

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

Code: 46933
Name: Autism Spectrum Disorder
Cycle: Master's Degree
ECTS Credits: 3
Academic year: 2025-26

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

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

2276 - Master's Degree in Special Education

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.

Demonstrate knowledge and understanding of social inequalities based on sex and gender within the field of special education; integrate the different needs and preferences based on sex and gender into the design of solutions and problem solving.

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 procedures for research, assessment and intervention in the school environment for children with specific educational support needs.

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.

Know the contributions of assistive technologies, authoring programmes and alternative and/or augmentative communication systems.

Know the manifestations, evolutionary course, aetiology and comorbidities in autism spectrum disorder.

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.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	30,00
Total hours	30,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	24,00
Independent study and work	14,00



Preparation of lessons	6,00
Preparation for assessment activities	0,00
Resolution of case studies	10,00
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.

REFERENCES

- Fernández, O. y Rodríguez, C. (2019). El niño con autismo en la escuela. Claves para una inclusión educativa real. *TodoInclusión*. Mesibov, G. y Howley, M. (2010). El acceso al currículo para alumnos con trastornos del espectro del autismo. Uso del programa TEACCH para favorecer la inclusión. *Autismo Ávila*. Peeters, T. (2008). Autismo: de la comprensión teórica a la intervención educativa. *Autismo Ávila*. Rodríguez, C. (2023). Autismo, conducta y colegio. Claves para el abordaje de conductas problemáticas. *TodoInclusión*.
- Fernández, O. y Rodríguez, C. (2019). El niño con autismo en la escuela. Claves para una inclusión educativa real. *TodoInclusión*. Mesibov, G. y Howley, M. (2010). El acceso al currículo para alumnos con trastornos del espectro del autismo. Uso del programa TEACCH para favorecer la inclusión. *Autismo Ávila*. Peeters, T. (2008). Autismo: de la comprensión teórica a la intervención educativa. *Autismo Ávila*. Rodríguez, C. (2023). Autismo, conducta y colegio. Claves para el abordaje de conductas problemáticas. *TodoInclusión*.