Universidad
de Alcalá

Centro Universitario
Cardenal Cisneros

STUDY GUIDE

Early intervention:
Fundamentals and resources

Degree in Infant Teacher Training
Bilingual program
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic year 2024-2025
2nd Year – 2nd Term

STUDY GUIDE

Name of subject:	**Early Intervention: Fundamentals and Resources**
Code:	**510014**
Studies:	**Degree in Infant Teacher Training Bilingual program.**
Department and area of knowledge:	**Education**
Character:	**Basic training**
ECTS:	**6**
Year and term:	**2nd year, 2nd term**
Lecturer:	**Marta González de la Cámara**
Office hours:	**By appointment via e-mail: Tuesdays (10:30 - 11:30) Thursdays (9:45 - 10:45)**
Office number:	**12**
e-mail:	**marta.gonzalez@cardenalcisneros.es**
Language:	**English**

1. PRESENTATION

Relationship between this and other subjects

The present subject, *Early Intervention: Fundamentals and Resources*, belongs to the content area of Education and is complemented with the remaining subjects that constitute the latter content area, such as *Pedagogical Diagnosis and Observation Techniques in the Infant Classroom*. It is also conceptually related to subjects from other areas, such as *Developmental Psychology* or *Psychological Fundamentals of Attention to Diversity,* both from the area of Psychology.

Importance of this subject within the Degree

The first few years of life constitute a critical stage, as throughout them the basic perceptual-motor, cognitive-linguistic and socio-emotional skills are developed, specially based on neuroplasticity. If, however, some kind of harmful event or phenomenon is present, be it of a biological or an environmental origin, the child´s development may be retarded or seriously altered.

Early intervention serves the purpose of offering the children who present some kind of deficit – or have a risk of doing so – a set of preventive and/or compensatory actions to foster their maturing in all fields and make possible an optimal level of personal and social development.

This subject is linked to the program of *Development of Academic Skills*, specifically addressing the area of "Academic research". This subject will therefore include assessed activities which will be indicated below.

Use of the English language in the subject

Since bilingual education became popular in Spain, the learning of English as a Foreign Language has evolved dramatically from being a subject in the school curriculum to be considered a communication tool to create meaning in most content areas. This shift must be considered in the training of the future Infant Education teachers.

Prerequisites

The student should have an A2 level of English, according to the Common European Framework of Reference[1]. The subject will work on developing a B1 language competence.

2. COMPETENCES

Generic Competences:

- Acquire and understand the necessary knowledge for the different areas of study that confirm the Degree, in order to receive the necessary qualification as an Infant Teacher. (CT4)
- To know how to apply that knowledge to the job in a professional manner, demonstrating a proficiency of the skills through the design and defense of arguments and problem solving in such areas. (CT5)
- To promote and facilitate learning in early childhood, from a global and integrative perspective, of the different dimensions, cognitive, emotional, psychomotor and volitive. (CP2)
- To know the foundations of early intervention and the bases and development that allow to understand the psychological, learning and personality building processes in early childhood. (CP8)
- To act as orienteers to parents in the 0-6 period and be socially proficient when relating to the family of each student and with the whole set of families. (CP10)

Specific competences:

---

[1] More information can be found here:
http://www.coe.int/T/DG4/Portfolio/?L=E&M=/main_pages/levels.html

- To understand the educational and learning processes in the zero-to-six period, and in the family, social and school environment (C1).
- To know the foundations of early attention (C2).
- To acquire the necessary resources to foster educational integration in students with difficulties (C5).
- To create and maintain links of communication with the children´s families in order to benefit the educational process (C6).
- To know how to work in a team with other professionals both inside and outside the school, for the attention to the student as well as for the planning of learning sequences and the organization of working situations in the classroom and in the playing environment, identifying the peculiarities of the 0-3 and 3-6 periods (C11).

