

Psychology of Special Needs Education

Brief description of course content (According to the programme's verification report)

- To understand students with Specific Educational Support Needs (SEN): due to different degrees and types of physical, mental and cognitive abilities.

- **Descriptors:**

o Psycho-educational intervention in pupils with permanent sensory, physical or mental deficits. Psycho-educational intervention in pupils with transitory Special Needs Educational needs.

o Techniques and resources in psychological intervention in deficiencies.

- **Contents:**

o Introduction to the psychology of Special Needs Education (SE).

o Students with intellectual disabilities. Students with pervasive developmental disorders.

o Pupils with sensory impairments.

o Pupils with motor and health problems.

o Pupils with learning disabilities.

o Pupils with emotional and behavioural disorders.

o Pupils with intellectual giftedness.

Learning outcomes

- To carry out a contextualisation and conceptualisation of the discipline within the framework of psychology.

- To develop the most relevant contents regarding the conceptualisation, assessment and intervention with students with Specific Educational Support Needs (SEN) associated with sensory disorders.

- Specific training in the conceptualisation, assessment and intervention of pupils with SEN associated with permanent characteristics of the pupil.

- To know the main SEN of pupils with transient difficulties.

- To promote positive attitudes of the students towards the differential fact.

Planned learning activities

Theory Syllabus

Topic 1. Introduction to Psychology of Special Needs Education. Basic concepts

1. Introduction
2. Historical evolution of the discipline
3. Concepts and terminology related to special needs education.
4. Legislative developments in Spain
5. International advances in the rights of persons with disabilities.
6. What does Special Needs Education pursue, teach and intervene?
7. Educational Guidance Teams (EOE) and their functions. Detection of indications, psycho-pedagogical evaluations, schooling reports and schooling modalities.
8. Reflection questions

Topic 2. Pupils with Intellectual Disability

1. Introduction,
2. Concept, approaches and classification
3. Special Needs Educational Needs (SEN) arising from Intellectual Disability
 - 3.1. SEN arising from intellectual functioning
 - 3.2. SEN related to adaptive behaviours
4. Resources for psychoeducational intervention
5. Family and schooling

Topic 3. Pupils with High Intellectual Ability

1. Introduction
2. What are High Intellectual Abilities?
 - 2.1. Definitions and characteristics
 - 2.2. Theoretical models of High Intellectual Ability
 - 2.3. Classification of High Intellectual Ability students
 - 2.4. Relevant aspects for a good psycho-educational care for students with High Intellectual Ability
3. What is the difference between students with High Intellectual Ability and those who do not have High Intellectual Ability?
 - 3.1. Intellectual characteristics
 - 3.2. Creativity

3.3. Personality

3.4. Academic attitude

4. Protocol for the detection and assessment of pupils with High Intellectual Ability

5. Specific Educational Support Needs (SEN) associated with High Abilities

6. Diversity Attention Measures associated with High Abilities

7. Double Exceptionality: 2.e

Topic 4. Students with Sensory Impairment: Visual

1. Introduction

2. What is visual impairment?

2.1. Definitions and characteristics of visual impairment

2.2. Aetiology and classification of visual impairment

2.3. Difference between blindness and low vision

3. Identification and assessment of students with visual impairment

4. SEN in learners with blindness

5. SEN in visually impaired students

6. Educational care for the visually impaired

6.1. Modalities of schooling for students with visual impairment

6.2. Methodological recommendations for visually impaired pupils

6.3. Attention to diversity measures for visually impaired students

Topic 5. Students with Sensory Hearing Impairment

1. Introduction

2. What is hearing impairment?

2.1. Definitions and characteristics of hearing impairment

2.2. Aetiology and classification of hearing impairment

2.3. Professionals involved in its care

3. Developmental consequences of hearing impairment

4. Identification of students with visual impairment

4.1. Family environment

4.2. School environment

4.3.Early detection protocol

5.SEN in students with hearing impairment

6.Educational care for the hearing impaired

6.1. Modalities of schooling for students with hearing impairment

6.2.Early intervention programmes for students with visual impairment

7.Guidance and family counselling for students with SEN due to hearing impairment.

Topic 6. Pupils with motor impairment

1. Introduction

2. What is motor disability?

2.1. Definitions and characteristics of motor impairment

2.2.Aetiology and classification of motor disability

3.Assessment for educational care:

3.1. Pupils

3.2.Centre

4.SEN and educational responses in pupils with motor impairment

5.Cerebral palsy

5.1. Definition, aetiology, classification

5.2.Experiences and changes in the family with children with cerebral palsy.

Topic 7. Learning difficulties.

1. Introduction to learning difficulties

2.Concept, characteristics and classification of learning difficulties. 3.

3. What is reading?

3.1. Processes involved in written language.

3.2. Explanatory models of readingDifficulties in word recognition: dyslexia

4.Main manifestations

5.Classification of dyslexia

6.Psychoeducational Response to dyslexia

Topic 8.Pupils with Autistic Spectrum Disorder (ASD)

1. Introduction

2.What is Autism Spectrum Disorder (ASD)? 1.

2.1. Definitions and characteristics of ASD

2.2.Aetiology and classification of ASD

2.3.Professionals involved in its care

3.Developmental consequences of ASD

4.Identification of students with ASD

4.1. Family environment

4.2. School environment

4.3.Early detection protocol

5.SEN in students with ASD

6.Educational care for ASD

6.1. Modalities of Schooling for students with ASD

6.2.Early Intervention Programmes for students with ASD

7.Guidance and family counselling for students with ASD

Topic 9.Pupils with Attention Deficit Disorder with or without hyperactivity (ADD and ADHD)

1. Introduction

2.What is Attention Deficit Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)?

2.1. Definitions and characteristics of ADD and ADHD

2.2.Etiology and classification of ADD and ADHD

3.Identification of students with ADD and ADHD

4.SEN in students with ADD and ADHD

5.Educational Attention to students with ADD and ADHD

6.Guidance and family counselling for students with ADD and ADHD.

Practical Syllabus

- Educational intervention programme for Mild Intellectual Disability.
- Seminar. Debate on the myths associated with High Intellectual Abilities.
- How a student perceives the environment depending on his/her Visual Impairment.
- Analysis of prerequisite skills in hearing.

- Adaptation of materials for use with SEN population.
- Seminar: Attention to students with hearing impairment.
- Social skills in population with motor disabilities.
- Case study on learning difficulties.
- Educational proposal in the case of children with Autism.
- Design of educational activities for students with attention problems.