STUDY GUIDE

PSYCHOLOGICAL FOUNDATIONS OF ATTENTION TO DIVERSITY

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

Academic Year 2025-2026
2nd Year– 1st Term

STUDY GUIDE

Name of the subject:	**Psychological foundations of attention to diversity**
Code:	**510010**
Studies:	**Degree in Infant Teacher Training. Bilingual program.**
Department and area of knowledge:	**Education and Psychology**
Character:	**Basic compulsory training**
ECTS credits:	**6**
Year and term:	**2nd year, 1st term**
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Language:	**English**

1. INTRODUCTION

Relationship between this and other subjects

This subject is part of the basic training that students will receive during the second year for the Infant Education Degree in Teacher Training. It is a part of the Psychology content area and therefore related to the areas of "Developmental Psychology" and "Educational Psychology". Also, due to the fact that it is linked to the Teaching profession, it is closely related to other Educational subjects, like "Didactics", "Pedagogical Diagnosis and Observation Techniques", "Orientation and Tutorial Intervention" (first year subjects), and "Early Intervention" (second year – second term subject).

Importance of this subject within the Degree

This subject, "Fundamentals of Attention to Diversity", intends to create the appropriate background in order to help future teachers understand the diversity that exists in classrooms, to make decisions about the most appropriate educational response in each case, and to design teaching and learning situations that favour the learning and the integral development of every student.

Attention to student diversity is one of the purposes most clearly reflected in the approaches and educational programs governed by the education policy of our country in recent times. In this way, the LOE (2006) and its updating in LOMCE (2013) determine that the attention to students with a specific need of educational support and educational compensation must be implemented within the framework of attention to diversity. It has to satisfy the educational needs of every student in a global way, bearing in mind the unity and the individuality of each person, that is, taking into consideration their particular characteristics and respecting their diversity.

We can understand attention to diversity as a set of actions aimed at students with special educational needs and their environment. These actions are aimed at encouraging a personalised attention in order to facilitate the accomplishment of the basic competences and the educational aims. In this way, to speak about attention to diversity is the same as to speak about the quality of education, about equity and social justice, fulfilling the equality of opportunities principle and managing the right to equality and the right to difference. Therefore, to understand and to care for diversity in our classrooms has become an inherent responsibility for educational activity in the current education system.

This subject is linked to the program of *Development of Academic Skills*, specifically addressing the area of "academic referencing and bibliographic databases" and "reading of articles and books". This subject will therefore include assessed activities which will be indicated below.

This subject is part of the *CUCC's Digital Teaching Competence Program*, which is worked transversally in the different subjects of the Degree. Specifically, in accordance with the Resolution of May 4, 2022, of the Directorate General for Evaluation and Territorial Cooperation, which publishes the Agreement of the Sectoral Conference of Education, on updating the reference framework of teaching digital competence, this course works on level B1 of Area A.5 Student Empowerment. The competences that are worked in the subject are: 5.1. Accessibility and inclusion, 5.2. Attention to personal differences in learning, 5.3. Active engagement of students in their own learning.

For the realization of any academic work, it is important to consult the faculty about the permitted use of artificial intelligence (AI) tools. If it is not expressly stated in the guide or instructions of the specific activity or practice, it is understood that AI should not be used in any case. It is reminded that the improper use of these technologies, such as the generation of work without express authorization, may constitute academic fraud. Therefore, it is recommended to review the university regulations regarding the use of AI, always act responsibly and transparently in the learning process, and consult with the faculty for any doubts in this regard.

Prerequisites and recommendations

From the beginning, it is important for students to know the dynamics and way of working way in this subject (as are described in this guide) and keep them in mind during the course.

To ensure success in this subject, continuous work during the whole term is required. So, it is very important that students carry out and involve themselves in the activities

and proposed assignments, and they must offer an active and positive attitude towards the subject.

It is highly recommended that students have basic computer literacy, like word processing and Internet surfing.

