

General Information	
Academic subject	Neurodevelopmental Disorders and Psychoeducational Interventions
Degree course	Master Degree in Clinical Psychology
Curriculum	Clinic and Community Psychology
ECTS credits	6
Compulsory attendance	No
Language	Italian

Subject teacher	Name Surname	Mail address	SSD
	Cristina Semeraro	cristina.semeraro@uniba.it	M-PSI/04

ECTS credits details			
Basic teaching activities			

Class schedule	
Period	Semester I
Year	2020 – 2021
Type of class	Lecture- workshops

Time management	
Hours measured	1h=60'
In-class study hours	40
Out-of-class study hours	100

Academic calendar	
Class begins	
Class ends	

Syllabus	
Prerequisite requirements	
Expected learning outcomes	<p><i>Knowledge and understanding:</i></p> <ul style="list-style-type: none"> • Knowledge of the fundamentals of the evaluation and intervention methodology applied to the development field; • Knowledge of neuropsychological substrates and sensory, attentional, perceptual and executive mechanisms implicated in Neurodevelopmental disorders; • Knowledge of the main instruments to assess child's the cognitive, neuropsychological, communicative-linguistic and executive development for the diagnosis of neurodevelopmental disorders; • Knowledge of the main neurocognitive, educational and habilitation interventions. <p><i>Applying knowledge and understanding:</i></p> <ul style="list-style-type: none"> • Ability to interpret the protocols to evaluate the child's neuropsychological functioning with neurodevelopmental disorders; • Ability to identify specific psychopathological indicators for neurodevelopmental disorders; • Ability to plan a neurocognitive rehabilitation.

	<p><i>Making informed judgements and choices:</i></p> <ul style="list-style-type: none"> • Ability to interpret protocols to evaluate the neuropsychological functioning of the child with neurodevelopmental disorders. • Ability to apply techniques for assessing child psychological functioning during simulated classroom experiences and to plan intervention programs. <p><i>Communicating knowledge and understanding:</i></p> <p>Expertise in using the subject's specialized language as to developmental neuropsychology.</p> <p><i>Capacities to continue learning</i></p> <ul style="list-style-type: none"> • Ability to project a correct diagnostic procedure as to neurodevelopment disorders. • Ability to evaluate the effectiveness of a neuropsychological, cognitive and educational intervention.
Contents	<p>The course aims to prepare the student for understanding the main neurodevelopmental disorders and possible neurocognitive interventions. The first part of the course will be devoted to the neuroconstructivist framework of neurodevelopmental disorders, in particular it will be analyzed in detail:</p> <ul style="list-style-type: none"> • The neuroconstructivist approach: probabilistic bidirectional epigenesis: <ul style="list-style-type: none"> o Environmental enrichment and influence on neuronal plasticity; • The development of the nervous system; • Neuropsychological profiles in speech and communication disorder: <ul style="list-style-type: none"> o Major neurocognitive hypothesis of the specific language disorder; o Assessment instruments: the Peabody Picture Vocabulary Test (PPTV) and the Language Assessment Battery (BVL 4-12); o Intervention programs. • Neuropsychological profiles in specific learning disorders: <ul style="list-style-type: none"> o Major neurocognitive hypothesis of the developmental dyslexia, assessment and intervention instruments. Major neurocognitive hypothesis of the writing disorders; Assessment instruments. The cognitive training on the grapho-motor skills. o Major neurocognitive hypothesis of the dyscalculia. The intervention on calculation difficulties. <p>The second part of the course will be devoted to behavioral disorders and their intervention. Finally, general cognitive abilities disorders and neuropsychology of autism spectrum disorders will be discussed.</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder (ADHD): <ul style="list-style-type: none"> o The biological basis and neurocognitive models of ADHD; o Development of cognitive-affective processes and implications on atypical development; o Modalities and instruments for diagnostic evaluation; o Neuroscientific-cognitive approach to the therapy of behavioral disorders in developmental psychology. • Intellectual disability and genetic syndromes: <ul style="list-style-type: none"> o Cognitive assessment in developmental psychopathology: the Leiter-3. • Neuropsychology of autism spectrum disorders: <ul style="list-style-type: none"> o Major neurocognitive hypothesis of the ASD; o The diagnostic path for the evaluation of the Autism Diagnostic

	Observation Schedule-Second Edition (ADOS-2); o The rehabilitation intervention.
Course program	
Bibliography	<ul style="list-style-type: none"> ➤ Vicari S. e Caselli M.C. (2017). Neuropsicologia dell'età evolutiva. Bologna: Il Mulino. ➤ Muratori P. e Lambruschi F. (2020). I disturbi del comportamento in età evolutiva. Fattori di rischio, strumenti di assessment e strategie psicoterapeutiche. Trento: Erickson.
Notes	
Teaching methods	Frontal lessons, practical exercises in the classroom; discussion of videos. Presentation of clinical cases.
Assessment methods	The exam will be oral unless the number of students taking the exam is higher than 20, in which case the exam will be written. Two written exemptions will be provided for attending students, over the course duration, which will replace the final exam.
Further information	