VNIVERSITAT DE VALÈNCIA

Course Guide
46948 Early Intervention and Multisensory Integration

COURSE DATA

DATA SUBJECT

Code: 46948
Name: Early Intervention and Multisensory Integration
Cycle: Master's Degree
ECTS Credits: 3
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	Second quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
2276 - Master's Degree in Special Education	TIC y Discapacidad	ELECTIVES

COORDINATION

BERENGUER FORNER CARMEN

SUMMARY

The course addresses essential concepts related to early childhood care, both theoretically and practically. It offers various forms of early intervention at both family and individual levels. Topics include the early detection of developmental disorders and practical methods for assessing developmental conditions. These assessments aim to facilitate accurate diagnoses that inform subsequent interventions regarding their form and timing. The course also emphasizes the importance of family involvement throughout the intervention process and underscores the necessity of providing support and guidance during this period.

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

Knowledge about normative development in childhood.

COMPETENCES / LEARNING OUTCOMES

2276 - Master's Degree in Special Education

Apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to special education.

Demonstrate critical and self-critical reasoning in the field of special education, considering aspects such as professional ethics, moral values and the social implications of the different activities carried out.

Design, implement and evaluate inclusive education strategies.

Design and implement research procedures in the field of specific educational support needs.

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

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 anatomophysiological fundamentals related to visual and auditory capabilities and understand the heterogeneity of the different degrees of sensory, visual and hearing impairment as well as their psychoeducational and social implications.

Know the ethical principles of professional action in the field of specific educational support needs.

Know the manifestations of the different types of difficulties in self-regulation and learning in the social, personal and academic domains.

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. Family-centered 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	30,00
Total hours	**30,00**

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	10,00
Independent study and work	38,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	5,00
Total hours	**53,00**

TEACHING METHODOLOGY

- Participatory lecture
- Small group teaching
- Problem-based learning
- Objective-based modular learning
- Academic tutoring
- Group work

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 t
that will integrate objective and/or essay questions (open), and will cover both theoretical and practical competenc

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 o
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 Practi
(ACGUV 123/2020).

The use of technologies (including AI) to create assessment materials without prior and express authorization fr
the teaching staff will prevent them from being considered as self-authored and will be treated according to curr
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-TR (APA, 2019)
- Reichow, B., Boyd, B. A., Barton, E. E., & Odom, S. L. (Eds.). (2016). Handbook of early childhood special education. New York, NY: Springer.
- Perpiñán, S. (2019). Atención temprana y familia: cómo intervenir creando entornos competentes (Vol. 184). Narcea Ediciones.
- RESOLUCIÓN de 19 de junio de 2023, conjunta de la Dirección General de Diversidad Funcional y Salud Mental y de la Dirección General de Asistencia Sanitaria, por la cual se establece el protocolo para la coordinación en atención temprana. [2023/7246]