Information about the subject

Degree: Official Master's Degree in Comprehensive Care of People with an Intellectual Disability

Faculty: Faculty of Psychology

Code: 1570004 **Name:** Intellectual Disability and Life Cycle I

Credits: 6,00 **ECTS Year:** 1 **Semester:** 1

Module: INTELLECTUAL DISABILITY AND LIFE CYCLE

Subject Matter: Intellectual Disability and Life Cycle I **Type:** Compulsory

Department:

Type of learning: Blended

Languages in which it is taught: Spanish

Lecturer/-s:

DISCAP	Monica Alonso Martin **(Responsible Lecturer)**	monica.alonso@ucv.es
	Ivan Franco Castellano	ivan.franco@ucv.es
	María De Nazaret Hernández Espeso	nazaret.hernandez@ucv.es

Module organization

INTELLECTUAL DISABILITY AND LIFE CYCLE

Subject Matter	ECTS	Subject	ECTS	Year/semester
Intellectual Disability and Life Cycle I	6,00	Intellectual Disability and Life Cycle I	6,00	1/1
Intellectual Disability and Life Cycle II	6,00	Intellectual Disability and Life Cycle II	6,00	1/2

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	Students know the main concepts of evolutionary psychology applied to people with intellectual disabilities.
R2	Students know the main life events of persons with intellectual disabilities, the characteristics of the transitions from childhood to adolescence, to adulthood and aging.
R3	Students know the services offered.
R4	Students comprehend and analyse the impact of the birth of a person with an intellectual disability on a family nucleus.
R5	Students analyse the different contexts (from family environments to protected environments and sheltered housing) and the main characteristics by which persons with intellectual disabilities can carry out their life cycle.
R6	Students show ability to design different intervention techniques based on the age of the person with an intellectual disability and the evolutionary context (family, school, occupational training, work...)
R7	Students know the main formulas for social and labour insertion of persons with intellectual disabilities.
R8	Know intervention techniques related to sensory stimulation.

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):

BASIC		Weighting			
		1	2	3	4
CB6	Having and understanding knowledge that provides a basis or opportunity to be original in the development and/or application of ideas, often in a research context.				x
CB8	The ability to integrate knowledge and deal with the complexity of making judgments based on information that, being incomplete or limited, includes reflections on the social and ethical responsibilities linked to the application of their knowledge and judgments.				x
CB9	The ability to communicate their findings and the ultimate knowledge and reasons behind them to specialized and non-specialized audiences in a clear and unambiguous manner.				x

GENERAL		Weighting			
		1	2	3	4
CG1	Information management skills.				x
CG9	Organizational and planning skills.				x
CG11	Analysis and synthesis skills.				x
CG13	The ability to share and disseminate academic and professional knowledge.				x

SPECIFIC		Weighting			
		1	2	3	4
CE32	Know the main life events of the person with ID.				x

CE33	The ability to create a personalized itinerary of care for the child with ID.				x
CE34	Promote an early approach in the intervention of children with intellectual disabilities.				x
CE35	Knowledge of developmental assessment instruments for children with ID.			x	
CE36	Distinguishing the different care services for children with ID and the main intervention methodologies.				x
CE37	Know the technique of sensory integration applicable to children with ID.			x	
CE38	Know the model of early intervention focused on the family.				x
CE39	Students can assess the capabilities and limitations of the child with ID at school.				x
CE40	The ability to design an appropriate educational response to the characteristics of the child with ID.				x
CE41	Design strategies, techniques and methodological adaptations of inclusive education for children with ID.				x
CE42	Use cognitive training techniques appropriate for children with ID.			x	

TRANSVERSAL		Weighting			
		1	2	3	4
CT1	Information management skills.				x
CT2	Capacity for teamwork and effective collaboration with other professionals (with the possibility of working in an interdisciplinary and international context).				x
CT6	The ability to take responsibility.				x
CT11	Analysis and synthesis skills.			x	

Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R1, R2, R3, R4, R5, R6, R7, R8	40,00%	Carrying out objective tests
R1, R2, R3, R4, R5, R6, R7, R8	20,00%	Individual monitoring of attendance in face-to-face and practical sessions
R1, R2, R3, R4, R5, R6, R7, R8	10,00%	Individual monitoring of active participation in face-to-face and practical sessions
R1, R2, R3, R4, R5, R6, R7, R8	30,00%	Realization of individual theoretical-practical activities assessable

Observations

EVALUATION CRITERIA

·In order to pass the course, the student must pass the different assessment systems separately (attendance and active participation, theoretical-practical activities and final objective test).

·The continuous assessment will be a compendium of evidence of practical participation in the teaching sessions, individual work as well as the presentation of the same, and the development of a final objective test.

CRITERIA FOR THE AWARDING OF HONOURS:

·The mention of honours may be awarded to students who have obtained a grade equal to or higher than 9.5 and demonstrate levels of excellence in practical activities, as well as in attendance and active participation in class. In accordance with the general regulations, only one honourable mention may be awarded for every 20 students, not per fraction of 20, with the exception of groups of less than 20 students in total, in which one honourable mention may be awarded.