3. CONTENTS

Modules	Hours / lessons
Introduction to the subject	1
I. Foundations of Early Intervention Unit 1. Introduction and historical evolution of early childhood intervention	6
II. Fields and risk factors Unit 2. Agents, levels of protection, risk and protective factors	13
III. Early Intervention in different populations Unit 3. Symptoms and intervention in sensory-motor problems Unit 4. Symptoms and intervention in cognitive-linguistic problems Unit 5. Symptoms and intervention in ADHD (Attention Deficit and Hyperactivity Disorder) Unit 6. Symptoms and intervention in ASD (Autism Spectrum Disorder)	28

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. Credit distribution

Lessons will be structured throughout the term in three different ways:

1.   **Theoretical lessons** or lectures (50 students, 30 hours)
     These will rely on the teacher´s explanations and the necessary resources, as well as on activities such as communication-based work (pair or group discussions), information searching, question answering based on different texts, and others, all aimed at consolidating the theoretical contents. Based upon these activities, the student will develop each of the units´ notes.
     The work here will mainly be done individually and in small- to medium-sized groups.

2.   **Practical lessons** (25 students, 15 hours)
     These will consist of activities such as problem solving, analysis of legal documents or other materials, film viewing and commenting, resource creation or adaptation, and the use of Information and Communication Technologies (ICT) for different purposes. During these sessions the work will be done individually, in pairs and small- to medium-sized groups.

3.   **Seminars** (12 students, 3 hours).
     The seminars will consist of case studies, cooperative group work, tutorial sessions and the final project´s oral presentations. The work here will be done in the groupings previously fixed for the development of the final project.

     Apart from the above detailed 50 hours of lesson attendance, the student must also complete 100 hours of independent work at home, which will include finishing activities from class, preparing presentations, reading articles or other texts, and revising the subject contents. Questions will be answered during tutorial hours.

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: 50	30 hours of theoretical lessons 15 hours of practical lessons 3 hours of seminars 2 hours exam
Number of hours of independent learning: 100	100 hours of independent learning

4.2. Methodological strategies, materials and resources

The teaching-learning methodology will be based on the CLIL (*Content and Language Integrated Learning*) approach, whose main aim is to create a communicative atmosphere and to involve the students actively in high-order thinking processes. Thus, students will be improving their competence in the English language and, at the same time, learning the subject contents. In addition, they will be helped to reflect upon the "mechanics" of this approach, enabling them to transfer their learning experience to their teaching practice.

The contents will therefore be worked through the English language, and methodology will vary according to the type of grouping, but will always be active and require the student´s participation. The teacher will act as a facilitator of learning, providing resources and explanations, whilst the assistant teacher will support the linguistic area and enhance cooperative work.

During the development of the unit, students will be provided with various _handouts_ in order to complete the activities through which the unit contents will be worked. All these activities, once completed, will compose the student´s _workbook_. Throughout the whole term, students will have access to the *library*, to the *digital interactive whiteboard* in the classroom and to several other *Information and Communication Technologies* (ICT) in order to develop their work and carry out theoretical and practical activities. Additionally, the *on-line platform* will allow them to contact the teacher, receive additional material and hand in their activities once they have been completed. They will also receive *e-mails* from the teacher regularly, reminding them of their homework, materials they should bring to class, as well as any useful tips or suggestions.

Organizational mode \ Teaching method	Lecture	Case study	Problem solving	Problem-based learning	Project-oriented learning	Cooperative learning	Learning contract	Total
Theoretical lessons	15	1	5	0	0	8	2	30
Seminars	0	3	0	0	0	0	0	3
Practical lessons	0	7	1	6	0	0	0	15
Office hours	2	0	1	0	0	1	0	4
Group work and revision	0	5	5	5	10	10	10	45
Independent / individual work and revision	0	5	8	5	10	10	15	53
Total	**17**	**21**	**20**	**16**	**20**	**29**	**27**	**150**

5. ASSESSMENT: assessment criteria, report criteria and assessment procedures

According to the European Commission of Education and Training[2], ECTS credits are based on the workload the student has to do in order to achieve the expected learning outcomes. This includes theoretical and practical lessons, seminars, projects, activities, as well as the time dedicated to independent study and exams.

Assessment criteria

The following table shows the relationship between specific competences and assessment criteria of the subject.

