UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Psychology of Special Educational Needs

2122-2-F5103P090

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

? Foreing students and their special needs

? Strategies of school inclusion

? Quality of Life and School Wellness

Prerequisites

? Knowledge of developmental psychology.

? Classifications of disorders according to DSM and ICD.

- Educational Psychology

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.

Lessons will be held in presence, unless further COVID-19 related restrictions are imposed.

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.

The oral exam is optional and the final grade can vary from -3 to +3 points compared to the score of the written exam.

Textbooks and Reading Materials

Bibliography for the exam will be comunicated at the beginning of the class.

International students can take the exam in English - in this case, the bibliography will be arranged with the professor.