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 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	M1 Presentation of content by teachers, analysis of competencies, explanation and demonstration of capacities, skills and knowledge in person or synchronously through videoconferences.
M2	M2 Group work sessions supervised by the teacher, case studies, diagnostic analysis, problems, field study, visits to resources, data search (libraries, online, Internet, etc.) Significant construction of knowledge to through the interaction and activity of the student.
M4	M4 Study of the student -with / without support on the platform- that includes individual preparation of readings, reports, evaluations, problem solving, case analysis, programs, memories, etc. to expose or deliver in theoretical classes, practical classes and / or tutorials.
M8	M8 Individual personalized attention during the training period and / or orientation carried out by a tutor in order to review and discuss the materials and topics presented in the sessions, seminars, readings, completion of work, etc.
M9	M9 Set of oral and / or written tests used in the initial, formative or summative evaluation of the student.

IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
CLASES PRESENCIALES M1	R1, R2, R3, R4, R5, R6, R7, R8	35,00	1,40
TUTORÍA INDIVIDUAL M8	R1, R2, R5, R6	2,00	0,08
ACTIVIDADES DE EVALUACIÓN M9	R1, R2, R3, R4, R5, R6, R7, R8	3,00	0,12
TOTAL		**40,00**	**1,60**

LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
TRABAJO AUTONÓMO INDIVIDUAL (CON O SIN APOYO EN PLATAFORMA) M4	R1, R2, R3, R4, R5, R6, R7, R8	110,00	4,40
TOTAL		**110,00**	**4,40**

Description of the contents

Description of the necessary contents to acquire the learning outcomes.

Theoretical contents:

Content block	Contents
Unit 1.	·Early attention ·Family-centered practices and natural environments
Unit 2.	·Inclusive education ·Current educational regulations
Unit 3.	·Attention to diversity: methodological strategies and educational supports ·Universal Learning Design ·Practices focused on the school context ·Classroom planning and educational curriculum adjustments
Unit 4.	·Sensory Integration applied in Intellectual Disability

Temporary organization of learning:

Block of content	Number of sessions	Hours
Unit 1.	5,00	10,00
Unit 2.	5,00	10,00
Unit 3.	5,00	10,00
Unit 4.	5,00	10,00

References

Abraham, D., Heffron, H., Braley, P. & Drobnjak, L. (2015). Sensory Processing 101. US: Lla Media LLC.
Arnáiz, P. (2012). Escuelas eficaces e inclusivas: Cómo favorecer su desarrollo. Educatio siglo XXI, 30(1), 25-44.
Ayres, A. (2008). La integración sensorial en los niños: Desafíos sensoriales ocultos. Madrid: TEA Ediciones.
Barrio, J. (2009). Hacia una educación inclusiva para todos. Revista Complutense de Educación, 20(1), 13-31.
Barrios, J., Blau, A. & Forment, C. (Sin fecha). Trastorno del Espectro Autista. Una Guía Para la Comunidad Educativa. Valencia: Consejería de Educación, Investigación, Cultura y Deporte.
Barton, E., Steed, E., Strain, P., Dunlap, G., Powell, D., & Payne, C. (2014). An analysis of classroom-based and parent-focused social–emotional programs for young children. Infants & Young Children, 27(1), 3-29.
Bodison, S. & Parham, L. (2018). Specific sensory techniques and sensory environmental modifications for children and youth with sensory integration difficulties: A systematic review. American Journal of Occupational Therapy, 72 (1), 7201190040p1-7201190040p11.
Booth, T. & Ainscow, M. (2011). Guía para la Educación Inclusiva. Madrid: FUHEM y OEI.
Doménech, A. & Pastor, M. (Sin fecha). Trastorno por Déficit de Atención e Hiperactividad. Una Guía para la Atención Educativa en los Ciclos Formativos de Grado Medio. Valencia: Consejería de Educación, Investigación, Cultura y Deporte.
Dunst, C. & Espe-Sherwindt, M. (2016). Family-centered practices in early childhood intervention. In: Reichow B., Boyd B., Barton E., Odom S. (eds) Handbook of Early Childhood Special Education. Springer, Cham.
Dunst, C., Trivette, C. & Hamby, D. (2007). Meta-analysis of family-centered helpgiving practices research. Mental Retardation and Developmental Disabilities Research Reviews, 13(4), 370-378.
García-Sánchez, F., Escorcia, C., Sánchez-López, M., Orcajada, N. & Hernández-Pérez, E. (2014). Atención Temprana centrada en la familia. Siglo Cero. Revista Española sobre Discapacidad Intelectual, 45(3), 6-27.
GAT, Federación Estatal de Asociaciones de Profesionales de Atención Temprana (2000). Libro Blanco de la Atención Temprana. Madrid: Real Patronato sobre Discapacidad.
Giné, C., Gràcia, M., Vilaseca, R. & Balcells, A. (2009). Trabajar con las familias en Atención Temprana. Revista Interuniversitaria de Formación de Profesorado, 65(23,2), 95-113.
Guralnick, M. (2017). Early intervention for children with intellectual disabilities: An update. Journal of Applied Research in Intellectual Disabilities, 30(2), 211-229.
May-Benson, T., Schaaf, R., Clippard, H. & Mori, A. (2018). Identifying and Measuring Outcomes in Ayres Sensory Integration®. Recuperado el 2 de diciembre de 2018, de: https://www.aota.org/~/media/Corporate/Files/Publications/CE-Articles/CE-Article-February-2018.pdf
McWilliam, R. (2016). Metanoia en Atención Temprana: Transformación a un Enfoque Centrado

