



## COURSE DATA

### DATA SUBJECT

**Code:** 44523

**Name:** Early care and multisensory integration

**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	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
2215 - Master's Degree in Special Education	ICT and disability	ELECTIVES

### COORDINATION

BERENGUER FORNER CARMEN

## SUMMARY

## 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

### 2215 - Master's Degree in Special Education

Buscar, gestionar y analizar información científico-profesional

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



Conocer la etiología y las características físicas, cognitivas y emocionales de diferentes síndromes que cursan con necesidades específicas de apoyo educativo

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

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

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

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

## DESCRIPTION OF CONTENTS

### 1. Early childhood intervention

History of early childhood care. Regulations governing early intervention. Classification of types of disorders and intervention models. Etiology of non-normative development.

### 2. Detection, evaluation, and diagnosis in Primary Care.

Classification of developmental disorders, early detection, and the importance of detection. Methods for evaluating developmental disorders, conducting diagnoses, and preparing reports.

### 3. Family intervention in Early Childhood Intervention and multisensory stimulation techniques.

The family from a systemic perspective. Family involvement in early intervention programs. Familycentered intervention models and underlying principles. Family support and counseling. General characteristics of the family environment and intervention systems in early intervention. Classifications of assistive technologies used in early intervention.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	21,00
<b>Total hours</b>	<b>21,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	11,00
Independent study and work	38,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00



Resolution of case studies	5,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

Participatory lecture

¿ Small group teaching

¿ Problem-based learning

¿ Objective-based modular learning

## EVALUATION

Three elements make up the evaluation:

A) Final test (60%): The evaluation of theoretical and practical contents will be carried out by means of a final test that will integrate objective and/or essay questions (open), and will cover both theoretical and practical competences.

B) Report (20%): The oral and/or written presentation of reports, individually or in groups.

C) Activities (20%): The realization and participation of activities proposed throughout the course individually or groups.

The 3 elements of the evaluation are mandatory to pass the course. Fraudulent conduct in assessment tests and plagiarism in assessment work will be considered in accordance with 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

- Libro blanco de la atención temprana. Documentos 55/2005. Ministerio de Trabajo y Asuntos Sociales.
- Manual de diagnóstico DSM-5.
- ORDEN de 21 de septiembre de 2001, de la Conselleria de Bienestar Social, por la que se regulan las condiciones y requisitos de funcionamiento de los Centros de Estimulación Precoz. [2001/9607]
- Cuatro artículos de carácter científico incluidos en Web of Science referentes a atención temprana e intervención, lo más actualizados posibles.



- Clasificación estadística internacional de enfermedades y problemas relacionados con la salud CIE-10.