

Academic Year/course: 2022/23

## 31233 - Early Intervention Programmes and Techniques

### Syllabus Information

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**Academic Year:** 2022/23

**Subject:** 31233 - Early Intervention Programmes and Techniques

**Faculty / School:** 301 - Facultad de Ciencias Sociales y Humanas

**Degree:** 613 - Degree in Psychology

**ECTS:** 6.0

**Year:** 3

**Semester:** First semester

**Subject Type:** Optional

**Module:**

## 1. General information

### 1.1. Aims of the course

The subject and its expected results respond to the following approaches and objectives: The main objective of the subject Early Intervention Programs and Techniques is to provide the Psychology student with the necessary knowledge, both theoretical and practical, about the different difficulties that are present in the population from 0 to 6 years old and favor their integral development within of the community. Other objectives to be achieved are: to know and apply the basic scientific concepts and schemes of Early Care, learn to identify disorders or conditions that entail permanent or transitory support needs, apply the corresponding biopsychosocial intervention; and finally, learn to design basic intervention schemes, both at the individual and family level.

The information in English does not have to be a literal translation of the Spanish one.

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

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

It is an optional subject, which can be taken from the second semester of the second year. It is part of the Evolutionary and Educational Psychology itinerary.

### 1.3. Recommendations to take this course

It is advisable to have passed the subject of Developmental Psychology I before taking the subject.

## 2. Learning goals

### 2.1. Competences

By passing the subject, the student will be more competent to ...

(2) Know and understand the laws and principles of psychological processes. (3) Know the processes and main stages of psychological development throughout the life cycle in their aspects of normality and abnormality.

(26) Know how to analyze the needs and demands of the recipients of a specific function according to the context.

(27) Acquire the necessary skills to analyze situations, define problems, design investigations elementary, execute them, statistically analyze the data and write a report correctly.

(28) Being able to establish the goals of psychological performance in different contexts, proposing and negotiating the goals with the recipients and affected.

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

(26) Know how to analyze the needs and demands of the recipients of a specific function according to the context.

(27) Acquire the necessary skills to analyze situations, define problems, design elementary investigations, carry them out, statistically analyze data and correctly write a report.

(28) Being able to establish the goals of psychological action in different contexts, proposing and negotiating the goals with the recipients and affected.

## 2.2. Learning goals

The student, to pass this subject, must demonstrate the following results ...

-He/She knows and applies the basic scientific concepts and schemes of Early Care.

- He/She describes the different difficulties that are present in the population from 0 to 6 years old and that hinder their integral development within the community.

- He/She knows disorders or conditions that entail permanent or transitory needs for support

-He/ She Applies the biopsychosocial intervention corresponding to each disorder or condition

- He/ She is capable of designing basic intervention schemes.

## 2.3. Importance of learning goals

The subject provides the student with basic tools to intervene in the field of developmental disorders. Therefore, it is highly recommended that those students interested in working in the field of educational psychology take it, specifically in early care centers and psychoeducational intervention centers, a professional profile that is undoubtedly highly demanded by society. The subject Early Intervention Programs and Techniques provides the student with the basic knowledge necessary to put into practice an adequate evaluation of the special situations that may be found in the population from 0 to 6 at the different levels of intervention (primary, secondary and tertiary). , in the different areas of action and subsequent actions in the community. It enables him to be able to carry out the pertinent diagnosis, and prepares him to be able to carry out a timely intervention with the difficulties encountered

## 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 expected learning outcomes through the following assessment activities

-Assessment of written tests

-Valuation of individual and group work

-Valuation of the development, participation and quality of activities for the development of competencies

The evaluation system of the subject will adapt to that of the ECTS. The student's workload is divided into the following tasks, each with a number of hours that will be determined, in due course, by the responsible teaching staff: Attendance to theoretical classes, attendance at seminars, attendance at tutorials, attendance at conferences or other related activities, preparation of theoretical exams, preparation of theoretical classes, preparation of seminars, preparation of essays, work in the library, etc.

? Assessment of written tests: 60%

? Assessment of the practices and individual and group work: 40%

The acquisition of some skills will also be evaluated, such as the ability to select bibliography, the ability to discern between problems, theses, solutions, etc., the ability to analyze the arguments and put them in relation to the theses to be confirmed, the ability to capture and evaluate differences between authors, the ability to make different interpretations of texts, etc. Likewise, some social skills will be evaluated, such as the ability to work in a team, the ability to dialogue, debate and oral expression.

In any case, the teaching staff, in their academic freedom, may adapt these criteria or establish others that they deem appropriate for the proper evaluation, always maintaining the exposed evaluative approach.

In order to pass the course, an average grade of 5 out of 10 will be required between both parties. It will be possible to compensate between them as long as none of the parts of the subject is scored below 4.5.

Students who do not pass the subject in their first call will have a single final test for both parties in a second call.

To know the success and performance rate of previous academics, the following links can be consulted:

Results information Academic year 2008/09

[http://titlaciones.unizar.es/psicologia/infor\\_resultados.html](http://titlaciones.unizar.es/psicologia/infor_resultados.html)

Results information Academic year 2009/10

[http://titlaciones.unizar.es/psicologia/infor\\_resultados10.html](http://titlaciones.unizar.es/psicologia/infor_resultados10.html)

Results information Academic year 2010/11

[http://titlaciones.unizar.es/psicologia/infor\\_resultados11.html](http://titlaciones.unizar.es/psicologia/infor_resultados11.html)

For more information, consult the Regulation of Learning Assessment Standards of the University of Zaragoza:

[http://www.unizar.es/sg/doc/6.1.Evaluaciondefinitivodia24\\_001.pdf](http://www.unizar.es/sg/doc/6.1.Evaluaciondefinitivodia24_001.pdf)

In any case, the students will have the right to a global evaluation of all the contents of the subject in which they will be able to opt for the highest grade.

For more information, consult the Regulation of Learning Assessment Standards of the University of Zaragoza at the following link: <http://tud.unizar.es/docs/ReglamentodeNormasdeEvaluaciondelAprendizaje.pdf>

## 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.

<http://psfunizar10.unizar.es/br13/egAsignaturas.php?codigo=25948>