

31233 - Early Intervention Programmes and Techniques

Syllabus Information

Academic year: 2024/25

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

The subject Early Intervention Programs and Techniques aims to provide the Psychology student with the necessary knowledge, both theoretical and practical, about the different difficulties present in the population from 0 to 6 years of age and to favour their integral development within the community.

Among its main objectives are: to know and apply the basic scientific concepts and outlines of early care, to learn to identify disorders or conditions with permanent or transitory support needs, to apply the corresponding biopsychosocial intervention; and finally, to learn to design basic intervention schemes, both at the individual and family level

2. Learning results

In order to pass this subject, the students shall demonstrate they has acquired the following results:

Consult relevant documentary sources in order to be professionally updated and to plan effective intervention programs

Design evidence-based individual, family and educational intervention programs.

Know and apply the basic scientific concepts and schemes of early care.

Describe the different difficulties found in the population from 0 to 6 years old and that hinder their integral development within the community

Identify disorders or conditions that involve permanent or transient support needs.

Apply the biopsychosocial intervention corresponding to each disorder or condition.

Be able to design basic intervention schemes.

3. Syllabus

THEMATIC BLOCK I: Introduction to early intervention

Unit 1: Defining Early Care

- what is it?
- Main objective and specific objectives
- Child development
- Basic principles of primary care

Unit 2: Levels of intervention

- Primary Prevention
- Secondary Prevention
- Tertiary Prevention

Unit 3: Fields of action

- Child Development and Early Childhood Care Centres (CDIAT)
- Health Services
- Social Services
- Educational Services

THEMATIC BLOCK II: Neurodevelopmental disorders (0-6 years).

Unit 4: Autism Spectrum Disorder (ASD)

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention
- RETT Disorder and Childhood Disintegrative Disorder

Unit 5: Attention Deficit Hyperactivity Disorder (ADHD)

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention

Unit 6: Specific learning disorder. Difficulties in reading, writing and mathematics

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention

Unit 7: Intellectual disability

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention

Unit 8: Communication disorders

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention

Unit 9: Motor disorders

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention

THEMATIC BLOCK III: Other disorders at early ages

Unit 10: Behavioural disorders in childhood

- Main features
- Diagnostic criteria
- Warning signs and early detection
- Evaluation: areas and instruments
- Intervention

4. Academic activities

The teaching methodology will combine lectures with practical activities that will require active participation by the student. Thus, the theoretical classes will comprise a teaching methodology based on:

- Master class
- Bibliographic search
- Readings
- Assessment

The practical classes will include a teaching methodology based on:

Individual works.

- Group works
- Detection and analysis of specific school situations.
- Activities to develop competencies

5. Assessment system

The evaluation of the subject will be mixed with a final test and continuous or summative evaluation activities. In this way:

The theoretical part will correspond to 60% of the student's final grade and will be evaluated by means of a single final test on a date set by the faculty. This test will consist of 30 three-alternative multiple choice questions where the student's grade will be calculated as follows:

$[(\text{Right answers} - \text{Wrong answers}/2)/N]*10$.

Errors will be discounted by applying the following formula, so that every two errors will be discounted by one right answer. On the other hand, the practical part will correspond to 40% of the student's final grade and will be evaluated continuously by means of works, expositions or group tasks in the classroom. In order to benefit from the continuous evaluation the student must have attended at least 80% of the classes. In any case, the student will have the right to take a final exam in the practical part if they are unable to comply with the continuous evaluation. This exam will consist of a development test with 5 short questions on the contents of the practical classes.

6. Sustainable Development Goals

- 3 - Good Health & Well-Being
- 4 - Quality Education
- 10 - Reduction of Inequalities