

**Psychopedagogic Intervention and Assessment in
Pre-School and Primary Education**

Code: 42976
ECTS Credits: 10

Degree	Type	Year	Semester
4313754 Psychopedagogy	OT	0	A

Contact

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Use of languages

Principal working language: catalan (cat)

Teachers

Maria Antonia Castell Escuer

Prerequisites

Once the candidate has acceded to the master's degree there are no further pre-requisites for this module.

Objectives and Contextualisation

Psycho-pedagogical intervention in pre-school and primary education is based on the conception that the regulatory principles of the teaching-learning process need to be adapted to the specific characteristics and needs of pupils. These principles must be understood in terms of all educational activities at these levels as being preventive. For this reason they must incorporate mechanisms that strengthen basic skills and promote social inclusion for pupils. At this early level of education emphasis must be given to the processes of early detection of problems associated with learning and development so that secondary prevention can be effective.

Specific objectives:

- See and value education as a systemic process.
- Be familiar with the resources needed in the early detection of learning difficulties.
- Analyze the psycho-pedagogical processes required to intervene.
- Value the principles and models necessary for psycho-pedagogical intervention with students, their families and the school curriculum.
- Prepare plans and programs for psycho-pedagogical intervention orientated towards improving the teaching-learning process.
- Become aware of the role of psycho-pedagogical intervention in pre and primary school education.
- Acquire new professional skills to deal with diversity in education.

Skills

- Advise teaching professionals on measures for attention to diversity in the organisation and the design, implementation and evaluation of teaching and learning processes.
- Analyse data obtained in educational psychology assessment and write reports in accordance with the nature of the data.
- Analyse the organisation and functioning of schools in order to coordinate personal, academic and professional guidance for all pupils and the educational community.
- Assess the educational psychology needs of pupils, groups and organisations by applying different methodologies, instruments and techniques.
- Continue the learning process, to a large extent autonomously
- Develop skills and techniques for guiding and counselling families.
- Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
- Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Learning outcomes

1. Analyse the standpoints of social and educational inclusion, identifying its limitations.
2. Compile and analyse the body of data typically generated in educational psychology assessment, whether of individual pupils or groups.
3. Continue the learning process, to a large extent autonomously
4. Design documents related to the educational project of the early-childhood and primary school, taking into account attention to diversity and the promotion of success in schooling.
5. Design proposals for teaching and organisational planning in order to improve prevention and response measures in early-childhood and primary schools.
6. Draw up intervention plans on educational guidance and counselling on the basis of the school's institutional analysis.
7. Identify pupils' educational needs at the early childhood and primary stages, especially those of pupils who need specific support and pupils on early stimulation programmes.
8. Implement programmes to prevent learning difficulties in early-childhood and primary schools, involving families in the educational response.
9. Make proposals for collaborating in the preparation and implementation of curriculum development processes and institutional plans in early-childhood and primary schools, especially the tutorial action plan.
10. Make proposals for teachers to collaborate in the design and implementation of educational guidance in early-childhood and primary education.
11. Prepare diagnostic reports and schooling recommendations for all pupils in early-childhood and primary education with special educational needs.
12. Set up and develop programmes and actions to foster effective family involvement in children's educational processes at school.
13. Use acquired knowledge as a basis for originality in the application of ideas, often in a research context.
14. Work in and with unidisciplinary or multidisciplinary teams and participate actively as a member of the community.

Content

- Psycho-pedagogical intervention in pre and primary school education with a systemic process: schools, classrooms, school curriculum, pupils, families, socio-community context
- Psycho-pedagogical orientation and intervention centered on the school curriculum
- Accessibility of the curriculum in pre and primary school education: the inclusive system
- The adequacy of educational activities based on needs

- Curricular approaches that meet educational needs in pre and primary school education
- Curricular principles that promote psycho-pedagogical intervention in pre and primary school education
- Psycho-pedagogical orientation and intervention focused on pupils
- Processes of prevention in pre and primary school education; early detection and resources for early detection
- Assessment of pupils and interactional processes; assessment resources
- Psycho-pedagogical reports of pre and primary school pupils
- Psycho-pedagogical intervention in pre and primary school education
- Role of teachers: guidance, functions, networking
- Psycho-pedagogical orientation and intervention centered on families
- Analytical models for family intervention
- Management of family participation in the educational process of their children and collaboration with teachers
- Psycho-pedagogical orientation and intervention from an intercultural, community perspective
- Fundamental pedagogical strategies for the promotion of the intercultural dimension
- Fundamental sociopolitical strategies for promoting community education

Methodology

The subject is based on the following methodology:

- Recommended reading of bibliography
- Masterclasses and multimedia presentations
- Document analysis
- Practical classes using case studies and professional simulations
- Working in cooperative groups
- Tutorials
- Review of classroom work and exercises
- Discussion with experts
- Visit to a center of psycho-pedagogical professionals

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Exhibitions by teachers for content and key issues	60	2.4	1, 9, 4, 10, 11, 7
Type: Supervised			
Individual and / or groups supervised by teachers using document analysis, problem-solving or other activities in-depth content and themes studied	65	2.6	4, 10, 12, 6

Type: Autonomous

Group work is oriented towards the achievement of competences to each block	125	5	3, 13, 14
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Evaluation

The results of the evaluation of each of the evidences must be published in the virtual campus within a maximum period of one month after its completion. The realization of the evidence will be in a small group (it will be assigned to the same classroom) and the delivery dates correspond to the class period of the module (December 11, March 18, 2019, April 2, 2019). The work of the module will consist in the delivery of a work in groups of 3 people, for the last day of class: April 30, 2019. The self-evaluation will be done individually and will be delivered on the last day of class: April 30, 2019 To overcome the module, it is necessary to have approved the evidence and group work. In case the module is suspended, the student must enroll again in the module in the next edition of the master. In this case, no note of the evidence will be kept. Throughout the evaluation process, the student will be guided on the evidences to present, if it falls. According to the UAB regulations, the plagiarism or copy of a written work or test will be penalized with a 0 as a note of the evidence losing the possibility of recovering it, whether it is an individual work or in a group (in this case, all the members of the group will have a 0). Attendance at face-to-face sessions is mandatory, the student must attend a minimum of 80%. Otherwise, the evaluation will correspond to an NP.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Case analysis developed in group	40%	0	0	1, 8, 9, 4, 5, 10, 12, 11, 6, 7, 2
Class participaton	15%	0	0	3, 13, 14
Self-evaluation	5%	0	0	3, 13
Working module	40%	0	0	1, 9, 5, 10, 11, 6, 7, 2

Bibliography

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Includ-ED (2011) *Actuaciones de éxito en las escuelas europeas*. Colección Estudios CREADE n.9.

Mérida, R; Ramírez, A., Corpas, C., y González, M.E. (2012). *La orientación en educación infantil*. Madrid. Edcs. Pirámide.

Mir, Victoria; Gómez, M^aT.; Carreras, Llorenç; Valentí, Montserrat y Nadal, Anna (2011). *Evaluación y postevaluación en educación infantil. Cómo evaluar y qué hacer después*. Narcea, S.A. 2^a ed.

Santiuste Bermejo, V. ; González Pérez, J. (2011). *Dificultades de aprendizaje e intervención psicopedagógica*. Madrid. Ed. CCS.