



Information about the subject

Degree: Bachelor of Arts Degree in Primary School Education

Faculty: Faculty of Teacher Training and Education Sciences

Code: 1162085 **Name:** Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders

Credits: 6,00 **ECTS Year:** 3, 4 **Semester:** 2

Module: Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter: Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders **Type:** Elective

Field of knowledge: Social and legal sciences

Department: Teaching and Education Sciences

Type of learning: Classroom-based learning / Online

Languages in which it is taught: Spanish

Lecturer/-s:

CAOAL	<u>Raquel Ibañez Martínez</u> (Responsible Lecturer)	raquel.ibanez@ucv.es
OPT2A16	<u>Elena López Luján</u> (Responsible Lecturer)	elena.lopez@ucv.es
OPT2O16	<u>Amparo Salcedo Mateu</u> (Responsible Lecturer)	amparo.salcedo@ucv.es
OPT2Z16	<u>Carolina Raheb Vidal</u> (Responsible Lecturer)	carolina.raheb@ucv.es
OPTEXTAL	<u>Carolina Raheb Vidal</u> (Responsible Lecturer)	carolina.raheb@ucv.es
OPTEXTG	<u>Elena López Luján</u> (Responsible Lecturer)	elena.lopez@ucv.es



Universidad
Católica de
Valencia
San Vicente Mártir

Course guide

Year 2024/2025

1162085 - Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders

OPTEXTOI Amparo Salcedo Mateu (Responsible Lecturer)

amparo.salcedo@ucv.es





Module organization

Qualifying Mention in Specific Educational Needs and Attention to Diversity

Subject Matter	ECTS	Subject	ECTS	Year/semester
Educational intervention in specific learning difficulties	6,00	Educational intervention in specific learning difficulties	6,00	3, 4/1
Educational Intervention in Students with Intellectual Disability and Autism Spectrum Disorders	6,00	Educational Intervention for Students with Intellectual Disability and Autism Spectrum Disorders	6,00	3, 4/2
Evolutionary and Educational Aspects of Students with Hearing Impairments	6,00	Developmental and educational aspects of students with hearing impairments	6,00	4/2
Evolutionary and Educational Aspects of Students with Visual and Motor Impairments	6,00	Developmental and educational aspects of students with visual and motor impairments	6,00	4/2
Pathology and intervention in specific language development disorders	6,00	Pathology and Intervention in specific language development disorders	6,00	0, 4/2
Design and evaluation of socio-educational programs and action plans	6,00	Design and evaluation of socio-educational action programmes and plans	6,00	This elective is not offered in the academic year 24/25



Educational intervention on problems of social maladjustment	6,00	Educational intervention in problems of social maladjustment	6,00	This elective is not offered in the academic year 24/25
--	------	--	------	---

Recommended knowledge

To have acquired the knowledge of the subject of Specific Educational Support Needs of the second year of the degree.

Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 The student knows the characteristics of students with intellectual disabilities and autism spectrum disorder and the educational needs that arise from them
- R2 The student designs adaptations of the curriculum to the needs of students with intellectual disabilities and autism spectrum disorder
- R3 The student designs and adapts specific educational strategies based on the analysis of cases of students with intellectual disabilities and autism spectrum disorder
- R4 The student knows, selects and develops materials that respond to the special educational needs derived from intellectual disabilities and autism spectrum disorder
- R5 The student uses tools to promote the relationship and communication skills of children with special educational needs derived from intellectual disabilities and autism spectrum disorder with their environment
- R6 The student identifies indicators of intellectual disabilities and autism spectrum disorder in order to collaborate in multidisciplinary diagnosis
- R7 The student develops guidelines, guides and informs different educational agents about the special educational needs of students with intellectual disabilities and autism spectrum disorder
- R8 The student knows the different structures of training, personal development and socio-labor integration for people with intellectual disabilities and autism spectrum disorder



Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL		Weighting			
		1	2	3	4
CG2	Design, plan, and evaluate teaching and learning processes, both individually and in collaboration with other teachers and professionals from the school.				X
CG4	Design and regulate learning spaces in diverse contexts that address gender equality, equity, and respect for human rights, which form the values of citizenship education.				X
CG10	Reflect on classroom practices to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students.			X	
CG11	Know and apply information and communication technologies in the classrooms. Selectively discern audiovisual information that contributes to learning, civic education, and cultural enrichment.			X	
SPECIFIC		Weighting			
		1	2	3	4
EPT1	Knowing the characteristics of pupils with developmental and sensory disorders and learning difficulties, and understanding the complexity of the educational processes of the alterations and difficulties in the teaching-learning processes of pupils with specific needs (the teaching role, the design and adaptation of the curriculum and the means of access to it, etc.).				X
EPT2	To know the contents to be taught, understanding their epistemological singularity and the specificity of their didactics for pupils with specific needs.			X	
EPT3	Respect for the personal and cultural differences of students with special needs and other members of the educational community.			X	



EPT4	Ability to critically analyse conceptions of education derived from scientific research.	X		
EPT5	Ability to design and develop educational projects and programming units to adapt the curriculum to the context of the specific needs and socio-cultural contexts of learners.		X	
EPT7	Ability to develop strategies to avoid exclusion and discrimination of the learner.	X		
EPT8	Ability to organise, plan and adapt the teaching-learning processes, using the different disciplinary and cross-disciplinary knowledge in an integrated manner, appropriate to the learning characteristics of the student.		X	
EPT9	Ability to prepare, select and construct teaching materials and apply them in the specific frameworks of the different disciplines.		X	
EPT10	Knowing and knowing how to use technological aids and technical resources that facilitate access to information and communication in teaching-learning activities.		X	
EPT11	Ability to promote the quality and appropriateness of educational contexts (classroom and school) so as to ensure the well-being and accessibility of learners.	X		
EPT12	Ability to carry out educational support activities within the framework of inclusive education.			X
EPT13	Ability to carry out the tutorial function, guiding pupils and parents, and coordinating the educational action concerning their group of pupils.			X
EPT14	Ability to participate in research projects related to the teaching and learning of students with specific needs, introducing innovation proposals aimed at improving educational quality.	X		
EPT15	Knowing how to develop the relationship and communication skills of pupils with specific needs with their peer group and the adults in their environment.			X
EPT16	Development of emotional control skills in the different circumstances of professional performance.			X
EPT20	Ability to collaborate with the different sectors of the educational community and the environment, promoting the social integration of pupils with specific needs.	X		



Assessment system for the acquisition of competencies and grading system

In-class teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5	20,00%	Oral presentation of group and individual works: Self-assessment systems (oral, written, individual, in groups). Oral tests (individual, in groups, presentation of topics or works).
R2, R3, R4, R7	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
R1, R6, R8	40,00%	Written tests: Objective tests with short and extended responses.
R1, R2, R3, R4, R5, R6, R7	30,00%	Projects. Development and/or design works.

Observations

The exam will be an objective multiple-choice test. It will have 40 questions with three alternative answers (a, b, c). For every two errors, one good question will be subtracted.

To pass the course, all parts of the course must be passed, that is, each of the evaluation percentages that appear in the guide must be passed.

The honorary registration as a sign of academic exceptionality will be granted to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be deserving of such an award.

Online teaching

Assessed learning outcomes	Granted percentage	Assessment method
R1, R6, R8	40,00%	Written tests: short-answer objective tests, developmental tests. Projects. Reports/Practical reports. Design work, development
R1, R2, R3, R4, R5, R7	20,00%	Exposición oral de trabajos grupales e individuales: sistemas de autoevaluación (oral, escrita, individual, en grupo). Pruebas orales (individual, en grupo, presentación de temas-trabajos)



R2, R3, R4, R7	10,00%	Active participation in theoretical-practical sessions, seminars, and tutorials: Attitude scale (to gather opinions, values, social and managerial skills, interaction behaviors).
	30,00%	Projects. Development and/or design works.