Specific Competences	Assessment criteria
To understand the educational and learning processes in the 0-6 period, in the family, social and school context. (C1)	• The student demonstrates and adequate understanding of the educational and learning processes. • The student identifies and relates the main developmental characteristics of children who present developmental disorders.
To know the foundations of early attention (C2).	• The student shows an adequate knowledge of the current concept of early intervention, as well as the differences and similarities between this and other close disciplines. • The student identifies the biological, social and environmental risk factors that can affect the child´s development. • The student expresses a correct understanding of the evolution of early intervention and the influence it has received from different disciplines. • The student expresses an adequate knowledge and understanding of the prevention levels and of the agents or fields in early intervention.
To acquire the necessary resources in order to enhance educational integration of students with learning difficulties. (C5)	• The student designs and creates appropriate resources to work different aspects of development in children with disorders or alterations. • The student designs and puts into practice the main techniques for early educational assessment and intervention with the various groups of children with developmental disorders or under risk of suffering them. • The student shows ability for reflection on the importance of developing an attitude of respect towards students with specific educational support needs.
To create and maintain links of communication with the children´s families in order to benefit the educational process (C6).	• The student shows an awareness of the importance of the family´s role and their cooperation with school and other services, in order for an optimal child´s development.

To know how to work in a team with other professionals both inside and outside the school, for the attention to the student as well as for the planning of learning sequences and the organisation of working situations in the classroom and in the playing environment, identifying the peculiarities of the 0-3 and 3-6 periods (C11).	• The student proves knowledge of the different fields of work in early intervention.

Report criteria:

The report criteria define, according to the degree of achievement of the established assessment criteria, the mark that corresponds to the student.

Assessment criterion	Weight (%)
The student demonstrates and adequate understanding of the educational and learning processes.	5
The student identifies and relates the main developmental characteristics of children who present developmental disorders.	10
The student shows an adequate knowledge of the current concept of early intervention, as well as the differences and similarities between this and other close disciplines.	10
The student identifies the biological, social and environmental risk factors that can affect the child´s development.	10
The student expresses a correct understanding of the evolution of early intervention and the influence it has received from different disciplines.	5
The student expresses an adequate knowledge and understanding of the prevention levels and of the agents or fields in early intervention.	10
The student designs and creates appropriate resources to work different aspects of development in children with disorders or alterations.	10
The student designs and puts into practice the main techniques for early educational assessment and intervention with the various groups of children with developmental disorders or under risk of suffering them.	10
The student shows ability for reflection on the importance of developing an attitude of respect towards students with specific educational support needs.	10
The student shows an awareness of the importance of the family´s role and their cooperation with school and other services, in order for an optimal child´s development.	10
The student proves knowledge of the different fields of work in early intervention.	10
TOTAL	**100%**

Assessment system and procedures:

1. The subject has an ordinary sitting in May and an extraordinary one in June.
2. Characteristics of the **ordinary sitting**:
   - It will be developed under the *continuous assessment* mode.
     - Requirements of the continuous assessment mode:
       - Giving in individual and group activities (at least 80%) through the procedure indicated by the teacher and at the exact date.
       - Whenever the student cannot attend a lesson and/or does not give in an activity, it should be due to a justified cause (illness, justified by Doctor´s note, accident, family problem, etc.). In any case, the justification of the absence will allow the student to not miss the opportunity of continuous assessment but does not imply that the teacher should allow them to recover the activity nor take it out of deadline.
     - If the student does not meet these requirements, they will not be able to sit the exam, and will appear on the official register as "Not present" (according to article 9.5. of the assessment regulations of UAH), having therefore to attend the extraordinary sitting.
   - *Final assessment* in the ordinary sitting:
     - If a student cannot follow the continuous assessment mode in the ordinary sitting, they shall apply for the final assessment mode, during the first two weeks of lessons, to the subject teacher, who will indicate their favourable or unfavourable judgement and transfer the application form to the University Head Teacher. Reasons for a final assessment may be face-to-face work placements, work obligations, family commitments, a disability or health problems.
     - Students who have followed continuous assessment, but fail it, will not be able to use this final assessment mode in the ordinary sitting.

3. Characteristics of the **extraordinary sitting**:
   - *Final assessment:*
     - The final assessment is <u>the only available mode in the extraordinary sitting</u>.
     - It is compulsory for the following students:
       - Those who have not met the requirements for continuous assessment in the ordinary sitting, due to not handing in activities and/or not attending lessons.
       - Those who have reached the requirements for continuous assessment (in terms of attendance to lessons and handing in of activities) but who have not sat, or have failed, the exam of the ordinary sitting
       - Those who applied for final assessment at the beginning of the course but did not sit the final exam in the ordinary sitting.

