

**COURSE DATA****DATA SUBJECT****Code:** 36303**Name:** Intervention in Autism Spectrum Disorders**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1339 - Grado en Maestro/a Educación Primaria	Especialista en Pedagogía Terapéutica	ELECTIVES

COORDINATION

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SUMMARY

The increase in the prevalence of Autism Spectrum Disorders (ASD) is an indisputable fact, although the reasons remain unclear. The scientific community is asking how a disorder with these characteristics still cannot be reliably diagnosed before the age of three. The basic answer to this fundamental question is that ASD may have diverse causes and its early symptoms may show considerable clinical variability in both presentation and severity. ASD is characterised by severe and early difficulties (before the age of three) in social, communicative, language and symbolic play development, accompanied by repetitive and restricted behaviours and interests.

The absence of an aetiological diagnosis does not mean that a syndromic and functional diagnosis cannot be made. Screening systems, rather than diagnostic tools, have now been developed that can identify warning signs from 18 months of age. Early intervention has proved highly effective. Psychoeducational intervention should continue throughout schooling and address all areas in which students with ASD experience difficulties.

This course contributes to the achievement of the Sustainable Development Goals (SDGs), particularly quality education (SDG 4), gender equality (SDG 5) and reduced inequalities (SDG 10), by promoting teacher education committed to inclusion and equity.

PREVIOUS KNOWLEDGE



RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

1305 -

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.

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

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

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

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

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

DESCRIPTION OF CONTENTS

1. Conceptual evolution of the Autism Spectrum Disorder concept: From Kanner to DSM-5

1.1.- Historical evolution of the concept: From mental illness to developmental disorder.

1.2.- Evolution of diagnostic criteria

1.3.- From Childhood Autism to Autism Spectrum Disorder



2. Biological Bases / Etiology of Autism Spectrum Disorders

- 1.- Prevalence of the disorder: Concept and evolution.
- 2.- Concept syndromic autism versus idiopathic autism
- 2.- Etiology of Autism Spectrum Disorders

3. Explanatory Models of Autism Spectrum Disorders

- 1.- Towards a theory on the pathogenesis of the disorder
- 2.- Cognitive models:
 - 2.1.-The theory of the Mind
 - 2.2.- Theory of central coherence
 - 2.3.- Theory of the Executive Function
 - 2.4.- Socio-affective theory

4. Screening, Evaluation and Diagnostic Tools

- 1- Detection instruments: MCHAT, CSBS, CAST and others
- 2.- Instruments for assessing competences:
- 3.- Instruments for evaluating symptoms (ADOS, ADI-R, etc.)

5. Behavioral Principles in ASD Intervention

- 1.- Discrete Trial Teaching
- 2.- Pivotal Response Training
- 3.- Initiation (Prompting)
- 4.- Incidental teaching
- 5.- Economy of tokens
- 6.- Cost of response
- 7.- Differential reinforcement
- 8.- Time of waiting
- 9.- Behavioral modeling
- 10.-Naturalistic Developmental Behavioral Intervention



6. Intervention in ASD

- 1.- Concept of intervention
- 2.- Intervention models based on evidence
- 3.- Design of the intervention

7. Intervention in the School

- 1.- TEACCH
 - 1.1. Structured learning
- 2.- Specific learning difficulties
- 3.- Learning among equals
- 4.- Principles of Learning Design for all

8. Intervention in Communication and Language

- 1.- Communicative and linguistic profiles in Autism Spectrum Disorders
- 2.- Evaluation of communicative competence
- 3.- Development of communicative intentionality and expressive communicative behaviors
- 4.- Augmentative and/or Alternative Communication Systems
 - 4.1.- PECS
 - 4.2.- Benson Schaeffer

9. Intervention in Social Skills

- 1.- Socio-emotional skills in students with Autism Spectrum Disorder
- 2.- Recognition and expression of emotions programs
- 3.- Social skills development programs

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

Various active methods will be combined. The concepts in each unit will be introduced during in-person classes through participatory approaches, combining explanations with examples and practical cases. The sequencing will not be strictly chronological, as activities and content from different units will be addressed concurrently. All sessions will combine theory and practice.

Student participation is considered essential; therefore, teaching staff will announce discussion topics in advance.

Practical activities will be completed individually or in groups to achieve the specified competences.

Given the characteristics of the course and degree programme, particular attention must be paid to attitudinal capacities and competences, including presentation, creativity and interpretation, cooperative work, and the attitudes and values implicit in practical activities.

The Aula Virtual e-learning platform provided by the Universitat de València will be used to complement in-person classes. Online tutorials will be provided by email, and timely feedback will be given on all work submitted by students.

EVALUATION

The evaluation shall include the following paragraphs:

1.- The teaching staff will evaluate the class attendance (5%).



2.- Evaluation based on the work and activities proposed by the teaching staff (35%).

3.- Examination aimed at assessing the basic theoretical knowledge related to the contents of the subject (60%).

It will be required to pass the subject, both in first and second call:

- Pass the exam reaching a minimum of 50% domain. This section is recoverable in second call.
- Obtain a minimum of 50% of the score for the work and activities proposed by the teaching staff. This section is recoverable in the second call through a specific activity-based skills test.

When calculating the rating for the overall assessment, it may be considered that:

- the paragraphs referred to in the assessment shall be added together only if the minimum requirements laid down on a mandatory basis are exceeded.
- Class attendance is not required to pass the course, but has a character not recoverable in second call. Therefore, students who do not comply with this paragraph in the first call may not reach the maximum grade in second call.
- If one of the mandatory sections is not approved in the first call, the points obtained in the other sections may be saved for the second call.
- During tutoring hours, teachers may require individual or small group interviews to verify the degree of participation and achievement of the objectives pursued in any task or activity. Failure to accept this verification will result in failure to complete the task or activity in question.
- Teaching staff will reserve time during the final in-person sessions for students to complete the University's institutional teaching evaluation surveys.
- Fraudulent performance of assessment tests and plagiarism in assessment work will be considered in accordance with the UV Assessment and Grading Regulations (ACGUV 108/2017) and the Protocol for action in the face of fraudulent practices (ACGUV 123/2020). The use of technologies (including AI), which is not previously and expressly authorised by the teaching staff, to create assessment materials, will not be considered as self-authored and will be treated according to the current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, n.º 9747/18.12.2023).

REFERENCES



Basic

- Alcantud, F. & Alonso, Y (2022) Trastornos del Espectro del Autismo: Bases para la Intervención Psicoeducativa. Madrid: Ed Pirámide.
- Alcantud, F. (2003) Intervención Psicoeducativa en niños con Trastornos Generalizados del Desarrollo. Madrid, Ed. Pirámide
- Alcantud, F. (2013) Detección, Evaluación, Diagnostico e Intervención Precoz en niños con Trastornos del Aprendizaje. Madrid. Ed. Pirámide
- George, J.E. (2009) El Manual del Autismo. Ingram Books, Baker & Taylor
- Baron-Cohen, S.; Bolton, P. & Cordero, J.M. (1998) Autismo: Una guía para padres. Madrid. Alianza Editorial

Supplementary

- Alcantud, F. y Soto, Fco: Javier (2000) Tecnologías de Ayuda en personas con trastornos de la comunicación. Valencia, La Nau Llibres.
- Shonkoff, J. Y Meisels, S.J. (1990) Early childhood intervention: The evolution of a concept. En S. J. Meisels y J. P. Shonkoff (Eds.). Handbook of early childhood intervention. Cambridge University Press.
- Vargas, J. y Belinchon, M. (2000) El autismo como trastorno de la función ejecutiva. Interamericana.