Observations

The exam will be an objective multiple-choice test. It will have 40 questions with three alternative answers (a, b, c). For every two errors, one good question will be subtracted.

To pass the course, all parts of the course must be passed, that is, each of the evaluation percentages that appear in the guide must be passed.

The honorary registration as a sign of academic exceptionality will be granted to the student who, in addition to obtaining a maximum grade in the above criteria, is considered by the teacher to be deserving of such an award.

CRITERIA FOR THE AWARDING OF HONOURS:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with 9 Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- M1 Participatory Master Class
- M2 Case Study
- M3 Project-based Learning



M4	Learning Contracts
M5	Seminar Work
M6	Problem-based Learning
M7	Cooperative/Collaborative Work
M9	Group and Individual Tutoring
M10	Individual Tutoring
M11	Participatory Master Class
M12	Case Study
M13	Seminar Work
M15	Project-based Learning
M16	Learning Contracts
M17	Problem-based Learning
M18	Cooperative/Collaborative Work
M19	Individual Tutoring
M20	Group and Individual Tutoring



IN-CLASS LEARNING

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Group Work Presentation M2, M3, M6, M7, M9	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Theoretical Class M1	R1, R2, R3, R4, R5, R6, R7, R8	27,00	1,08
Practical Class M2, M3, M5, M6, M7	R1, R2, R3, R4, R5, R6, R7, R8	11,00	0,44
Seminar M5	R1, R2, R3, R4, R5, R6, R7, R8	6,50	0,26
Tutoring M2, M3, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	8,00	0,32
Evaluation M3, M6, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	2,50	0,10
TOTAL		60,00	2,40

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
Group work M1, M2, M3, M5, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	36,00	1,44
Individual work M1, M2, M3, M5, M6, M7, M9, M10	R1, R2, R3, R4, R5, R6, R7, R8	54,00	2,16
TOTAL		90,00	3,60



ON-LINE LEARNING

SYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Theoretical class (e-learning mode) M11	R1, R2, R3, R4, R5, R6, R7, R8	25,00	1,00
Practical class (e-learning mode) M12, M13, M15, M17, M18	R1, R2, R3, R4, R5, R6, R7, R8	10,00	0,40
Seminar (e-learning mode) M17, M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Individual tutoring (e-learning mode) M12, M13, M17, M18, M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	15,00	0,60
Evaluation (e-learning mode) M12, M17, M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
TOTAL		60,00	2,40

ASYNCHRONOUS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
Individual work Activities (e-learning mode) M12, M17, M19	R1, R2, R3, R4, R5, R6, R7, R8	60,00	2,40
Group Work (e-learning mode) M12, M13, M15, M17, M18, M20	R1, R2, R3, R4, R5, R6, R7, R8	5,00	0,20
Discussion Forums (e-learning mode) M13	R1, R2, R3, R4, R5, R6, R7, R8	2,50	0,10
Asynchronous Tutoring (e-learning mode) M19, M20	R1, R2, R3, R4, R5, R6, R7, R8	22,50	0,90
TOTAL		90,00	3,60



Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
TOPIC 1	Concept, general characteristics and evolutionary aspects of cognitive disability.
TOPIC 2	Concepts, general characteristics and developmental aspects of ASD
TOPIC 3	Models of educational intervention: from the model of exclusion to inclusion. Educational response to students with intellectual disabilities and ASD: Early Childhood Care, Early Childhood Education, Primary Education, Secondary and Post-compulsory Education. Social and labor integration. Associative movement. Family

Temporary organization of learning:

Block of content	Number of sessions	Hours
TOPIC 1	5,00	10,00
TOPIC 2	5,00	10,00
TOPIC 3	20,00	40,00



