UAB
Universitat Autònoma de Barcelona

Psychopedagogic Intervention and Assessment in Pre-school and Primary Education

Code: 42976
ECTS Credits: 10

2025/2026

Degree	Type	Year
Psychopedagogy	OP	1

Contact

Name: Maria Antònia Castell Escuer

Email: tona.castell@uab.cat

Teachers

Maria Antònia Castell Escuer

Teaching groups languages

You can view this information at the end of this document.

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:

- Evaluate educational interventions from a systemic perspective.
- Understand the resources and measures for an inclusive school.
- Analyse Universal Design for Learning and its application to provide more personalized attention.
- Understand and analyse psychopedagogical intervention processes.
- Evaluate the principles and models for psychopedagogical intervention with children, families, and the curriculum.
- Become aware of the role that should be assumed in psychopedagogical intervention in early childhood and primary education.
- Acquire new professional skills for inclusive educational care from a community perspective.

- Understand and evaluate strategies, programs, and protocols to promote cultural, sexual, ethnic, religious, linguistic, and other types of diversity.

Learning Outcomes

1. CA05 (Competence) Design teaching-organisational planning proposals to improve prevention and educational care in early childhood and primary education centres.
2. CA06 (Competence) Promote the production and processes of curriculum development and institutional plans in pre-primary and primary schools, especially the tutorial action plan.
3. CA07 (Competence) Propose projects, plans and actions for intervention and psychopedagogical counselling based on the institutional analysis of the centre that ensure coeducation, inclusion and the well-being of students and families with sexual and gender diversity in order to avoid any type of discrimination.
4. KA07 (Knowledge) Identify the educational needs of pupils in the infant and primary education stage, especially those who require specific support, as well as early stimulation programmes.
5. SA07 (Skill) Compile and analyse all the data and results of the psycho-pedagogical assessment of both individual pupils and groups in pre-primary and primary education.
6. SA08 (Skill) Generate actions and programmes that encourage the effective participation and collaboration of families in the educational processes of their children in the centres, as well as collaborative work between teachers to apply educational guidance in infant and primary education.
7. SA09 (Skill) Produce diagnostic reports and schooling opinions for all infant and primary school pupils with specific educational support needs.

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 focused on the school curriculum

  - Accessibility of the curriculum in early childhood and primary education.
  - Application of universal design for learning (UDL).
  - Curricular globalization and competency-based 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 support plans in primary education.

- 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 thetransition between stages: early childhood-primary.

- 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.
  - Advice to families in the changes of their children's stage

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exhibitions by teachers for content and key issues	60	2.4	CA06, KA07, SA08, CA06
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	CA05, CA06, CA07, KA07, SA07, SA08, SA09, CA05
Type: Autonomous			
Group work is oriented towards the achievement of competences to each block	125	5	CA05, SA07, SA08, SA09, CA05

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

In all the activities, the ethical commitment and the deontological principles related to the orientation function will be worked.

Care will be taken to follow the recommendations included in the documents on gender perspective and inclusion.

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Case analysis developed	40%	0	0	CA05, CA06, CA07, SA07, SA08
Class participaton	10%	0	0	CA05, CA06, SA08
Self-evaluation	10%	0	0	SA07, SA09
Working module. Portfoli	40%	0	0	KA07, SA08, SA09

The results of the evaluation of each piece of evidence must be published on the Virtual Campus within a maximum of one month after its completion.

The completion of the evidence (case analyses) will be carried out individually and in small groups. Submission deadlines will fall within the teaching period of the module and must be submitted via the Virtual Campus.

The module work will consist of the individual preparation of a portfolio based on the working sessions.

The self-assessment will be carried out individually and will be submitted on the last day of class. To pass the module, it is necessary to have approved the work of different case analyses and the work of the module.

In the event that the module is suspended, the student must re-enroll in the module in the next edition of the master's degree. In this case, no grade of the evidence will be saved. Throughout the evaluation process, the student will be guided on the evidence to be presented, if applicable.

Returns, feedback, or grading of the submitted evidence will be completed within a period not exceeding 20 working days.

Single assessment: The single assessment consists of preparing a learning portfolio (50%), a practical test of the resolution of a case (35%) and an oral defence of this case in front of the teaching staff (15%). These three activities must be submitted and carried out in the last week of April. The same recovery system will be applied as for the continuous assessment: the activities will be submitted and/or reassessed during the month of May.

In accordance with UAB regulations, plagiarism or copying of any work or written test will be penalized with a 0 as the grade of the evidence, losing the possibility of recovering it, whether it is an individual or group work (in this case, all members of the group will have a 0).

Use of Generative Artificial Intelligence (GAI)

In thissubject, the use of generative artificial intelligence (such as ChatGPT, Copilot, Gemini, among others) is restricted to non-substantive support functions, including:

- Searching for general bibliography or initial sources of information.

- Generating ideas or preliminary outlines for organising one's own work.

- Reviewing formal aspects, such as grammar or style, without altering the core content.

The use of GAI is not permitted for:

- Fully or partially writing the various proposed activities and assignments.

- Generating content that is presented as the student's own work.

- Replacing personal reflection in assessment activities.

Improper use of GAI-understood as presenting AI-generated content as one's own-may result in a fail mark (0) for the corresponding assessment.

Copying or plagiarism of material, whether in assignments, practicals or examinations, is considered academic misconduct and will be penalized with a 0 for the subject. A piece of work or activity will be deemed "plagiarised" if part of a text by another author is presented as one's own without citing the source, regardless of whether the original source is in print or digital format. A piece of work, activity, or exam will be considered "copied" when all or part of another student's work is reproduced.

To pass this subject, the student must demonstrate sound general communication competence, both oral and written, as well as a good command of the language of instruction indicated in the course guide.

Bibliography

Albaigés, B., Selva, M., i Baya, M. (2009). *Infants, família, escola i entorn: Claus per a un temps educatiu compartit.* Fundació Jaume Bofill i Ajuntament de Barcelona.

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

Barros, V., i Bossa, N. A. (Coord.) (2001). *Evaluación psicopedagógica de 7 a 11 años. Evolución. Autonomía. Comportamiento. Relaciones*. Narcea.

Carbonell, E. (2017). *Escoles inclusives, escoles de futur.* Col·lecció Referents, 12.

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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

Echeita Sarrionandia, G., & Serrano, G. (2024). *Educación inclusiva: ¿el sueño de una noche de verano?* (Nueva edición, revisada y ampliada). Octaedro Editorial.

Elizondo, C. (2023). *Neuroeducación y diseño universal para el aprendizaje. Una propuesta práctica para el aula inclusiva.* Octaedro Editorial.

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

Huguet, T., Liesa, E., Serra-Capallera , J. (coords) (2022). *El asesoramiento psicopedagógico a debate* (Vol. 347). Graó.

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

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

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

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

Software

Not required.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(TEmRD) Teoria (màster RD)	1	Catalan	annual	afternoon