

**COURSE DATA****DATA SUBJECT**

Code: 44449
Name: Early intervention
Cycle: Master's Degree
ECTS Credits: 4.5
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2211 - Master's Degree in Psychopedagogy	Facultat de Filosofia i Ciències de l'Educació	1	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2211 - Master's Degree in Psychopedagogy	Common training II	COMPULSORY

COORDINATION

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SUMMARY

More than 30 years ago the first early intervention experiences began in Spain. Since then, the concept of early intervention has evolved over the years to adapt to different realities, from a classic model based only on the treatment of disability from social services to the current model in which early intervention is considered as a means of disability prevention and is centered on the child and his or her environment. From this conception, the globality of the child is considered, taking into account the intrapersonal, biological, psychosocial and educational aspects of each individual and the interpersonal aspects related to their own environment: family, school, culture and social context. In our case, early intervention is understood as the set of planned (1) global (2) and interdisciplinary (3) actions aimed at the child population aged 0-6 years (4), the family and the environment, whose objective is to respond as soon as possible to the transitory (5) or permanent (6) needs of children with developmental disorders or at risk of suffering them.

The main objective of early intervention is that children with developmental disorders or at risk of suffering them, receive, following a model that considers the bio-psycho-social aspects, everything that from the preventive and assistance aspect can enhance their developmental capacity and help them to develop and



improve their development. The development of children with developmental disorders will depend to a large extent on the date of detection and the time of starting early intervention. The term "early" means to start early, that is to say at the moment of birth or in the first months, not to wait to start the intervention. Stimulus is any act, word, object, action that awakens the child's interest and moves him/her to perform an action. We cannot passively transmit learning to a child. There are times when instead of "stimulating" it is convenient to help the child learn to inhibit his behavior, to control some behaviors (Alcantud, 2013).

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

No enrollment restrictions have been specified with other subjects in the curriculum.

COMPETENCES / LEARNING OUTCOMES

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Actuar con profesionalidad y comportamiento ético en el desempeño de sus tareas.

Colaborar con el profesorado en el desempeño de la función docente, tutorial y en la de organización de los centros educativos y Asesorarle y colaborar con él en el diseño de procedimientos e instrumentos de evaluación, tanto de los aprendizajes del alumnado, como del mismo proceso de enseñanza, así como en técnicas de dinámica y manejo de grupo, resolución de conflictos, mediación escolar y fomento de la convivencia y valores democráticos

Desarrollar la innovación y la creatividad en la práctica profesional y aplicar los conocimientos teóricos y los avances científicos a la práctica profesional y a la investigación.

Diagnosticar, asesorar, prevenir e intervenir a fin de favorecer el desarrollo y el aprendizaje en personas con necesidades educativas especiales, trastornos del aprendizaje y con riesgo de exclusión educativa y/o social.

Diseñar, aplicar y evaluar programas, procesos, recursos y prácticas educativas dirigidas a cualquier persona o grupo social tomando en consideración su nivel de desarrollo, sus necesidades y limitaciones, así como los contextos multiculturales

Diseñar, asesorar, coordinar y evaluar programas y medidas de compensación de las desigualdades educativas; analizar las necesidades y demandas referidas a la escolarización de alumnos en situación de desventaja social, familiar o personal, así como aquellas condiciones personales y sociales que faciliten o dificulten el proceso de enseñanza y aprendizaje del alumnado y su adaptación al ámbito escolar.

Diseñar, evaluar y adaptar procesos de enseñanza - aprendizaje a los modelos de convivencia en los distintos contextos sociales, lingüísticos y culturales en los que desempeñe su trabajo.



Diseñar, implementar, coordinar y evaluar intervenciones y programas de orientación psicopedagógica sobre el proceso de enseñanza-aprendizaje, sobre la adaptación personal y social y sobre las salidas profesionales del alumnado.

Emitir informes técnicos, peritajes y auditorias relacionados con el puesto de trabajo y analizar, diseñar y promover procesos de enseñanza y aprendizaje mediante el uso de diferentes lenguajes, medios y recursos.

Evaluar procesos de desarrollo y aprendizaje humano, tanto normales como atípicos, a lo largo del ciclo vital.

Evaluar y diagnosticar a los aprendices en los diferentes aspectos del desarrollo (aptitudes, intereses, personalidad, motivación...) con el objetivo de adoptar las medidas ordinarias y extraordinarias de atención a la diversidad.

Mantener un comportamiento reflexivo y crítico ante la realidad social y educativa y favorecer los cambios, transformaciones e innovaciones que lleven a mejorar la calidad de vida individual y social.

Mejorar la calidad del ejercicio profesional y, en particular, la propia formación y desarrollar estrategias que faciliten la colaboración, la creación de redes, la implicación de los diferentes agentes educativos y/o sociales que participan en procesos psicoeducativos.

