

Primary Teacher Education

General information		
Academic subject	Psychology of Disability and School Inclusion	
Degree course	Primary Teacher Education	
Academic Year	V	
European Credit Transfer and Accumulation System(ECTS)	8+1	
Language	Italian	
Academic calendar (starting and ending date)	First semester; lessons starting in October 2021	
Attendance	Not mandatory (apart from the 10 hour laboratory)	
Professor/ Lecturer		
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Department and address	Bari	
Virtual headquarters	Teams, virtual room: Ricevimento Coppola faqb4yr	
Tutoring (time and day)	Monday 10-12 a.m., room n. 314, Palazzo Chiaia - Napolitano	

Syllabus	
Learning Objectives	See below at the section Expected learning outcomes
Course prerequisites	Basic knowledge in the disciplines of Developmental and Educational Psychology (SSD M-PSI/04)
Content	<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, ICDH, 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>
Books and bibliography	<ul style="list-style-type: none"> ➤ Zanobini M., Usai M.C. (2019), Psicologia della disabilità e dei disturbi dello sviluppo. Elementi di riabilitazione e d'intervento. Edizione ampliata. Franco Angeli, Milano. ➤ 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.
Additional materials	

Work schedule			
Total	Lectures	(Laboratory, working groups, seminars, field trips)	Out-of-class study hours/ Self-study hours
Hours			
225	60	10	155
ECTS			
8+1			
Teaching strategy		Frontal lessons, practical exercises in the classroom; discussion of videos	
Expected learning outcomes			
Knowledge and understanding on:		Knowledge and understanding of the main disabilities and neurodevelopmental disorders	
Applying knowledge and understanding on:		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> 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> <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>	

Assessment and feedback	
Methods of assessment	Written exam, with open and closed questions
Evaluation 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: 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> <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</p>

	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.
Criteria for assessment and attribution of the final mark	Based on the criteria described above, a score on a 30-point scale will be given.
Additional information	Books must be studied entirely. For those following lessons and attending the intermediate exams, there will be a selection of chapters. The book on the AMOS battery will be the focus of the practical part of the exam.