



SUBJECT

**PSYCHOEDUCATIONAL INTERVENTION AND INVESTIGATION IN
STUDENTS WITH PERVASIVE DEVELOPMENTAL DISORDERS AND
INTELLECTUAL DISABILITY**

Field

Psycho-educational Intervention in Official Educational
Environments

**Official Master in Inclusive Education
Catholic University of Valencia**

Year 2023-2024



COURSE GUIDE OF THE SUBJECT

		ECTS
Subject: Psychoeducational intervention and investigation in students with pervasive developmental disorders and intellectual disability		3
Type of Learning¹: Obligatory	YEAR: 1 Semester: 2nd	
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SUBJECT ORGANIZATION

Fields and Subjects			
Field	SUBJECT	ECTS	Year/ Semester
Psycho-educational intervention in official educational environments	Psychoeducational intervention and investigation in students with pervasive developmental disorders and intellectual disability.	3	1/2

COURSE GUIDE FOR SUBJECT

Prerequisites: None

GENERAL GOALS

¹Basic learning (common subject), Compulsory subjects, Optional subjects, External practices, Grade final project.



Acquire strategies, resources and knowledge that favor the detection of intellectual disability and pervasive developmental disorders, as well as, the choice of measures of attention to diversity that most favor the educational inclusion of these students.

BASIC COMPETENCES	Competence measuring scales			
	1	2	3	4
B7. Students should know how to apply acquired knowledge and their ability to solve problems in new or not well-known environments in broader contexts (multidisciplinary) related with their area of study.				X
B10. Students should have learning abilities that allow them to carry on studying in a self-sufficient and self-directed way.			X	

GENERAL COMPETENCES	Competence measuring scales			
	1	2	3	4
G4. To develop new knowledge and specialized techniques which are suitable for investigation and progress.			X	

SPECIFIC COMPETENCES				
	1	2	3	4
E1 To be able to design and carry out programs that optimize the academic performance of children with specific needs, as well as their personal and social development, in the framework of an inclusive education.				X
E6 Select and apply the scientific method to the election, Development and Implementation of Instruments and Methods of exploration, evaluation and diagnosis to determine S. Specific Needs Educational Support of different students .			X	
E7 To design programs and treatments that attend to the individual needs detected, based on scientific evidence, which promote inclusion.				X
E11 To know how to detect and analyze possible barriers to the full participation of students in the educational environments where they are, as well as how to contribute to their elimination.				X



LEARNING OUTCOMES	COMPETENCES
R1 The student establishes the different measures of attention to diversity for the case presented, proposing and designing inclusive educational activities that favor all students.	B7, B10, G4, E1, E6, E7, E11

ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
PARTICIPATIVE MASTER CLASS	Teacher presentation of contents, analysis of competences, explanation and in-class display of skills, abilities and knowledge, which require the feed-back and involvement of the student.	R1	0.4
PRACTICAL CLASSES	Group work sessions supervised by the professor. Case studies. Meaningful construction of knowledge through interaction and activity of the student.	R1	0.1
FACE-TO-FACE TUTORIALS	Personalized attention for the student, individual or in a small group. Period of instruction and/or orientation carried out by a tutor for the purpose of reviewing and discussing the materials and topics presented in class.	R1	0.1
Total			(0,6)



NON ON-CAMPUS EDUCATIONAL ACTIVITIES			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
ONLINE TUTORING	<p>Personalized attention to the student in a virtual and individual way through the university e-learning platform: https://campusvirtual.ucv.es/.</p> <p>It's a period of instruction and orientation carried out by a teacher which has as purpose to review and discuss the materials and issues covered in class, to help with the activities of the ongoing assessment, etc.</p>	R1	0.1
ASYNCHRONOUS ONLINE SESSION	<p>Exposition of the contents by the teacher, analysis of competences, explication and demonstration of abilities, skills and knowledge in the Virtual classroom, which requires feed-back and involvement of the students at different moments.</p>	R1	0.2
ONGOING ASSESSMENT ACTIVITIES	<p>Commentaries, summaries, book reviews, critical analysis and development of texts, glossaries, web quests, tests, etc., which are designed in order to assess, individually or in groups, the level of acquisition of the learning outcomes of different subjects through the university e-learning platform: https://campusvirtual.ucv.es/.</p>	R1	0.3
Total			(0,6)



INDEPENDENT WORK ACTIVITIES OF THE STUDENT			
ACTIVITY	Teaching-Learning Methodology	Relationship between Course and Learning Outcomes	ECTS
INDEPENDENT WORK	<p>Student study: Group or Individual preparation of readings, essays, concept maps, problem solving, seminars, papers, reports, etc. to be presented or submitted in theoretical lectures, practical and/or Small-group tutoring sessions.</p> <p>It can also be submitted to the university e-learning platform. https://campusvirtual.ucv.es/.</p>	R1	1.8
Total			(1,8)



SYSTEM FOR ASSESSING THE ACQUISITION OF THE COMPETENCES AND ASSESSMENT SYSTEM		
Assessment Tool	LEARNING OUTCOMES ASSESSED	Allocated Percentage
Solution of practical cases, unique case, which includes the design of an activity that promotes educational inclusion.	R1	70%
Attendance to on-campus session and participation in activities	R1	30%
Criterion of concession of the Mention of Distinction: From the obtaining of 9 on and providing that the obtained result is a consequence of an excellent academic progress together with an effort and interest for the subject.		
Comments: Note 1 In the description of the content and assessment criteria of the subject the procedure, reference materials and deadline dates will be explained, and they will also be described by the coordinator of the subject in the first class session. Note 2 Failure to follow the rules and deadlines for the completion of academic activities invalidates the note.		



DESCRIPTION OF CONTENTS	COMPETENCES
Organization in contents blocks or thematic groups. Development of contents in didactic guides.	(Indicate, numerically, the related competences)
1. Indicators of cognitive disability and ASD. Detection in schools. Learning difficulties in children with autism and intellectual disability	E6, E7, B7, B10, G4
2. Early intervention. Educational intervention strategies and intervention models in children with autism and intellectual disability	E6, E7, E11, B7, B10
3. Associative Movement as a supporter of inclusion and school integration.	E6, E7, B7, B10, G4
4. Educational inclusion. Solutions for specific educational needs based on educational experiences with students and intellectual disability and ASD.	E6, E7, E11, B7, B10
5. Scientific advances, lines of action present in the group of people with cognitive disability and ASD	E6, E11, B7, B10, G4

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Addendum to the Course Guide of the Subject

Psychoeducational intervention and research in students with autism and intellectual disability.

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject:

Situation 1: Teaching without limited capacity (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

Situation 2: Teaching with limited capacity (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching.



Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:



Microsoft Teams



Blackboard Collaborate Ultra



Kaltura

Situation 3: Confinement due to a new State of Alarm.

In this case, the following changes are made:

1. Educational Activities of Onsite Work:

All the foreseen onsite activities described in this section of the Course Guide, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:



Microsoft Teams



Blackboard Collaborate



Ultra Kaltura



Explanation about the practical sessions:

2. System for Assessing the Acquisition of the competences and Assessment System

Onsite WORK

Regarding the Assessment tools:

- ☒ the Assessment tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.
- ☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
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the other Assessment tools will not be modified with regards to what is indicated in the Course Guide.

Comments to the Assessment System:



ONLINE WORK

Regarding the Assessment tools:

☒ the Assessment tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ the following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated Percentage	Description of the suggested changes	Platform to be used
---		---	

the other Assessment tools will not be modified with regards to what is indicated in the Course Guide.