

26517 - Development Disorders

Syllabus Information

Academic year: 2023/24

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

The general goals of this subject are that the student should become capable of detecting different developmental disorders early on as well as acquiring the bases that allow for the planning and development of intervention programmes suitable for the specific educational support needs that these children present.

These approaches and goals are aligned with the following Sustainable Development Goals (SDGs) of the United Nations Agenda 2030 (<https://www.un.org/sustainabledevelopment/es/>), so that the acquisition of the learning results of the course provides training and competence to contribute to some extent to their achievement:

- Goal 3: Health and Wellness.
- Goal 4: Quality Education.
- Goal 10: Reduction of Inequalities

Recommendations for taking the subject

There are no requirements to take the course, but it would be necessary a previous assimilation of the knowledge of Developmental Psychology. Both subjects constitute a fundamental training to adjust education to the needs of support of all children, including those who present difficulties.

2. Learning results

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

1. Knows the main characteristics of the different developmental disorders and disabilities and knows how to differentiate the aspects that define and characterize each of them.
2. Analyzes the educational needs posed by different disorders in early stages of development.
3. Understands the origin and how physical, sensory and intellectual or developmental disabilities affect the learning and developmental processes of the children who have them.
4. Knows the main instruments for early detection of developmental delays and disorders.
5. Knows strategies, guidelines and educational intervention programmes for children with different developmental disorders, and knows how to identify the appropriate actions taking into account the specific characteristics.
6. Understand the life cycle of the family with children with developmental disorders, as well as the most appropriate family intervention strategies.

3. Syllabus

- Introduction
- Early care

- Intellectual disability
- Autism Spectrum Disorders
- Communication and language disorders
- Attention deficit disorder
- Hearing Impairment
- Visual impairment
- Motor disability

4. Academic activities

The learning process that has been designed for this subject is based on the following methodologies.

Exhibition sessions

Active learning methodologies

Work preparation

Oral presentation and discussion of papers

Tutorials

Concretely, the programme offered to the student to help him/her achieve the results intended comprises the following activities:

Theoretical classes

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

Practical classes

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

Attendance and participation in the practical classes will involve the completion of practical work (assessable activities) that students must prepare in small groups, and hand in on the dates established by the teachers.

5. Assessment system

The student must demonstrate that he/she has achieved the intended learning results by the following assessment activities:

- Assessable activities carried out during formal teaching Work related to practical classes

(evaluable activities): 40%

- Final assessment activities: Written examination: 60%

Assessable activities carried out during formal teaching

The evaluable activities will be individual or group tests of case studies, analysis of theoretical-practical tasks and/or elaboration of training pills that the student will carry out throughout the course. They will represent 40% of the evaluation and will involve the application of the theoretical contents acquired in the subject to the resolution of case studies.

The activities carried out during the class period will be graded from 0-10, being necessary to obtain a grade of 5 points for the average to be taken with the grade obtained in the final exam of the subject.

Final assessment activities

Final exam of the subject will consist of a final individual theoretical-practical written test included in the planning of final tests of the center. The test may contain true/false, multiple choice, short answer, essay questions (will account for 60% of the final grade).

Assessment criteria

Through the assessment activities we try to check if the student is able to:

- Demonstrate the acquisition of the basic knowledge of the subject with an interdisciplinary and integrative vision of it.
- Apply the theoretical knowledge presented in class and contained in the required readings to the study of specific cases or in other proposed tasks.
- Identify the developmental problem described in the cases and tasks posed, highlighting the first signs of developmental signs of impairment or deficit.
- Explain the behavioral difficulties described in the cases and in the proposed tasks, identifying the different processes that are affected in their development.
- To understand the basic principles of intervention related to the different developmental disorders and to plan in each case the priority goals and the most appropriate procedures to achieve them.
- Express well, verbally and in writing, with clarity and coherence, the reports developed personally or in a group, highlighting the most relevant ideas, effective arguments, own positions and opinions.

Grading criteria and requirements for passing the subject

For those students who carry out the evaluable activities developed during the regulated teaching (individual or group) which will consist of case study activities and analysis of theoretical and practical tasks proposed throughout the course:

- Assessable activities: 40%
- Final assessable activities: 60%
- TOTAL: 100%

The final grade is obtained by adding the weighted grades obtained as indicated. In any case, the student must obtain a minimum grade of 5 points in the activities proposed throughout the course and a minimum grade of 5 points in the final exam in order to pass the subject.

Attendance and participation in at least 80% of the practical classes will be a requirement to pass the course, since they involve the completion of practical work and other practical activities (evaluable activities) that students must elaborate in small groups, and deliver on the dates established by the teachers. In addition, in order for the activities evaluable during the course 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.

For those taking the global exam: Students who have not completed or passed the evaluable activities carried out throughout the course 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 center. This single, written test will incorporate both theoretical and applied elements. The final grade of this test will be the result of

the average of 60% for the theoretical part and 40% for the practical part, being necessary to obtain at least a 5 out of 10 in each of the parts to make this average. If in one of the parts the student does not achieve a 5, they will not have passed the subject.

Global Test and Second Round

Article 158 p) of the Statutes of the University of Zaragoza states: The evaluation system of each subject, as general rule, will be based on more than one test; however, students may request the completion of a single test to pass the subject they are taking. In the latter case, the weighting of the overall test will be 100%.

Therefore, students who have not completed or passed the evaluable activities carried out throughout the course will be graded, in accordance with 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 have two parts: a theoretical part that will incorporate both theoretical and applied elements; and a practical part that will consist of the resolution of a practical case, in such a way that as a whole it will allow to verify the achievement of competencies similar to those of the students who have followed the previous format. The final grade of this test will be the result of averaging 60% of the theoretical part and 40% of the practical part, being necessary to obtain at least a 5 out of 10 in each of the parts to make this average. If in one of the parts a 5 is not reached, the student will not have passed the subject.

In case the student had to take a 2nd call, the evaluation of the evaluable activities carried out during the course would be kept, as long as the student had reached the minimum required score.

In case of failing the second call, the evaluable activities will not be retained and the course must be retaken in its entirety.

Fifth and sixth calls

Students in 5th and 6th call will be evaluated with the same evaluation system as the rest of the students. In any case to develop the teaching of this subject and accredit the achievement of the competencies of the same the student may choose either of these two options:

1. To follow the teaching in the group-class in which he/she is enrolled, being the court in charge of following his/her evaluation process.
2. To specify with the court the type of evaluation to be carried out (global or evaluable activities throughout the course and final test) and the specific development of each condition.

Finally, it must be taken into account that the Regulations of the Rules of Coexistence of the University of Zaragoza will be applied 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 Rules of Evaluation of Learning in relation to the irregular practices different from academic fraud.