

## 25948 - Early Intervention Programmes and Techniques

### Syllabus Information

**Academic Year:** 2019/20

**Subject:** 25948 - Early Intervention Programmes and Techniques

**Faculty / School:** 301 -

**Degree:** 270 - Degree in Psychology

**ECTS:** 6.0

**Year:** 2

**Semester:** First Four-month period

**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

The methodology followed in this course is oriented towards achievement of the learning objectives. It is based on a combination of theory sessions and practical activities. Students are expected to participate actively in the class throughout the semester.

#### LEARNING TASKS

Name of Activity: Theory

Credits: 4

Teaching methodology: lectures, Bibliographic research, readings, assessment.

Skills acquired:

(2) Knowledge and understanding of the laws and principles of psychological processes.

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

Name of Activity: Practice

Credits: 2

Teaching methodology: Individual work, group work, detection and analysis of specific school situations, Lab practices, Activities To develop skills, assessment

Skills acquired:

(26) ability to analyze the needs and demands of the addressees and recipients of a specific function depending on context.

(27) ability to analyze situations, define problems, basic research design, execute, analyze, establish goals of psychological performance in different contexts, proposing and negotiating goals with the target and affected.

## 4.2.Learning tasks

The program offered to the student try achieve the expected results including different themat  
Each subject present in the program will be subject to different activities for promote the ur

## 4.3.Syllabus

THEMATIC BLOCK I: Introduction to early intervention

Theme 1: Defining Early Care

- What is it?
- Main objective and specific objectives
- The Child development
- Principles of primary care

Topic 2: Levels of intervention

- Primary prevention
- Secondary Prevention
- Tertiary prevention

Topic 3: Fields of action

- Center for Child Development and Early Care
- Health Services
- Social services
- Educational services

Block II: Neurodevelopmental disorders (0-6 years).

Topic 4: Autism Spectrum Disorder (ASD)

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention
- RETT disorder and Childhood Disintegrative Disorder

Topic 5: Attention deficit hyperactivity disorder (ADHD)

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention

Topic 6: Specific learning disorder. Difficulties in reading, writing and math

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention

Topic 7: Intellectual disability

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention

#### Topic 8: Communication disorders

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention

#### Topic 9: Motor disorders

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention

#### Block III: Other disorders at an early age

#### Topic 10: Behavior disorders in childhood

- Main features
- Diagnostic criteria
- Signals for alarm and early detection
- Evaluation: areas and instruments
- Intervention

### 4.4.Course planning and calendar

The planning of the course will be announced the first week of class. The key dates of presentations of works will be announced in class and through the virtual platform Moodle.

The timetable and key dates of the subject can be consulted on the website of the Faculty of Social and Human Sciences ( <http://fcsb.unizar.es/>).

Any work submitted after the deadline will not be evaluated.

### 4.5.Bibliography and recommended resources

- Recomendaciones técnicas para el desarrollo de la atención temprana / [Autor: Federación Estatal de Asociaciones de Profesionales de Atención Temprana] Madrid : Real Patronato sobre Discapacidad, D.L. 2006
- Libro blanco de la atención temprana . - 3ª ed. Madrid : Real Patronato sobre Discapacidad, D.L. 2005
- Arco Tirado, José Luis . Necesidades educativas especiales. Manual de evaluación e intervención psicológica /José Luis Arco Tirado, Antonio Fernandez Castillo. McGrawHill, 2004.
- East, Viv. Guía práctica de necesidades educativas especiales / Viv East y Linda Evans ; traducido por Ma. Luz Agra Pardiñas Madrid : Morata, 2010
- Ibáñez López, P. y Mudarra Sánchez, M.J. (2014). Atención Temprana: Diagnóstico e Intervención Psicopedagógica. Madrid: UNED
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- 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.
- Defior, S., Serrano, F. y Gutiérrez, N. (2015).Dificultades específicas de aprendizaje. Madrid: Síntesis.
- Méndez, F.X., Espada, J.P., Orgilés, M. (2006).Intervención psicológica y educativa con niños y adolescentes. Estudio de casos escolares.Madrid: Pirámide.

- Peñafiel, F., de Dios Fernández, J., Domingo, J. y Navas, J.L. (2006). La intervención en Educación Especial. Propuestas desde la Práctica. Madrid: Editorial CCS.