en la Familia. Revista Latinoamericana de Educación Inclusiva, 10(1), 133-153.
McWilliam, R. A. (2010). Routines-Based Early Intervention. Baltimore, MD: Brookes Publishing.
McWilliam, R. & Casey, A. (2008). Engagement of Every Child in the Preschool Classroom. Baltimore, MD: Brookes Publishing.
Novak, I., Mcintyre, S., Morgan, C., Campbell, L., Dark, L., Morton, N., Stumbles, E., Wilson, S. & Goldsmith, S. (2013). A systematic review of interventions for children with cerebral palsy: state of the evidence. Developmental Medicine & Child Neurology, 55(10), 885-910.
Organización Mundial de la Salud & Ministerio de Sanidad y Política Social (2011): Clasificación Internacional del Funcionamiento, de la Discapacidad y de la Salud: versión para la infancia y adolescencia: CIF-IA. Ministerio de Sanidad y Política Social.
Owen, J., Marco, E., Desai, S., Fourie, E., Harris, J., Hill, S., Arnett, A. & Mukherjee, P. (2013). Abnormal white matter microstructure in children with sensory processing disorders. Neuroimagen Clinical, 2, 844-853.
Padmanabha, H., Singhi, P., Sahu, J. & Malhi, P. (2019). Home-based sensory interventions in children with autism spectrum disorder: a randomized controlled trial. The Indian Journal of Pediatrics, 86(1), 18-25.
Pfeiffer, B., Koenig, K., Kinnealey, M., Sheppard, M. & Henderson, L. (2011). Effectiveness of sensory integration interventions in children with autism spectrum disorders: A pilot study. American Journal of Occupational Therapy, 65(1), 76-85.
Pickles, A., Le Couteur, A., Leadbitter, K., Salomone, E., Cole-Fletcher, R., Tobin, H., Gammer, A., Lowry, J., Vamvakas, G., Byford, S., Aldred, C., Slonims, V., McConachie, H., Howlin, P., Parr, J., Charman, T. & Green, J. (2016). Parent-mediated social communication therapy for young children with autism (PACT): long-term follow-up of a randomised controlled trial. The Lancet, 388 (10059), 2501-2509.
Rosenbaum, P., & Gorter, J. (2014). Las “Palabras-F” en discapacidad infantil: ¡Juro que así es como deberíamos pensar! Revista Colombiana de Medicina Física y Rehabilitación, 24(1), 16-26.
Sandall, S. & Schwartz, I. (2013). Apoyar paso a paso el aprendizaje de niños y niñas con necesidades especiales en el aula de infantil. Madrid: Kaleida Forma.
Save the Children (Solla, C.) (2013). Guía de Buenas Prácticas en Educación Inclusiva. Madrid: Save the Children.
Schaaf, R., Benevides, T., Mailloux, Z., Faller, P., Hunt, J., van Hooydonk, E., Freeman, J. & Kelly, D. (2014). An intervention for sensory difficulties in children with autism: A randomized trial. Journal of Autism and Developmental Disorders, 44(7), 1493-1506.
Schaaf, R., Dumont, R., Arbesman, M. & May-Benson, T. (2018). Efficacy of occupational therapy using Ayres Sensory Integration®: A systematic review. American Journal of Occupational Therapy, 72(1), 7201190010p1-7201190010p10.
Stainback, S., Stainback, W. & Jackson, H. (2011). Hacia las aulas inclusivas. En Stainback y W. Stainback (Eds.), Aulas inclusivas. Un nuevo modo de enfocar y vivir el currículo (pp. 21-35). Madrid: Narcea.
Vanadia, E., Di Renzo, M., Trapolino, D., Racinaro, L. & Rea, M. (2016). The Relationship Between Regulation Disorders of Sensory Processing (RDSP) and White Matter Abnormalities.

Journal of Neurology and Neuroscience. Vol.7, 1-7.
Watling, R. & Hauer, S. (2015). Effectiveness of Ayres Sensory Integration® and sensory-based interventions for people with autism spectrum disorder: A systematic review. American Journal of Occupational Therapy, 69(5), 6905180030p1-6905180030p12.
Zwaigenbaum, L., Bauman, M., Choueiri, R., Kasari, C., Carter, A., Granpeesheh, D., Mailloux, Z., Roley, S., Wagner, S., Fein, D., Pierce, K., Buie, T., Davis, P., Newschaffer, C., Robins, D., Wetherby, A., Stone, W., Yirmiya, N., Estes, A., Hansen, R., McPartland, J. & Natowicz, M. (2015). Early intervention for children with autism spectrum disorder under 3 years of age: recommendations for practice and research. Pediatrics, 136 (Supplement 1), 60-81.