

<b>General Information</b>	
Academic subject	Psychology of Disability and School Inclusion
Degree course	Primary Teacher Education
Curriculum	
ECTS credits	8+1
Compulsory attendance	No
Language	Italian

<b>Subject teacher</b>	Name Surname	Mail address	SSD
	Gabrielle Coppola	gabrielle.coppola@uniba.it	M-PSI/04

<b>ECTS credits details</b>	8+1		
Basic teaching activities	60 hours of frontal lessons, discussion of video material and group work + 10 hours of practical exercises		

<b>Class schedule</b>	
Period	I SEMESTER lessons starting on 7 <sup>th</sup> 2019
Year	5th year, I semester
Type of class	Lecture- workshops

<b>Time management</b>	
Hours measured	60 minutes
In-class study hours	60+10
Out-of-class study hours	

<b>Academic calendar</b>	
Class begins	7 <sup>th</sup> October 2019
Class ends	31 <sup>st</sup> January 2020

<b>Syllabus</b>	
Prerequisite requirements	
Expected learning outcomes (according to Dublin Descriptors)	<p>Knowledge and understanding of the main disabilities and developmental disorders</p> <p>Applying knowledge and understanding: 1. Capacity to read and interpret a functional diagnosis and understand the psychological functioning of the child affected by a disability /disorder; 2. Capacity to project individualized teaching interventions and rehabilitation strategies according to each type of disability/developmental disorder; 3. Capacity to understand and use the ICF-CY's codes.</p> <p>Making informed judgements and choices: 1. capacity to</p>

	<p>observe and assess the child with disability /developmental disorder in the daily context of the classroom; 2. Capacity to project and implement individualized teaching interventions and rehabilitation strategies according to the child's needs, aiming at the promotion of the child's inclusion in the peer group and classroom context.</p> <p>Communicating knowledge and understanding: expertise in using the topic's specialized language.</p> <p>Capacities to continue learning: Capacity to project, implement and communicate individualized teaching interventions and rehabilitation strategies and test their efficacy. Ability to select opportunities and continue learning and training in relation to child disabilities/developmental disorders and intervention strategies in the school context</p>
Contents	<p>The first part of the course will be devoted to the analysis of the conceptual framework for the understanding of at risk developmental pathways and to the main strategies of the behavioral interventions. Then, the main classification systems and the global functional diagnosis for the assessment and description of the functioning of each disability /developmental disorder will be described.</p> <p>The second part of the course will be devoted to the analysis of the main disabilities and developmental disorders: sensory disabilities, motor disability, intellectual disability, ADHD and behavioral disorders, learning disabilities, autism spectrum disorders. For each disability/disorder, the psychological functioning and the developmental pathways will be described as well as the main individualized teaching interventions and rehabilitation strategies to be implemented in the classroom.</p> <p>The 10 hours of exercise will be dedicated to the administration, scoring and interpretation of the AMOS battery. Students are required to administer selected scales to a primary school student and to produce a brief report of such experience.</p>
Course program	
Bibliography	<ul style="list-style-type: none"> <li>➤ Zanobini M., Usai M.C. (2011), <i>Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e d'intervento</i>, Franco Angeli, Milano (only chapters: 2, 3, 4 e 10)</li> <li>➤ Geraci (2018). <i>I disturbi del neurosviluppo. Descrizione, trattamenti e indicazioni per gli insegnanti</i>. Consorzio Universitario Humanitas Franco Angeli.</li> <li>➤ Il capitolo "<i>Il profilo di funzionamento su base ICF-CY</i>", tratto da Ianes D., Cramerotti S., Scapin C. (2019). <i>Profilo di funzionamento su base ICF-CY e piano educativo individualizzato</i> (pp. 69-142). Erickson.</li> </ul>
Notes	
Teaching methods	Frontal lessons, group work, practical exercises in the classroom; discussion of videos
Assessment methods	Written exam with open questions

Further information	For those attending the lessons, it will be possible to divide the exam in two intermediate exams
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