

Psychopedagogic Intervention and Assessment in Pre-school and Primary Education

Code: 42976
Credits: 10

2026/2027

Degree programme	Type	Course
Psychopedagogy	OP	1

Contact lecturer

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Group languages

You can consult this information at the [end](#) of the document.

Prerequisites

There are no prerequisites for this module.

Objectives

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

- CA05 (Design teaching-organisational planning proposals to improve prevention and educational care in early childhood and primary education centres.) Design teaching-organisational planning proposals to improve prevention and educational care in early childhood and primary education centres.
- CA06 (Promote the production and processes of curriculum development and institutional plans in pre-primary and primary schools, especially the tutorial action plan.) Promote the production and processes of curriculum development and institutional plans in pre-primary and primary schools, especially the tutorial action plan.
- CA07 (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.) 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.
- KA07 (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.) 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.
- SA07 (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.) 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.
- SA08 (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.) 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.
- SA09 (Produce diagnostic reports and schooling opinions for all infant and primary school pupils with specific educational support needs.) Produce diagnostic reports and schooling opinions for all infant and primary school pupils with specific educational support needs.

Contents

1) Psychopedagogical intervention in early childhood and primary education as a systemic process: school, classroom, curriculum, students, families, and socio-community context.

- Importance of addressing all students under conditions of equity.

2) Curriculum-centered psychopedagogical guidance and intervention.

- Accessibility of the curriculum in early childhood and primary education.
- Application of Universal Design for Learning (UDL).
- Curricular globalisation and competency-based learning.
- The use of digital technologies as tools for communication and learning in an ethical and safe way.
- Diagnosis of teaching and learning situations.
- Innovative and inclusive curricular proposals to address educational needs in early childhood and primary education.

- Curricular adaptations for psychopedagogical intervention in early childhood and primary education.
- Curricular assessment as part of the teaching-learning process.

3) Student-centered psychopedagogical guidance and intervention.

- Prevention processes in early childhood education. Early detection.
- Developmental characteristics, diagnostic criteria, and psychopedagogical needs of the child.
- Psychopedagogical assessment of the student.
- Psychopedagogical reports identifying specific educational support needs in early childhood and primary education.
- Strategies and resources for psychopedagogical intervention in early childhood and primary education.
- Individualised support plans in primary education.
- Teacher roles and responsibilities as educators and tutors. Multidisciplinary and network-based teamwork.
- Classroom and school climate for positive coexistence. Importance of spaces and time organisation. Conflict resolution. Action protocols.
- Supporting students in transitions between educational stages: early childhood to primary education.

4) Family-centered psychopedagogical guidance and intervention.

- Support modalities and accompaniment for the diversity of families and the community.
- Opportunities for families to become involved and engaged in school life.
- Counselling and guidance for families during educational stage transitions.

Learning activities and methodology

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

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 Special Education Center.

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

Continuous assessment activities

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

Continuous assessment

The assessment of the course is based on four main pieces of evidence that combine different types of assessment and are developed throughout the module:

- case analysis (individual and/or in a small group), which will be carried out in the second part of the course, from March to early May,
- class attendance (individual). Class attendance is part of the continuous assessment system and represents 10% of the final grade. Active participation, engagement, and regular attendance at sessions will be assessed.
- self-assessment (individual). It will be delivered one week after the last day of class.
- and preparation of a portfolio (individual), which will be developed throughout the first part of the course. The final delivery will be made in March.

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 failed, the student must re-enrol in the module in the next edition of the master's degree. In this case, no grade of the evidence will be saved.

The recovery process includes at least 50% of the assessment activities, in accordance with current academic regulations.

Single assessment:

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

Important aspects

- Feedback, returns, or grading of assessed tasks will be provided within a period not exceeding 20 working days.
- A student will be considered "Not Assessable" if they have not submitted assessment evidence

- representing at least 33% of the total course grade.
- To pass this course, students must demonstrate good overall communication competence, both orally and in writing, and a good command of the language of instruction specified in the course syllabus.
- In accordance with UAB regulations, plagiarism or copying of any written assignment or test will be penalised with a grade of 0 for that piece of evidence, with no possibility of recovery, whether it is an individual or group assignment (in the latter case, all group members will receive a 0).

Use of generative artificial intelligence (GAI)

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

- searching for general bibliography or initial information sources,
- generating ideas or preliminary outlines for organising one's own work,
- reviewing formal aspects such as grammar or style, without altering the substantive content.

The use of GAI is not permitted for:

- fully or partially drafting the different assigned tasks and activities,
- generating content presented as the student's own work,
- replacing the personal reflection process in assessment activities.

Improper use of GAI-understood as presenting AI-generated content as one's own work-may result in a failing grade (0) for that assessment task.

Bibliography

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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.

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Software

Not required.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TEmRD) Teoria (màster RD)	1	Catalan	annual	afternoon