

**Academic Year/course: 2022/23**

## **26517 - Development Disorders**

### **Syllabus Information**

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**Academic Year:** 2022/23

**Subject:** 26517 - Development Disorders

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

202 - Facultad de Ciencias Humanas y de la Educación

301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 301 - Degree in Nursery School Education

302 - Degree in Nursery School Education

303 - Degree in Nursery School Education

**ECTS:** 6.0

**Year:** 2

**Semester:** Second semester

**Subject Type:** Compulsory

**Module:**

## **1. General information**

### **1.1. Aims of the course**

This subject aims to deliver specific training to the Infant Education teachers to be capable of detecting the first signs of delay or alteration and developing educational intervention as soon as possible appropriate to the specific needs of educational support of these children.

### **1.2. Context and importance of this course in the degree**

It is an obligatory subject in the second term of the second year of Teaching in Infant Education. This subject aims to deliver specific training to the Infant Education teachers to be capable of detecting the first signs of delay or alteration and developing educational intervention as soon as possible, in order to prevent the appearance of secondary problems, to improve the psychosocial and educational functioning and to increase the quality of life of the children and their families.

### **1.3. Recommendations to take this course**

A prior assimilation of the knowledge of Developmental Psychology during the first year of their undergraduate studies will be necessary.

## **2. Learning goals**

### **2.2. Learning goals**

The student, to be able to pass the subject, will have to demonstrate the following results:

1. Knowing the main characteristics of the different developmental disorders and disabilities and how to differentiate the aspects that define and characterize each one of them.
2. Analysing the educational needs related to the different disorders in the early stages of development.
3. Understanding the origins and how the physical, sensory and intellectual or developmental disabilities affect the learning processes and development of the children who have them.
4. Knowing the main instruments of early detection of developmental delays and alterations.
5. Knowing programmes and strategies for educational intervention for children with different developmental disorders.
6. Understanding the vital cycle of the family with children who present developmental disorders, as well as the most suitable strategies for family intervention.

### 3. Assessment (1st and 2nd call)

## 4. Methodology, learning tasks, syllabus and resources

### 4.1. Methodological overview

The methodology followed in this course is oriented towards the achievement of the learning objectives. A wide range of teaching and learning tasks are implemented

- Lectures
- Practice sessions (active methodologies)
- Autonomous work
- Oral presentation and discussion
- Tutorials

The methodology is based on active participation, case studies, teamwork etc. that favors the development of communicative skills and critical thinking.

### 4.2. Learning tasks

Theoretical classes

- Theoretical presentation by teachers or students. For each of the topics, the student will have a script with the main points to develop and the corresponding specific bibliography to complete them. This material will be provided through the ADD.
- Support of the theoretical exposition with the viewing and discussion of videos.
- Seminars focused on key topics of the subject matter.
- Reading, reflection and discussion by the students of the texts indicated in class.
- Tutorials.

Practice sessions

- Case studies related to the different types of developmental disorders, applying the theoretical knowledge acquired.
- Meetings with professionals who work in the field of different developmental disorders.
- Analysis of the most used assessment instruments in relation to developmental disorders.
- Critical reviews of the readings made.
- Preparation of training pills
- Possible voluntary or compulsory work tutored by the teacher.
- Tutorials.
- Different educational practices can be observed by visiting educational centers or activities carried out by them

Attendance and participation in practical classes will imply carrying out practical work (assessable activities) that students must prepare in small groups, and deliver on the dates established by the teachers.

### 4.3. Syllabus

The course will address the following topics:

Introduction  
Topic 1. Early attention  
Topic 2. Intellectual disability  
Topic 3. Autism Spectrum Disorder  
Topic 4. Communication and language disorders  
Topic 5. Attention deficit hyperactivity disorder  
Topic 6. Hearing impairment  
Topic 7. Visual impairment  
Topic 8. Motor impairment

### 4.4. Course planning and calendar

For further details concerning the timetable, classroom and further information regarding this course please refer to the Facultad de Educación de Zaragoza website (<http://educacion.unizar.es/>); the Facultad de Ciencias Humanas y Sociales de Teruel website (<https://fcsh.unizar.es/>) and the Facultad de Ciencias Humanas y de la Educación de Huesca (<https://magister.unizar.es/>).

#### **4.5. Bibliography and recommended resources**

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=26517>