, their evaluation will be performed by a board of examiners.
- Specify with the board the type of evaluation to be carried out (global or evaluable activities throughout the term and final test) and the specific development of each condition

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

## **6. Sustainable Development Goals**

4 - Quality Education

10 - Reduction of Inequalities

16 - Peace, Justice and Strong Institutions