

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

Code: 44508
Name: Autism spectrum disorder
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

STUDY (S)

Degree	Center	Acad. year	Period
2215 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	Intervention in cognitive impairment	COMPULSORY

COORDINATION

PASTOR CEREZUELA GEMMA

SUMMARY

Autism spectrum disorder is a neurodevelopmental disorder that is characterized by the presence of persistent deficits in communication and social interaction across multiple contexts, as well as a repertoire of restricted and repetitive behaviors, interests or activities, involving significant deficiencies in various areas of person functioning (DSM-5, APA, 2013). Furthermore, very frequently, other disorders co-occur with ASD, such as intellectual disability, language disorder, ADHD, anxiety disorders, etc. However, despite their limitations, people with ASD present abilities and strengths that, in many cases, are specified in focuses and centers of interest that must be the starting point for educational intervention. Although each person is different, people with ASD usually present a peculiar and characteristic style of information processing: the neuropsychological profile. In this subject, this neuropsychological profile will be presented, along with the direct implications that this profile entails for practice and educational intervention.

Intervention approaches and methodologies will be addressed and numerous examples and practical cases of their application in different contexts (e.g. school, family, community...) will be presented

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 prerequisites.

COMPETENCES / LEARNING OUTCOMES

2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

Comprender los mecanismos psicológicos que contribuyen a explicar las deficiencias observadas en los trastornos de espectro autista.

Conocer e interpretar informes técnicos, de investigación y de evaluación sobre acciones, procesos y resultados educativos

Conocer y comprender el impacto de las necesidades específicas de apoyo educativo sobre las relaciones familiares

Conocer y comprender los procedimientos de evaluación e intervención en el entorno escolar en niños y niñas con necesidades específicas de apoyo educativo

Conocer y comprender procesos de investigación en el ámbito de las necesidades específicas de apoyo educativo y social

Conocer y ser capaz de diseñar, aplicar y evaluar los sistemas de comunicación aumentativa.

Diseñar, aplicar y evaluar estrategias educativas inclusivas

Diseñar, planificar y evaluar medidas ordinarias y específicas de atención en función de las diferentes necesidades específicas de apoyo educativo y en el contexto social

Diseñar y gestionar procedimientos de intervención en el ámbito de las necesidades específicas de apoyo educativo

Saber colaborar en los ámbitos académico y social con familias, profesionales e instituciones

Saber prevenir la aparición y/o intensificación de necesidades específicas de apoyo educativo

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.

Tener un compromiso activo con la no discriminación, la igualdad de oportunidades y la equidad

DESCRIPTION OF CONTENTS

1. Basic aspects of autism spectrum disorder.

1. Erroneous beliefs about ASD. Social vision of ASD.
2. Diagnostic criteria.
3. Historical background, etiology, prevalence and comorbidities.

2. Detection, diagnosis and evaluation of autism spectrum disorder.

1. Detection and warning signs.
2. Diagnosis and evaluation. Areas to evaluate. Diagnostic and evaluation instruments.

3. Neuropsychological profile and educational intervention in autism spectrum disorder

0. Initial considerations for educational practice: approaches, principles and adaptations.
1. Motivation and learning processes. Learning techniques. Abilities, skills and adaptive behavior. Social stories.
2. Emotional and cognitive-social processes. Social, mentalistic and emotional understanding skills. Pragmatic inferences.
3. Perception and thought processes. Central coherence. Logical inferences. Semantic categorization. Play and imagination. Reading comprehension.
4. Attention processes. Executive functioning. Curricular adaptations of access, objectives and content in different areas. Adaptations and supports in daily living activities.
5. Sensory processes. Sensory profile and sensory experiences. Adaptations and aids for sensory regulation.
6. Language and communication processes. Development and characteristics of verbal language. The echolalia. Language modeling. Augmentative and Alternative Communication Systems (SAAC): Picture Exchange Communication System (PECS), Benson-Schaeffer Signed Speech Program, and Natural Aided Language (NAL).

4. Intervention approaches in autism spectrum disorder.

1. Early intervention: DENVER, HANEN, ImPACT and Family Centered Practices (PCF).
 2. TEACCH Methodology: the components of Structured Teaching.
 3. Intervention in different socialization contexts (school, family, community).
 4. Intervention in specific areas: academic skills, functional, adaptive and autonomy skills.
1. Erroneous beliefs about ASD. Social view of ASD.
 2. Concept and diagnostic criteria.
 3. Historical background, aetiology, prevalence and comorbidities.

WORKLOAD

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	21,00
Total hours	21,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	20,00
Independent study and work	14,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	20,00
Total hours	54,00

TEACHING METHODOLOGY

- Participatory master lesson.
- Small group teaching.
- Problem-based learning. Practical cases.
- Academic tutoring.
- Group and cooperative work.
- Presentation, debate and coordination.

EVALUATION

The evaluation of the subject will be carried out based on the delivery of classroom activities, practices and individual and/or group work.

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



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