4. Whichever is the mode of assessment (continuous or final), in order to pass this subject, it is essential to demonstrate the development of **all competences** associated to the subject, at least in a degree of **50%**, through the **different assessment tools** that are indicated in this guide.

5. Considerations on the exam and grade revision:
   - The aim of revising the student´s mark is to give them feedback for the improvement of their learning, not to obtain a higher mark.
   - If a mistake in the mark is detected during the exam revision, the mark may increase but it may also decrease.
   - If plagiarism is detected, the mark will be zero, with no possibility of recovery, and will affect both the student who committed the plagiarism and the student who was supposedly affected by it.

- Once the practical, theoretical and seminar marks are published on the on-line platform, the student must revise them and will have one week to inform the teacher about any disconformity. After this deadline there will be no modifications of the mark.
- The official final revision will be dedicated to revising the exam and/or the final mark, not any other marks on previous activities. It will be face-to-face on the date and time established by the teacher.

6. For more information on the regulations on assessment, see the following link: https://www.uah.es/export/shared/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

7. The relative weights of the assessment instruments assigned to teah assessment criterion are detailed below.

Continuous assessment. Ordinary and extraordinary sittings:

Assessment instrument / Assessment criterion	Exam	Group practical work	Attendance & individual class	Seminars	WEIGHT (%)
The student demonstrates and adequate understanding of the educational and learning processes.	X	X			5
The student identifies and relates the main developmental characteristics of children who present developmental disorders.	X	X	X	X	10
The student shows an adequate knowledge of the current concept of early intervention, as well as the differences and similarities between this and other close disciplines.	X		X		10
The student identifies the biological, social and environmental risk factors that can affect the child´s development.	X	X		X	10
The student expresses a correct understanding of the evolution of early intervention and the influence it has received from different disciplines.	X				5
The student expresses an adequate knowledge and understanding of the prevention levels and of the agents or fields in early intervention.	X	X	X		10
The student designs and creates appropriate resources to work different aspects of development in children with disorders or alterations.		X		X	10
The student designs and puts into practice the main techniques for early educational assessment and intervention with the various groups of children with developmental disorders or under risk of suffering them.	X	X	X		10
The student shows ability for reflection on the importance of developing an attitude of respect towards students with specific educational support needs.		X	x	X	10
The student shows an awareness of the importance of the family´s role and their cooperation with school and other services, in order for an optimal child´s development.	X	x			10
The student proves knowledge of the different fields of work in early intervention.	X	X			10
TOTAL	**40**	**30**	**10**	**20**	**100**

*50% on each assessment criteria are required
*80% assistance is mandatory

Final assessment. Ordinary and extraordinary sittings:

Assessment instrument / Assessment criterion	Project	Exam	WEIGHT (%)
The student demonstrates and adequate understanding of the educational and learning processes.		X	5
The student identifies and relates the main developmental characteristics of children who present developmental disorders.		X	10
The student shows an adequate knowledge of the current concept of early intervention, as well as the differences and similarities between this and other close disciplines.		X	10
The student identifies the biological, social and environmental risk factors that can affect the child´s development.	x	X	10
The student expresses a correct understanding of the evolution of early intervention and the influence it has received from different disciplines.	x	X	5
The student expresses an adequate knowledge and understanding of the prevention levels and of the agents or fields in early intervention.	x	X	10
The student designs and creates appropriate resources to work different aspects of development in children with disorders or alterations.	x		10
The student designs and puts into practice the main techniques for early educational assessment and intervention with the various groups of children with developmental disorders or under risk of suffering them.	x	X	10
The student shows ability for reflection on the importance of developing an attitude of respect towards students with specific educational support needs.	x	X	10
The student shows an awareness of the importance of the family´s role and their cooperation with school and other services, in order for an optimal child´s development.	x	X	10
The student proves knowledge of the different fields of work in early intervention.	x	X	10
TOTAL	**20**	**80**	**100**

*50% on each assessment criteria are required

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing

academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá

6. BIBLIOGRAPHY

Basic bibliography

The following references will constitute the basic bibliography for the course, and more specific textbooks or journal articles will be provided throughout the term for some of the syllabus units.

In English:

Butatko, D. & Daehler, M. (2001). *Child Development. A Thematic Approach* (4th Ed.). Houghton Mifflin Company.

