COURSE DATA

Data Subject

Code	36297
Name	Intervention in Autism Spectrum Disorders
Cycle	Grade
ECTS Credits	4.5
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	3	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	26 - Especialista en Audición y Lenguaje	Optional

Coordination

Name	Department
ALCANTUD MARIN, FRANCISCO	305 - Developmental and Educational Psychology

SUMMARY

The increase in the prevalence of Autism Spectrum Disorders (ASD) is an unquestionable fact, although the reasons are not yet clear. The scientific community wonders how it is possible that a disorder of this type cannot yet be diagnosed reliably before the age of three. The basic answer to this fundamental question is that ASD can have various causes and the initial symptoms can show great clinical variability, both in expression and severity. ASD are characterized by severe and early alterations (before 3 years) in social, communicative, language and symbolic play development, which are accompanied by the presence of repetitive and restricted behaviors and interests.

Not having an etiological diagnosis does not mean that a syndromic and functional diagnosis cannot be made. At present, detection systems (not diagnostic) have been developed that can give warning signals at 18 months of age. Early intervention has been shown to be very effective. Psychoeducational intervention should be extended throughout schooling and in all skills in which the child with ASD manifests a deficit.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

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 (RD 1393/2007) // NO CONTENT (RD 822/2021)

At the end of the course, students must:

• Know the differential characteristics and intervention models available to treat the special needs derived from Autism Spectrum Disorders.

• Use child development observation, detection and evaluation tools to determine a functional diagnosis of the needs of students with Autism Spectrum Disorders.

• Learn to use different resources for sensory, cognitive, motor or communicative stimulation aimed at increasing the skills of students with Autism Spectrum Disorders.

• Guide families with children with Autism Spectrum Disorders or risk of suffering from it on the most appropriate social resources.

• Design activities for the development of cognitive, motor, sensory, communicative or any other skills for children with Autism Spectrum Disorders.

DESCRIPTION OF CONTENTS

1.
Evolució conceptual del concepte d'Autisme: De Kanner al DSM-V

1.1.- Historical evolution of the concept: From mental illness to developmental disorder.

1.2.- Evolution of diagnostic criteria

1.3.- From Childhood Autism to Autism Spectrum Disorder

2. Biological Bases / Etiology of Autism Spectrum Disorders

1.- Prevalence of the disorder: Concept and evolution.

2.- Concept syndromic autism versus idiopathic autism

2.- Etiology of Autism Spectrum Disorders

3. Explanatory Models of Autism Spectrum Disorders

1.- Towards a theory on the pathogenesis of the disorder

2.- Cognitive models:

2.1.-The theory of the Mind

2.2.- Theory of central coherence

2.3.- Theory of the Executive Function

2.4.- Socio-affective theory

4. Screening, Evaluation and Diagnostic Tools

1- Detection instruments: MCHAT, CSBS, CAST and others

2.- Instruments for assessing competences:

3.- Instruments for evaluating symptoms (ADOS, ADI-R, etc.)

5. Behavioral Principles in ASD Intervention

1.- Discrete Trial Teaching

2.- Pivotal Response Training

3.- Initiation (Prompting)

4.- Incidental teaching

5.- Economy of tokens

6.- Cost of response

7.- Differential reinforcement

8.- Time of waiting

9.- Behavioral modeling

10.-Naturalistic Developmental Behavioral Intervention

6. Intervention in ASD

1.- Concept of intervention
2.- Intervention models based on evidence
3.- Design of the intervention

7. Intervention in the School

1.- TEACCH
1.1. Structured learning
2.- Specific learning difficulties
3.- Learning among equals
4.- Principles of Learning Design for all

8. Intervention in Communication and Language

1.- Communicative and linguistic profiles in Autism Spectrum Disorders
2.- Evaluation of communicative competence
3.- Development of communicative intentionality and expressive communicative behaviors
4.- Augmentative and/or Alternative Communication Systems
4.1.- PECS
4.2.- Benson Schaeffer

9. Intervention in Social Skills

1.- Socio-emotional skills in students with Autism Spectrum Disorder
2.- Recognition and expression of emotions programs
3.- Social skills development programs

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	45,00	100
Study and independent work	67,50	0
TOTAL	112,50	

TEACHING METHODOLOGY

Various active methods will be combined. The concepts of each block are introduced during face-to-face classes in a participatory manner, combining the exposition of examples and practical cases. The timing is not chronological, as the activities and contents of the different blocks will be extracted at the same time. The sessions will always be theoretical-practical.

The participation of the students is considered indispensable so the teachers will propose in advance the topic of discussion.

The practical activities will be individual or group in order to meet the specific competencies.

Given the characteristics of the course and the degree, it is essential to attend to skills and attitudinal competences such as the expository, creative and interpretive aspect, cooperative work, attitudes and values implicit in the development of practical activities.

Use will be made of the e-learning Virtual Classroom platform made available by the University of Valencia in addition to the face-to-face classes. Virtual tutoring will be used via email and attempts will be made to give timely feedback to all the papers presented by the students.

EVALUATION

The evaluation shall include the following paragraphs:

1.- The teaching staff will evaluate the class attendance (5%).

2.- Evaluation based on the work and activities proposed by the teaching staff (35%).

3.- Examination aimed at assessing the basic theoretical knowledge related to the contents of the subject (60%).

It will be required to pass the subject, both in first and second call:

- Pass the exam reaching a minimum of 50% domain. This section is recoverable in second call.

- Obtain a minimum of 50% of the score for the work and activities proposed by the teaching staff. This section is recoverable in the second call through a specific activity-based skills test.

When calculating the rating for the overall assessment, it may be considered that:

- the paragraphs referred to in the assessment shall be added together only if the minimum requirements laid down on a mandatory basis are exceeded.

- Class attendance is not required to pass the course, but has a character not recoverable in second call. Therefore, students who do not comply with this paragraph in the first call may not reach the maximum grade in second call.

- If one of the mandatory sections is not approved in the first call, the points obtained in the other sections may be saved for the second call.

- During tutoring hours, teachers may require individual or small group interviews to verify the degree of participation and achievement of the objectives pursued in any task or activity. Failure to accept this verification will result in failure to complete the task or activity in question.

- The manifest copy or plagiarism of any part of the evaluation will imply the impossibility of passing the subject, then submitting to the appropriate disciplinary procedures.

REFERENCES

Basic

- Alcantud, F. & Alonso, Y (2022) Trastornos del Espectro del Autismo: Bases para la intervención Psicoeducativa. Madrid: Ed Pirámide.
- 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) Tecnologias 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.