References

Ainscow, M. (2004). Desarrollo de escuelas inclusivas. Ideas, propuestas y experiencias para mejorar las instituciones escolares. Madrid: Narcea. Gallego, M. M. (2014). El autismo en la literatura científica pedagógica española, 1985-2011. Aula: Revista de Pedagogía de la Universidad de Salamanca, nº 20, pp. 203-218. Wing, L. y Paterna, P. (2011). El autismo en niños y adultos. Una guía para la familia. Barcelona: Paidós

BIBLIOGRAFÍA COMPLEMENTARIA

Aceves, A. (2023) ¿Yo? ¿Autista? Hist.Cotidianas.

Artigas-Pallarés, J. y Narbona, J (2011). Trastornos del neurodesarrollo. Barcelona: Viguera.

Asociación de Padres de Niños Autistas de Baleares (2001). Atención temprana y educación infantil: un marco para el desarrollo. Palma de Mallorca: Asociación de Padres de Niños Autistas de Baleares. Baron-Cohen, S. (2010). Autismo y síndrome de Asperger. Simon. Madrid: Alianza Editorial.

Belinchón, M. (2010). Investigaciones sobre autismo en español. Problemas y perspectivas. Madrid: Autor –Editor.

Belinchón, M. y Oliver, J. (2000). Comunicación y trastornos del desarrollo: evaluación de la competencia (comunicativo-referencial) de personas con autismo. Valladolid: Universidad de Valladolid-Secretariado de publicaciones EI.

Bogdashina, O. (2007). Problemas de percepción sensorial en el autismo y síndrome de Asperger: diferentes experiencias sensoriales, diferentes mundos perceptivos. Ávila: Asociación Autismo Avila.

Canal, R; García, P.; Santos, J.; Bueno, G. y Posada, M. (2014). Programas de cribado y Atención Temprana en niños con TEA. Revista de Neurología, nº58, pp. 123-127. Carratalá, E. y Arjalaguer, M. (2015). Tratamiento cognitivo-conductual de un niño con trastorno del espectro autista e impulsividad. Revista de Psicología Clínica con Niños y Adolescentes, vol. 2, nº. 1, pp. 37-44.

Carrión, J. J. (2001). Integración escolar: ¿Plataforma para una escuela inclusiva? Archidona: Aljibe.

Consejo Pontificio para la Familia (2000). La familia y la integración del minusválido en la infancia y en la adolescencia. Madrid: Palabra.

Carratalá, E. y Arjalaguer, M. (2015). Trabajo conjunto familia y docente, el caso de un padre con su hijo autista: Una experiencia de investigación acción. Revista Electrónica Educare, vol. 19, nº 1, pp.297-309. Cornabo, A. et al (2012). Manual de teoría de la mente para niños con autismo.

Psylicom Ediciones. Cuadrado, P. y Valiente, S. (2010). Niños con autismo y TGD. ¿Cómo puedo ayudarles? Madrid: Editorial Síntesis, S.A. De Pablo-Blanco, C. y Rodríguez, M. J. (2010).

Manual práctico de discapacidad intelectual. Madrid:Editorial Síntesis. Del Castillo, J.A. y García Cebrián, M.J. (2015). Autismo: alteraciones perceptivas y diagnóstico precoz. MoleQla: revista de Ciencias de la Universidad Pablo de Olavide, nº. 17. Domingo, B. y Palomares, A. (2013). La necesidad de nuevas estrategias metodológicas en la educación inclusiva del alumnado autista.

Ensayos: Revista de la Facultad de Educación de Albacete, nº. 28, pp. 15-23.



