

**COURSE DATA****Data Subject**

|                      |                                           |
|----------------------|-------------------------------------------|
| <b>Code</b>          | 36297                                     |
| <b>Name</b>          | Intervention in Autism Spectrum Disorders |
| <b>Cycle</b>         | Grade                                     |
| <b>ECTS Credits</b>  | 4.5                                       |
| <b>Academic year</b> | 2021 - 2022                               |

**Study (s)**

| <b>Degree</b>                             | <b>Center</b>               | <b>Acad. year</b> | <b>Period</b> |
|-------------------------------------------|-----------------------------|-------------------|---------------|
| 1305 - Degree in Primary School Education | Faculty of Teacher Training | 3                 | First term    |

**Subject-matter**

| <b>Degree</b>                             | <b>Subject-matter</b>                    | <b>Character</b> |
|-------------------------------------------|------------------------------------------|------------------|
| 1305 - Degree in Primary School Education | 26 - Especialista en Audición y Lenguaje | Optional         |

**Coordination**

| <b>Name</b>               | <b>Department</b>                              |
|---------------------------|------------------------------------------------|
| ALCANTUD MARIN, FRANCISCO | 305 - Developmental and Educational Psychology |

**SUMMARY****English version is not available**

El incremento de la prevalencia en TEA es un hecho incuestionable, aunque no estén aun claras las razones. La comunidad científica se pregunta cómo es posible que un trastorno de estas características no pueda aún diagnosticarse con fiabilidad antes de los tres años. La respuesta básica a esta cuestión fundamental es que los TEA pueden tener diversas causas y los síntomas iniciales pueden mostrar gran variabilidad clínica, tanto en expresión como en gravedad. El autismo y el resto de Trastornos Generalizados del Desarrollo, también denominados Trastornos del Espectro de Autismo (TEA), se caracterizan por presentar alteraciones severas y tempranas (antes de los 3 años) en el desarrollo social, comunicativo, del lenguaje y del juego simbólico, las cuales se acompañan de la presencia de conductas e intereses repetitivos y restringidos.



El hecho de no tener un diagnóstico etiológico no significa que no se pueda realizarse un diagnóstico sindrómico y funcional. En la actualidad ya se han desarrollado sistemas de detección (no de diagnóstico) que pueden dar señales de alerta a los 18 meses de vida. Una intervención temprana se ha demostrado como muy eficaz. La intervención psicoeducativa debe prolongarse a lo largo de toda la escolarización y en todas las competencias en las que el niño con TEA manifiesta un déficit.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.



- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.
- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Be familiar with the different terms and the essential characteristics of the developmental alterations that may occur in relation to communication, language, speech and voice.
- Know the biological and psychological principles needed for understanding communication, language, speech and voice disorders.
- Know strategies for the early detection of alterations in communication, language, voice and speech.
- Master the basics of assessment in communication, language, speech and voice disorders.
- Know and critically evaluate the fundamentals of different techniques for intervention in communication, language, speech and voice disorders.
- Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.
- Contribute to improving communication skills through oral language and/or the use of augmentative communication systems.
- Know and be able to use the resources that information and communication technologies offer for the treatment of communication, language, speech and voice disorders.
- Collaborate in the curricular adaptations to attend students with special educational needs derived from communication, language, speech and voice disorders.
- Master the organisational strategies of the school context for the educational care of special educational needs related to communication, language, speech and voice disorders.
- Be able to use public and private resources to attend special educational needs derived from communication, language, speech and voice disorders.

## **LEARNING OUTCOMES**

**English version is not available**

**WORKLOAD**

| ACTIVITY                          | Hours         | % To be attended |
|-----------------------------------|---------------|------------------|
| Theoretical and practical classes | 45,00         | 100              |
| Study and independent work        | 67,50         | 0                |
| <b>TOTAL</b>                      | <b>112,50</b> |                  |

**TEACHING METHODOLOGY****English version is not available****EVALUATION****English version is not available****REFERENCES****Basic**

- Alcantud, F. & Alonso, Y (2016) Intervención Psicoeducativa en niños con TEA. Madrid: Ed Pirámide (en prensa).
- Alcantud, F. (2003) Intervención Psicoeducativa en niños con Trastornos Generalizados del Desarrollo. Madrid, Ed. Pirámide
- Alcantud, F. (2013) Detección, Evaluación, Diagnostico e Intervención Precoz en niños con Trastornos del Aprendizaje. Madrid. Ed. Pirámide
- George, J.E. (2009) El Manual del Autismo. Ingram Books, Baker & Taylor
- Baron-Cohen, S.; Bolton, P. & Cordero, J.M. (1998) Autismo: Una guía para padres. Madrid. Alianza Editorial
- Vargas, J. y Belinchon, M. (2000) El autismo como trastorno de la función ejecutiva. Interamericana.

**Additional**

- Alcantud, F. y Soto, Fco: Javier (2000) Tecnologías de Ayuda en personas con trastornos de la comunicación. Valencia, La Nau Llibres.
- Shonkoff, J. Y Meisels, S.J. (1990) Early childhood intervention: The evolution of a concept. En S. J. Meisels y J. P. Shonkoff (Eds.). Handbook of early childhood intervention. Cambridge University Press.



## **ADDENDUM COVID-19**

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

**English version is not available**