

## COURSE SYLLABUS

### Psychology of Special Educational Needs

2021-2-F5103P090

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#### Learning area

Atypical development

#### Learning objectives

##### *Knowledge and understanding*

- ? Classification and assessment of disabilities
- ? Knowledge of developmental disorders
- ? Presentation of pupils with Special Educational Needs
- ? Principles and standards of school inclusion

##### *Applying knowledge and understanding*

- ? Analysis of strengths and weaknesses of cases with disabilities, developmental disorders and Special Educational Needs
- ? Functional Profile of disabilities and developmental disorders
  - Drafting of the Individualized Education Plan and Personalized Learning Plan

## Contents

Main issues related to the classification and assessment of disabilities and developmental disorders. The characteristics of pupils with Special Educational Needs. Methods and tools for describing the profile (strengths and weaknesses) and the quality of life of the disabled person. The interventions aimed to school integration, person-centered (training, re-habilitation and educational programs) and involving the environment (peers, parents, teachers) will be presented. Finally, theoretical constructs related to social skills, self-determination and well-being, in particular at school will be presented.

## Detailed program

- ? Classification of disabilities according to the ICF Systems
- ? The Special Educational Needs and norms in schools
- ? Assessment and rehabilitation of developmental disabilities
- ? Sensory and cognitive disabilities
- ? Autism, Behaviour Disorders, Learning Disabilities
- ? Foreign students and their special needs
- ? Strategies of school inclusion
- ? Quality of Life and School Wellness
- ? The role of family in the disability context

## Prerequisites

- ? Knowledge of developmental psychology.
- ? Classifications of disorders according to DSM and ICD.

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## Teaching methods

The teaching method includes the presentation of main theories, discussion of cases with disabilities, practical exercises concerning to the school inclusion strategies for pupils with Special Educational Needs. Lectures will be carried out using slides and videos that will be available for the students via the E-learning website.

During the Covid-19 emergency period, lessons will take place remotely synchronously with recording of lessons to

allow non-attending students to follow the lessons.

## Assessment methods

The exam consists of a written text composed of 4 open questions and the drafting of a report of school inclusion of a case with a disability or developmental disorder.

In the Covid-19 emergency period, the exam will consist of a written test using RESPONDUS. The oral exam is mandatory, it will concern all material (slides and books). The oral exam will be carried out using the WebEx platform and a public link will be provided on the e-learning page of the course for access to the examination of possible virtual spectators.

## Textbooks and Reading Materials

- Cornoldi C. (2019). I disturbi dell'apprendimento. Il Mulino.
  - Pratelli, M. & Rifiuti F. (2016). I Bisogni Educativi Speciali. Franco Angeli
  - Autori Vari (2015). BES a scuola. Erickson
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