- Czech, H. (2019). Hans Asperger, autismo y Tercer Reich: en busca de la verdad histórica (Vol. 2032). Ned ediciones.
- De Clercq, H. (2011). Mamá, ¿eso es un ser humano o un animal? Editorial Cepe.
- De Clercq, H. (2012). El autismo desde dentro: Una guía. Autismo Ávila.
- DANIEL. MILLAN LOPEZ. (2021). Guía autista: Consejos para sobrevivir en el loco mundo de los neurotípicos. LULU COM.
- Escorcía, T. y Rodríguez, L. (2019). Prácticas de Atención Temprana centradas en la familia y en entornos naturales. Madrid. Editorial UNED Gallego, M. M. (2014). El autismo en la literatura científica pedagógica española, 1985-2011. Aula: Revista de Pedagogía de la Universidad de Salamanca, nº 20, pp. 203-218.
- Eslava, Y. (2021). TEAmo. El autismo y yo. Estruendomudo.
- Feinstein, A. (2016). Historia del autismo: conversaciones con los pioneros. Autismo Ávila.
- Garanto, J. (2000). Trastornos de conducta en la infancia. Barcelona: PPU.
- García, J. M., Pérez J. y Berruezo, P. P. (2002). Discapacidad intelectual. Desarrollo, comunicación e intervención. Madrid: CEPE.
- Gervilla, Á. (2008). Familia y educación familiar: conceptos clave, situación actual y valores. Madrid: Narcea.
- Gil, F. y León, J. M. (2009). Habilidades sociales. Teoría, investigación e intervención. Madrid: Editorial Síntesis.
- Giráldez, V. A. (2022). ¿Qué son las situaciones de aprendizaje y cómo se diseñan?. In Situaciones de Aprendizaje en Educación Primaria (pp. 27-36). Educa.
- Gutierrez, B. (2002). Manual de evaluación y entrenamiento en habilidades sociales para personas con Retraso Mental. Junta de Castilla y León.
- Gutiérrez, M. J. (2005). La atención a la diversidad y las necesidades educativas especiales. Santander: ANPE.
- Hattie, J. (2017). Aprendizaje visible para profesores: Maximizando el impacto en el aprendizaje.
- Higashida, N. (2014). La razón por la que salto. Roca editorial.
- Hilde De, C. (2006). Mamá, ¿eso es un ser humano o un animal? Sobre hiperselectividad y autismo. Editorial: Intermedia Books.
- Hilde, C. (2012). El autismo desde dentro: una guía. Ávila: Autismo Ávila.
- Hodgdon, L. (2007). Estrategias visuales para mejorar la comunicación. Ayudas prácticas. Madrid: Quirkroberts.
- Jabato, M. J. (2010). El silencio de Camilo. Burgos: Asociación de Padres de Personas con Autismo de Burgos.
- Labrador, F. J. (2008). Técnicas de modificación de conducta. Madrid: Pirámide.
- Lewis, A. (2006). Convivencia y discapacidad. Trillas: Eduforma.
- López, M. y Carbonell, R. (2005). La integración educativa y social. Ariel: Barcelona.
- López, M., López, M. y Llorent, V. J. (coords.) (2009). La discapacidad: aspectos educativos y sociales. Archidona: Aljibe.
- Lozano, J. y Sherezade, I. (2014). La enseñanza de habilidades emocionales y sociales a alumnado con trastorno del espectro autista en Educación Primaria. Maremagnum: publicación galega sobre os trastornos do espectro autista, 18, pp. 121-130.
- Lozano, J. y Sherezade, I. (2014). La enseñanza de habilidades emocionales y sociales a alumnado con trastorno del espectro autista en Educación Primaria. Maremagnum: publicación galega sobre os trastornos do espectro autista, 18, pp. 121-130.
- Martínez, M. A. y Cuesta, J. L. (coord.) (2012). Todo sobre el autismo: los trastornos del espectro