Promover y/o colaborar en la implementación de los procesos de calidad, innovación y mejora de la educación, así como en la investigación sobre los mismos y asesorar y colaborar con el profesorado para la mejora de los procesos de enseñanza/aprendizaje.

Que los estudiantes se impliquen de manera general y transversal, en la aplicación y defensa de todos los derechos fundamentales y democráticos, así como los principios de mejora social

Realizar la evaluación y la valoración sociopsicopedagógica del alumnado y determinar el modelo y los servicios de su escolarización mas adecuados.

Reunir e interpretar datos relevantes para emitir juicios psicopedagógicos que incluyan una reflexión sobre cuestiones de índole social, científica o técnica.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.



DESCRIPTION OF CONTENTS

1-Theoretical-conceptual aspects of Early Intervention

The concept of "Early Intervention" is explored. Prevention and types of intervention from a psychopedagogical perspective. Its objectives and intervention strategies are addressed with each agent involved.

2-Prenatal intervention

Prenatal development is described and the objectives of early psychopedagogical intervention are defined with each of the actors involved.

3-Sensoriomotor intervention

The area of sensorimotor development is described, outlining the objectives of early psychopedagogical intervention in different contexts and with the actors involved in each.

4-Early intervention in cognitive development

The area of cognitive development is described, outlining the objectives of early psychopedagogical intervention in different contexts and with the actors involved in each.

5-Intervention in linguistic development

The area of linguistic development is described, outlining the objectives of early psychopedagogical intervention in different contexts and with the actors involved in each.

6-Intervention in social competence

The area of social development is described, outlining the objectives of early psychopedagogical intervention in different contexts and with the actors involved in each.

7-Early intervention in affective development

The area of psychoaffective development is described, delimiting the objectives of early psychopedagogical intervention in different contexts and with the actors involved in each one.

8-Early intervention in children at social risk and in minors with chronic diseases

The specific psychopedagogical action of early intervention with children at risk of social exclusion is explored. The specific psychopedagogical action of early intervention with children with chronic illnesses is



explored.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theory	20,50
Seminar	4,00
Classroom practices	8,50
Total hours	33,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	30,00
Preparation of lessons	7,50
Preparation for assessment activities	0,00
Resolution of case studies	10,00
Total hours	67,50

TEACHING METHODOLOGY

The methodology used will be active and participatory, integrating different instructional strategies, to enhance meaningful learning of the knowledge involved, and to achieve the development of the competencies of the subject.

Classroom work will consist of lectures by the teacher and workshops and practical activities, both individual and group of students.

EVALUATION

1. Portfolio includes class activities and the final project or report. The total score in this section is 60% of the final grade, or 6 points out of 10.

a) Monitoring through classroom activities, participation and presentation of work, debates, or cases:
- This will be continuous and based on the activities developed in the in-person and/or remote sessions. A minimum of 70% must be achieved in these activities. In addition, attendance and class participation will be assessed through the presentation of work and debates, and will count for 30% of the final grade. A minimum score of 1.5 points is required to pass the first sitting. If this requirement is not met in the first



sitting, the student must complete and pass an additional assessment test on the skills developed in the activities in the second sitting.

b) Final Assignment:

- This includes a written report and a class presentation. This group work will count for 30% of the final grade. A minimum score of 1.5 points is required to pass the first sitting. In the second sitting, 100%, or 3 points, in this section can be recovered by submitting an individual assignment.

2. Exam:

- An exam will consist of objective questions with multiple-choice and/or essay questions, which will consist of a written test. This test will count for 40% of the final grade. A minimum score of 50% must be achieved to pass the subject. This requirement can be recovered in the second sitting.

If a part of the assessment is not passed in the first sitting, the grades obtained in the sections already passed will be retained for the second sitting.

Fraudulent conduct in 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 against Fraudulent Practices (ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization from the teaching staff will prevent them from being considered as self-authored and will be treated according to current regulations and the UV Code of Coexistence and Good Practices (ACGUV 300/2023, DOGV, no. 9747/18.12.2023).

REFERENCES

Intervención temprana : desarrollo óptimo de 0 a 6 años

Atribucions: coordinadoras Amparo Gómez Artiga, Paz Viguer Seguí, María José Cantero López Publicació: Madrid. Pirámide, 2003

Atención temprana. Diagnóstico e intervención psicopedagógica

Autoria: Alfonso Ibáñez, Cristina; Mudarra Sánchez, María José; Ibáñez López, Pilar Publicació: UNED

Prevención e intervención temprana en el tratamiento educativo de la

Diversidad. Autoria: Kvetonová, Lea; Gento Palacios, Samuel

Publicació: UNED