> This book about can be useful inasmuch as the trainee teacher must know the normal pattern of child development in order to be able to detect anomalies and subsequently search for the resources that will cater for that child´s needs. It will be helpful for the preparation of the second unit of the syllabus (risk factors) and for that of the last three units too (specific disorders and developmental alterations). Very user-friendly, with diagrams, photographs, charts and an attractive format overall, also includes prompts to reflect upon different issues and follow-up activities. Higly recommended.

Coyle, D., Hood, P. and Marsh, D. (2010). *CLIL.* Cambridge, CUP.

> An essential reference book to understand the origins and development of the CLIL approach in Europe. It contains both theoretical and practical information.

Odom, S.L., Horner, R.H., Snell, M.E. (Eds.). (2007). *Handbook of Developmental Disabilities.* Guilford Publications.

> This book responds to a general aim of defining and characterising the developmental disabilities, but can be useful to the student as far as the third content section (Early Intervention) is concerned. Here the authors analyse early intervention for infants and toddlers, approach trending issues regarding preschool children, and focus afterwards on autism spectrum disorder and on communication intervention.

Shonkoff, J.P., Meisels, S.J. (2000). *Handbook of Early Childhood Intervention* (2nd Ed.). Cambridge University Press.

> This handbook offers an exhaustive approach to the topic concerning this subject. In the first few chapters it presents an introduction to Early Intervention and a description of the risk and protective biological and environmental factors, and later analyses assessment of different developmental areas and various theoretical frameworks for intervention.

In Spanish:

W.AA. (2002). *Programa para la estimulación del desarrollo infantil.* CEPE.

> This is a collection of four books that briefly describe the child´s development from zero to four years old, and then provide numerous different worksheets with the aim of guiding not only educational staff but also families in their work to stimulate children´s development at this early stage.

Gómez Artiga, A., Viguer, P. y Cantero, MªJ. (2003). *Intervención Temprana. Desarrollo Óptimo de 0 a 6 años.* Pirámide.

> This book offers a general and integrative view of early intervention, gathering the basic theoretical and conceptual aspects of an often disperse and fragmentary discipline. It also applies that knowledge to different developmental areas – sensory-motor, cognitive, linguistic, social and affective – and to children with different specific disorders – motor or intellectual disability, attention deficit, social risk or chronic diseases.

Gracia Millá, M. y Mulas, F. (2005). *Atención Temprana. Desarrollo Infantil, diagnóstico, trastornos e intervención.* Promolibro.

> The contents of this book intend to be not a theoretical compendium but rather a work tool, as a result of the long-term experience of acknowledged professionals from the fields of Pedagogy, Psychology, Fisiotherapy, Speech and Language Therapy and Social Work. It is constituted by forty-five chapters that approach child development, conceptual and organisational aspects of Early Intervention, prevention and diagnosis, disabilities, specific intervention, family intervention, and research issues.

Grupo De Atención Temprana. (2000). *Libro Blanco de la Atención Temprana.* Real Patronato de Prevención y de Atención a Personas con Minusvalía. Ministerio de Trabajo y Asuntos Sociales.

> This is the Spanish official book that regulates Early Intervention in our country, serving as a basic indispensable reference for public administrations, professionals, associations and families, and whose main aim is to allow to overcome the lack of institutional coordination that characterized this field, and to solve organisational deficits. It establishes an official definition for this concept, describes its aims and the levels and fields of prevention, and presents the main legislation documents regarding early intervention that are currently in force.

Gutiez Cuevas, P. (Ed.). (2005). *Atención Temprana. Prevención, detección e intervención en el desarrollo (0-6) y sus alteraciones.* Editorial Complutense.

> A very exhaustive manual on early intervention that covers all the units in the subject.

Pérez-López, J. y Brito De La Nuez, A. (2004). *Manual de Atención Temprana.* Pirámide.

> The first part of this book, a conceptual framework is presented, that gives way to the levels of prevention from the fields of health promotion and education. Assessment occupies the third part, with several different specific disorders treated in the fourth one, and family intervention approached in the fifth and last section.

Vidal Lucena, M. y Díaz Curiel, J. (2011). *Atención Temprana. Guía práctica para la estimulación del niño de 0 a 3 años* (10ª Ed.) CEPE.

> This book has a very practical perspective about child development during the first three years as well as activities for stimulation at each stage.

Note: others will be provided by teacher through virtual campus.