- del autismo (TEA). Guía completa basada en la ciencia y en la experiencia. Tarragona: Altaria ediciones.
- Martos, J. y Riviere, A. (2000). El niño pequeño con autismo. Madrid: Autor –Editor Mesibov, G. y Howley, M. (2010). El acceso al currículo por alumnos con trastornos del espectro del autismo: utilizando el programa TEACCH para favorecer la inclusión. Ávila: Autismo Ávila.
- Monjas, M. I. (2002). Programa de enseñanza de habilidades de interacción social (PEHIS). Madrid: CEPE.
- Morales, P.; Domènech, E.; Jané, M.C. y Canals, J. (2013). Trastornos leves del espectro autista en educación infantil: Prevalencia, sintomatología co-ocurrente y desarrollo psicosocial. *Revista de psicopatología y psicología clínica*, vol. 18, nº. 3, pp. 217-231.
- Morreau, L. E. Bruininks, R. H. y Montero, D. (2002). Inventario de destrezas adaptativas CALS. Manual. Bilbao: ICE Universidad de Deusto
- Nazeer, K. (2008). Las marionetas de André: cinco autistas en el mundo. Alba.
- Ojea, M. (2007). Autismo. Entender, leer y hablar. Cuaderno de trabajo para el alumno. Archidona (Málaga): Aljibe.
- Pastor, A., Blanco, A. y Navarro, D. (2010). Manual de rehabilitación del trastorno mental grave. Madrid: Síntesis.
- Paula, I. (2003). Educación Especial. Técnicas de intervención. Madrid: McGraw Hill.
- Peeters, T. (2008). Autismo: de la comprensión teórica a la intervención educativa. Ávila: Autismo Ávila.
- Pineda M. (2014). Trastornos del espectro autista. *Anales de Pediatría: Publicación Oficial de la Asociación Española de Pediatría (AEP)*, vol. 81, nº. 1. Rodríguez
- Roblero, M.R. (2015). Trabajo conjunto familia y docente, el caso de un padre con su hijo autista: Una experiencia de investigación acción. *Revista Electrónica Educare*, vol. 19, nº. 1, pp. 297-309.
- Prizant, B. M., & Fields-Meyer, T. (2018). Seres humanos únicos. Comercial Grupo ANAYA, SA.
- Rodríguez, R., Salas, R., & Lladó, G. (2020). Aprender todos juntos es posible. Estrategia de Programación Multinivel. Santillana Activa.
- Sáiz, M. C., Román, J. M. (2010). Habilimen. Programa de Desarrollo de Habilidades Mentalistas en Niños Pequeños. Madrid: CEPE.
- Solomon, A. (2014). Lejos del árbol: Historias de padres e hijos que han aprendido a quererse. Debate.
- Salvador, F. (Dir.) (2001). Enciclopedia psicopedagógica de necesidades educativas especiales, Vol. I y II. Archidona: Aljibe.
- Sánchez, A. (1997). Estrategias de trabajo intelectual para la atención a la diversidad. Perspectiva didáctica. Málaga: Aljibe.
- Sánchez, A. y Torres, J. A. (2004). Educación Especial. Centros educativos y profesores ante la diversidad. Madrid: Pirámide.
- Sánchez, J. F., Botías, F. e Higuera, A. M. (2001). Supuestos prácticos en educación especial. Bilbao: Escuela Española-CISS Praxis.
- Schovanec, J. (2015). Yo pienso diferente: El extraordinario testimonio de un genio autista. Palabra.
- Sheffer, E. (2019). Los niños de Asperger. Planeta México.
- Verdugo, M. A. (1999). Programa de orientación al trabajo (POT). Salamanca: Amarú.
- Verdugo, M. A. (2000). Programa de habilidades de la vida diaria (PVD). Salamanca: Amarú.



Verdugo, M. A. (2002). Programa de habilidades sociales (PHS). Programas conductuales alternativos. Salamanca: Amarú.

Verdugo, M. A. (2006). Programa de habilidades de la vida diaria para la mejora de la conducta autodeterminada en personas con enfermedad grave y prolongada. Salamanca: Amarú.