

**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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## Teachers

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## Use of Languages

Principal working language: catalan (cat)

## Prerequisites

There are no prerequisites 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 and measures for an inclusive school.
- Understand and 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.
- Learn about universal learning design and its application to provide more personalized attention.
- 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.
- Know and value strategies, programs and protocols to promote cultural, sexual, ethnic, religious, linguistic or any other type of diversity.

## Competences

- 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, and socio-community context.
  - Importance of attending to all students in conditions of equity.
- Psycho-pedagogical orientation and intervention centred on the school curriculum
  - Accessibility of the curriculum in pre and primary school education: The Universal Learning Design (DUA) Curricular globalization and competence learning.
  - The use of digital technologies as an instrument of communication and learning in an ethical and safe way.
  - Diagnosis of teaching-learning situations.

- Innovative and inclusive curricular proposals to meet the educational needs in Early Childhood and Primary Education.
  - Curricular adaptations for psychopedagogical intervention in Early Childhood and Primary Education.
  - Curricular evaluation as part of the teaching-learning process.
- Psycho-pedagogical orientation and intervention focused on pupils
    - Processes of prevention in pre and primary school education; early detection.
    - Evolutionary characteristics, diagnostic criteria and psychopedagogical needs of the students.
    - The psychopedagogical evaluation of the student.
    - Psychopedagogical reports in Early Childhood and Primary Education students.
    - Strategies and resources of psychopedagogical intervention in early childhood and primary education.
    - Individualized work plans for primary school students.
    - Performance and role of teachers in their functions as teacher and tutor. Multidisciplinary network work.
    - The climate in the classrooms and in the center for a good coexistence. Importance of spaces and the organization of time. Conflict resolution. Action protocols.
    - Accompany the students for the transition between stages: pre-primary and especially primary-secondary.
- Psycho-pedagogical orientation and intervention centred on families
    - Modalities of support and accompaniment to the diversity of families and the community.
    - Opportunities for families to become involved and engaged in the life of the center.
    - Models of family participation in the educational processes of their children and collaboration with Early Childhood and Primary Education teachers.
    - Advice to families in the changes of their children's stage
- Psycho-pedagogical orientation and intervention from an intercultural, community perspective
    - Fundamental pedagogical strategies for the promotion of the intercultural dimension
    - Actions and specific plans at the center that include the prevention of absenteeism and school drop-outs and the promotion of expectations to guarantee the progress of students belonging to different ethnic and / or cultural groups.
    - Reception plan and linguistic plan fully integrated in the center that contemplate, both for students and for their respective families, clear objectives, specific activities and an evaluation system that promote the continuous improvement of students with a different linguistic profile.
    - Approach to a center that can ensure coeducation and guarantee the inclusion and well-being of students and families with diversity and sexual orientation, gender and the expression of sexual identity to avoid any type of discrimination

## 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

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## 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

## Assessment

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 (case analysis) will be individual and the delivery dates correspond to the class period of the module and will be done through the Virtual Campus.

The working of the module will consist of the individual elaboration of a portfolio from the working sessions.

The self-evaluation will be done individually and will be delivered on the last day of class.

To overcome the module, the work of different case analyzes and group work must have been approved. 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.

## Assessment Activities

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

## Bibliography

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Barros, V., & Bossa, N. A. (coord.) (2009). *Evaluación psicopedagógica de 0 a 6 años. Observar, analizar e interpretar el comportamiento infantil*. Narcea.

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Departament d'Ensenyament (2015). *De l'escola inclusiva al sistema inclusiu. Una escola per a tothom, un projecte per a cadascú*.

<http://ensenyament.gencat.cat/web/.content/home/departament/publicacions/colleccions/inclusio/escola-inclusiva>

González, M. J. (2012). *Prevención de las dificultades de aprendizaje*. Pirámide.

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

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

Mir, V., Gómez, M. T., Carreras, L., Valentí, M. & Nadal, A. (2011). *Evaluación y postevaluación en educación infantil. Cómo evaluar y qué hacer después*. Narcea.

Santiuste, V., & González, J. (2011). *Dificultades de aprendizaje e intervención psicopedagógica*. CCS.

## Software

Not required.