

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

**Code:** 46931  
**Name:** Intellectual Disability  
**Cycle:** Master's Degree  
**ECTS Credits:** 4.5  
**Academic year:** 2026-27

**STUDY (S)**

Degree	Center	Acad. year	Period
2276 - Master's Degree in Special Education	Facultat de Filosofia i Ciències de l'Educació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	Intervención en Discapacidad Cognitiva	COMPULSORY

**COORDINATION**

HERNAIZ AGREDA NEREA

**SUMMARY**

The latest definitions from the AAIDD (American Association on Intellectual and Developmental Disabilities) have introduced new aspects to consider in intellectual disability: the reformulation of adaptive behavior and the need to provide necessary supports for the child to achieve optimal functioning in various contexts they are involved in. Thanks to advances in medicine, we have a better understanding of the physical and neurological characteristics associated with different syndromes, which allows for the development of action protocols to improve health and differentiated educational strategies tailored to the way these children process information. People with intellectual disabilities present problems in language, perception, attention, memory, executive processes, and behavioral alterations. Many early intervention programs, experimental educational projects, and various methodologies have been developed to improve each of these functions and their learning capacity at different educational stages. Educational policies based on inclusion have enabled many children to achieve educational levels once thought unattainable, and have fostered new social values that have minimized or eliminated the social stigma associated with this disability, allowing for greater integration and participation in society.

This course will focus on fostering an understanding of the regulatory framework and the fundamental principles of Organic Law 10/2022, dated September 6, on the comprehensive guarantee of sexual freedom. It will cover topics related to equality and a gender perspective, and will address strategies for the prevention, awareness-raising, and detection of sexual violence in educational settings, while integrating



teaching practices aimed at preventing and detecting sexual violence, in coordination with the institutional resources and protocols established by the UV.

## 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

### 2276 - Master's Degree in Special Education

Be able to design, apply and evaluate assistive technologies, authoring languages and/or alternative and/or augmentative communication systems.

Be able to integrate knowledge and to handle the complexity of formulating judgements with incomplete or limited information, but that includes reflections on social and ethical responsibilities linked to the application of knowledge and judgements.

Design, plan and evaluate ordinary and specific care measures according to the different specific educational support needs, as well as in social and work contexts.

Have an active commitment to non-discrimination, equal opportunities and equity.

Have the learning skills that allow students to continue to study in a manner that may be largely self-directed or autonomous.

Know and understand the functioning of the nervous system and the consequences associated with early brain damage.

Know how to collaborate in academic and social environments with families, professionals and institutions.

Know how to communicate effectively, both orally and in writing, adapting to the characteristics of the situation and the audience.

Know how to prevent the emergence and/or intensification of specific educational support needs.

Know the aetiology and the physical, cognitive and emotional characteristics of different syndromes with specific educational support needs.

## DESCRIPTION OF CONTENTS



### 1. Concept, classification, and etiology of cognitive disability.

Explanatory theories of intellectual disability and the concept of intellectual disability.  
 Implications for educational practice.  
 Identification, classifications, etiology of intellectual disability, and characteristics of different syndromes.  
 Implications for educational practice.  
 Neuropsychological alterations of different syndromes. Implications for educational practice.

### 2. Concept, evaluation, and intervention in social adaptation.

Concept, evaluation, and intervention in social adaptation.  
 Functional learning and curricula.  
 Behavioral problems and intervention.  
 Motor problems and their influence on school learning.

### 3. Evaluation and intervention in oral and written language disorders.

Language development in phonetic-phonological, semantic, morpho-syntactic, and pragmatic aspects, and educational intervention.  
 Augmentative communication and technological resources.  
 Literacy methods.

### 4. Characteristics, evaluation, and intervention of cognitive problems: perception, attention, memory, and executive processes.

Alterations in perceptual processes: evaluation and intervention.  
 Alterations in attention and memorization processes: evaluation and intervention.  
 Alterations in executive processes: evaluation and intervention.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
<b>Total hours</b>	<b>45,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	28,00
Independent study and work	30,00
Preparation of lessons	8,00



Preparation for assessment activities	15,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>81,00</b>

## TEACHING METHODOLOGY

- Theoretical classes: teacher's exposition and student participation.
- Practical activities supervised by the teacher: case resolution, classroom practices.
- Teamwork activities (submission of group work related to all subjects of the course and classroom activities), individual study and work, personal tutoring, and assessment.

## EVALUATION

Considering that attendance is considered mandatory for students (roll call will be taken in each session with classroom activities), three aspects will be taken into account for evaluation: exams, individual and group assignments, and activities conducted in class.

The requirements to pass the course are: passing both the exam and successfully completing all proposed assignments. This means achieving an average of 5 in each of the following parts:

Exam: accounts for 60% of the final grade and includes open-ended and/or multiple-choice questions, as well as the completion of a practical task.

Individual and group assignments, as well as attendance and participation in class activities, contribute 40% to the final grade.

Both parts can be retaken in a second sitting. If either part is failed, the same criteria as in the first sitting will apply in the second, and the passing grade will be retained. Participation in class activities will be replaced by a written practical test based on the activities conducted.

To obtain an "honors" grade, attendance in classes and the quality of individual assignments submitted will be considered.

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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