COURSE DATA

DATA SUBJECT

Code: 36300
Name: Intervention in Intellectual Disability
Cycle: Undergraduate Studies
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	Second quarter
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	4	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Especialista en Pedagogía Terapéutica	ELECTIVES
1305 - Degree in Primary School Education	Especialista en Pedagogía Terapéutica	ELECTIVES

COORDINATION

TARRAGA MINGUEZ RAUL

SUMMARY

The latest definitions from the AAIDD (American Association on Intellectual Disability and Developmental Disabilities) have introduced new information to consider in intellectual disability (ID). These definitions focus on intellectual functioning and adaptive functioning in the conceptual, social and practical domains, leaving behind obsolete models focused solely on cognitive aspects.
The educational response must be focused through the support model, in the different areas of human development: intellectual abilities, adaptive behavior, health, participation and context.
Educational policies based on inclusion have allowed many girls and boys with disabilities to achieve educational levels that were previously unthinkable. Additionally, new social values that reduce the stigma associated with this disability and allow higher levels of inclusion and participation in society have been developed that. Teachers specializing in special education play a key role in this improvement of inclusion processes. On the one hand, they are professionals with specialized knowledge who plan and implement direct interventions with students with ID in inclusive contexts. But, beyond these specific direct interventions, special education teachers lead school inclusion projects to combine the efforts of all educational personnel in the identification and elimination of barriers to inclusion, and thus achieve environments where schooling of students with ID achieve the highest possible levels of participation and

learning.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

It is recommended that students have exceeded the targets set in the subjects Didactics aand the Special Education Needs.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Collaborate in the detection and assessment of special educational needs.

Communicate observations and conclusions regarding assessment and intervention practices to other professionals and the family, both orally and in writing.

Contribute to the organisation of the school response to meet the special educational needs of students.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

Favour the integration of students with special educational needs into the school community.

Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and be able to use the instruments that information and communication technologies offer for the educational treatment of special educational needs.

Know and critically evaluate the fundamentals of different intervention techniques.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the biological, psychological and socio-environmental variables related to the schooling of students with special educational needs of diverse origin.

Know the processes of interaction and communication in the classroom.

Make individual curricular adaptations to serve students with special educational needs.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Teach students and their environment to communicate using the communication system most suited to their characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Use information and communication technologies effectively as usual working tools.

Use public and private resources adequately to address special educational needs.

DESCRIPTION OF CONTENTS

1. Theoretical Approaches and the Concept of Intellectual Disability
1.1. Concept of intellectual disability.
1.2. Organization of support systems.

2. Syndromes Associated with Intellectual Disability
2.1. Identification, characteristics, and etiology of common syndromes (and rare diseases) associated with intellectual disability.
2.2. Brain injury.

3. Learning in Students with Intellectual Disability and Brain Injury
3.1. Alterations in cognitive processes: perception, attention, memory, executive functions, and their impact on learning.
3.2. Motor, emotional, and language impairments and their impact on learning.

4. Eliminating Barriers to Learning and Educational Response for Students with Intellectual Disability and Brain Injury
4.1. Educational intervention strategies aimed at improving cognitive processes, language, socialization, and learning difficulties.
4.2. Curriculum adaptations, support measures, and collaboration with

families.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	**45,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,50
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	**67,50**

TEACHING METHODOLOGY

Theoretical-practical classes:
Theoretical-practical face-to-face classes in which the contents of the subject will be worked on, activities will be debated and carried out using different teaching resources: master classes, seminars, workshops, work groups, etc.
Team work:
The purpose of carrying out group work is to highlight the importance of cooperative learning and reinforce individual learning. The presentation of these works may be individual or collective, and may be done in front of the entire group in the classroom or in tutorials and seminars with small audiences.
Tutorials:
Individual and collective tutoring should serve as a means to coordinate students in individual and group tasks, as well as to evaluate both individual progress and teaching activities and methodology.
Study and autonomous work:
Individual work and others of a cooperative nature will be proposed, all of them oriented, supervised and evaluated by teachers.

EVALUATION

The evaluation will be continuous and global. It will have a guiding and formative nature, and it must analyze the individual and collective learning processes.
The grade should be a reflection of individual learning, understood not only as the acquisition of knowledge, but as a process that fundamentally has to do with intellectual and personal changes of the students when encountering new situations that require develop new understanding and reasoning skills in turn.
The grade will be calculated from the following elements:
Exam (between 30% and 50% of the overall grade). The exam may contain open questions, multiple choice

questions and/or solutions to practical cases. This requirement can be recovered in the second call.
Classwork (between 30% and 40% of the overall grade). Students will individually create a portfolio that will include tasks carried out in the classroom as well as extension work carried out outside the classroom. This requirement is not recoverable in the second call. If the portfolio is not delivered in the first call, the maximum grade to be obtained in the subject will be 7.
Group work (between 20% and 40% of the overall grade). Group work will be carried out that will consist of the design of educational materials aimed at students with intellectual disabilities. This requirement can be recovered in the second call.
To pass the subject (in the first or second call) it must be obtained at least a grade of 5 in the exam.
Students who cannot attend class and/or follow this continuous evaluation model will take a global theoretical-practical test on the official exam date. The grade for this test will be the final grade for the subject.
Plagiarism or improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the evaluation and qualification regulations of the University of Valencia.

REFERENCES

Algozzine, R., Ysseldyke, J. E. (2006). *The fundamentals of special education : a practical guide for every teacher*. Corwin Press.

Asociación Americana de Discapacidad intelectual y Discapacidades del desarrollo AAIDD (2011). *Discapacidad intelectual: Definición, clasificación y sistemas de apoyo.* Alianza Editorial.

Blanco, C., Rodríguez, M.J. (2020). *Discapacidad intelectual.* Síntesis.

CAST (2018). *Pautas sobre el Diseño Universal para el Aprendizaje (DUA).* CAST.

Flórez, J, Garvía, B., Fernández-Olaria, R. (2015). *Síndrome de Down: Neurobiología, Neuropsicología, Salud mental: bases para la intervención en el aprendizaje, la conducta y el bienestar mental.* Editorial CEPE.

García-Alba, J., Esteba-Castillo, S., Viñas-Jornet, M. (2018). *Neuropsicología de la discapacidad intelectual de origen genético.* Síntesis.

Grau , C. (2012). Alumnado con tumores intracraneales. El papel de la escuela en la mejora de la calidad de vida y de los efectos tardíos en los niños con tumores intracraneales. *Educatio siglo XXI, 30*(1), 161-185.

Grau, C., Cañete, A. (2000). *Las necesidades educativas especiales de los niños con tumores intracraneales.* ASPANION.

Mamlin, N. (2012). *Preparing effective special education teachers.* Guilford Press.

Matson, J. L. (2019). *Handbook of intellectual disabilities.* Springer.

Plena Inclusión (2018). *Guía de evaluación de la accesibilidad cognitiva de entornos.* Plena Inclusión.

Rapley, M. (2004). *The social construction of intellectual disability.* Cambridge University Press.

Troncoso, Mª V., del Cerro, M. (1997). *Síndrome de Down: lectura y escritura.* Masson.

Verdugo, M. Á., Gómez, L. E., Arias, B. (2012). La Escala Integral de Calidad de Vida. Desarrollo y estudio preliminar de sus propiedades psicométricas. *Siglo Cero, 38*(4), 37-56.