



COURSE OF STUDY: Primary teacher education

ACADEMIC YEAR: 2023-2024

ACADEMIC SUBJECT: Psychology of Disability and School Inclusion

General information	
Year of the course	V
Academic calendar (starting and ending date)	1 st October 2023-30 th January 2024
Credits (CFU/ETCS):	9
SSD	Developmental and educational psychology, M-PSI/04
Language	Italian
Mode of attendance	Not mandatory (apart from the 10 hour laboratory)

Professor/ Lecturer	
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Virtual room	Teams, virtual room: Ricevimento Coppola faqb4yr
Office Hours (and modalities: e.g., by appointment, on line, etc.)	Monday h. 10-12

Work schedule			
Hours			
Total	Lectures	Hands-on (laboratory, workshops, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
225	60	10	155
CFU/ETCS			
9	8	1	

Learning Objectives	<p>The course aims at promoting basic and applicative knowledge in the field of psychology of disability and school inclusion methods. More specifically, knowledge regarding: the conceptual framework for the understanding of at-risk developmental pathways and to the main strategies of the behavioral interventions; the main classification systems and the global functional diagnosis for the assessment will be described (ICD, ICDH, ICF, DSM V); the main disabilities and neurodevelopmental disorders: sensory disabilities, motor disability, intellectual disability, ADHD and behavioral disorders, learning disabilities, autism spectrum disorders and for each disability/disorder, the psychological functioning and the developmental pathways and the main individualized teaching interventions and rehabilitation strategies to be implemented in the classroom.</p> <p>The 10 hours of laboratory will be devoted to the acquisition of the ability to</p>
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	profile the emotional-motivational functioning of the student, and the educational and didactic choices to implement to promote effective learning.
Course prerequisites	Basic knowledge in the disciplines of Developmental and Educational Psychology (SSD M-PSI/04)
Teaching strategies	Frontal lessons, practical exercises in the classroom; discussion of videos
Expected learning outcomes in terms of	
Knowledge and understanding on:	<ol style="list-style-type: none"> 1. Knowledge and understanding of the main disabilities and neurodevelopmental disorders 2. Knowledge and understanding of the ICF's biopsychosocial model, necessary to complete the PEI instrument in the classroom
Applying knowledge and understanding on:	<ol style="list-style-type: none"> 1. Capacity to read and understand a functional diagnosis and understand the psychological functioning of the child affected by a disability /neurodevelopmental disorder; 2. Capacity to project individualized psychoeducational interventions and rehabilitation strategies according to each type of disability/neurodevelopmental disorder.
Soft skills	<p><i>Making informed judgements and choices:</i></p> <ol style="list-style-type: none"> 1. capacity to observe and assess the child with disability /neurodevelopmental disorder in the daily context of the classroom; 2. Capacity to project and implement individualized psychoeducational 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><i>Communicating knowledge and understanding:</i> expertise in using the topic's specialized language.</p> <p><i>Capacities to continue learning:</i> 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 related to child disabilities/neurodevelopmental disorders and intervention strategies in the school context.</p>
Syllabus	
Content knowledge	<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 will be described (ICD, ICIDH, ICF, DSM V).</p> <p>The second part of the course will be devoted to the analysis of the main disabilities and neurodevelopmental 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 laboratory will be devoted to an exercise focused on 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>
Texts and readings	➤ Zanolini M., Usai M.C. (2019), <i>Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e d'intervento</i> . Edizione ampliata. Franco

	<p>Angeli, Milano.</p> <ul style="list-style-type: none"> ➤ Vio C., Toso C., Spagnoletti M.C. (2015). L'intervento psicoeducativo nei disturbi dello sviluppo. Roma: Carocci Editore. ➤ Cornoldi, C., De Beni, R., Zamperlin C., Meneghetti, C. (2005). Test AMOS 8-15 - Abilità e motivazione allo studio: prove di valutazione per ragazzi dagli 8 ai 15 anni.
Notes, additional materials	Possible additional materials can be retrieved through the teacher
Repository	

Assessment	
Assessment methods	Written exam, closed questions. The laboratory will be evaluated through a written report in which methodological choices, scoring processes and educational and didactic choices must be illustrated
Assessment criteria	<p><i>Knowledge and understanding.</i> The following knowledge will be assessed through practical exercises and questions: knowledge and understanding of the main disabilities and neurodevelopmental disorders.</p> <p><i>Applying knowledge and understanding.</i> The following knowledge will be assessed through practical exercises and questions: 1. Capacity to read and understand a functional diagnosis and understand the psychological functioning of the child affected by a disability /neurodevelopmental disorder; 2. Capacity to project individualized psychoeducational interventions and rehabilitation strategies according to each type of disability/neurodevelopmental disorder.</p> <p><i>Autonomy of judgment.</i> The following knowledge will be assessed through practical exercises and questions: capacity to observe and assess the child with disability /neurodevelopmental disorder in the daily context of the classroom; 2. Capacity to project and implement individualized psychoeducational 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><i>Communicating knowledge and understanding and communication skills.</i> The following knowledge will be assessed through practical exercises and questions: expertise in using the topic's specialized language.</p> <p><i>Capacities to continue learning.</i> The following knowledge will be assessed through practical exercises and questions: 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/neurodevelopmental disorders and intervention strategies in the school context.</p>
Final exam and grading criteria	Based on the criteria described above, a score on a 30-point scale will be given.
Further information	none