2. COMPETENCES

Generic competences:

- To demonstrate knowledge and understanding in a field of study that is built upon the basis of general secondary education, and that is typically situated at a level that, whilst supported by advanced textbooks, also includes some aspects that imply knowledge of the forefront of its field of study.
- To be able to apply their knowledge in a manner that reflects a professional approach to their work or vocation and to have competences typically demonstrated through the devising and sustaining of arguments and through problem-solving within their field of study.
- To have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflections upon relevant social, scientific or ethical issues.
- To be able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- To develop the necessary learning skills to continue to undertake further study with a high degree of autonomy.

Specific competences:

- To be able to identify learning difficulties and cognitive and attention-related dysfunctions. (Competence 7)
- To be able to inform other specialists in order to address teacher and school collaboration to the attention to special educational needs that were raised. (Competence 8)
- To obtain the necessary resources in order to favour educational integration of those students in difficulties. (Competence 9)
- To analyse and incorporate, in a critical manner, the more relevant issues from modern society that affect to upbringing and scholar education: social and educational impact from audiovisual and screening languages; change in the intergenerational and gender relations; multi-culturalism and inter-culturalism; social discrimination and inclusion, and sustainable development. (Competence 13)

3. CONTENTS

Contents and credit distribution:

Modules	Units	Hours/ lessons/ ECTS
Module I. Attention to diversity: conceptualisation.	**Unit 1:** Attention to diversity: historical view, current regulations and basic concepts.	0,5 ECTS
Module II. Actions for attention to diversity.	**Unit 2:** Psychopedagogical assessment and curricular adaptations.	0,5 ECTS
Module III. Students with specific educational needs or need of support.	**Unit 3:** Students with sensory disabilities. **Unit 4:** Students with motor disabilities. **Unit 5:** Students with intellectual disabilities. **Unit 6:** Students with language disorders. **Unit 7:** Students with Autism Spectrum Disorder (ASD) **Unit 8:** Students with Attention Deficit and Hiperactivity Disorder (ADHD). **Unit 9:** Students with high intellectual abilities. **Unit 10:** Students with needs of educational compensation and students with late entry in the educational system.	5 ECTS

4. TEACHING –LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

a. Teaching/learning methods

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.

Methodology will vary according to the type of grouping; however, it will mainly 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.

Activities and proposed assignments by the teacher must be assorted, in order that every student can develop their abilities to their full potential. So, the multiple intelligences model and Bloom's taxonomy will be embraced.

The teaching-learning process of this subject follows the European Credit Transfer System (ECTS), which takes into account both lesson attendance and independent learning. Each ECTS credit is equivalent to 25 hours of work, as a consequence of which the present subject, worth 6 ECTS credits, will imply 150 hours of work by the student. Only 48 of them will require lesson attendance, though, and will be structured as is detailed below.

b. Organization of sessions

The lessons in attendance will be theoretical ones and practical ones (both of them comprise 1/3 of ETCS credits for the subject). 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 (summaries or outlines of main contents), and will be combined with learning activities, such as problem solving, group discussions and other activities aimed at consolidating the theoretical contents and key points. The student´s work will be done fundamentally in small or medium-sized groups.

2. *Practical lessons* (25 students, 15 hours)

   These will consist of activities such as problem solving, analysis of legal documents, training instruments, analysis of assessment tests, film viewing and the use of Information and Communication Technologies (ICT), based upon which the student will develop the subject´s notes and materials. Oral presentations will also be done during some of the practical sessions.

3. *Seminars* (12 students, 3 hours).

   The seminars or workshops will consist of topics, issues related to the subject, cooperative group work and tutorial sessions.

Independent learning comprises 2/3 of ETCS credits for the subject.

It includes the preparation of assignments and the realisation of those activities in attendance-based lessons to be handed in to the teacher or presented to the class.

Finally, the student must also complete 102 hours, worth of independent work at home: preparing activities or presentations, reading articles or other texts, and revising the subject contents. It includes personal study and test preparation.

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 seminar 2 hours assessment tasks
Number of hours of independent learning: 100	100 of independent learning

c. Materials and resources

Students will be provided with different materials in order to complete activities through which the unit contents will be worked. At the end of each unit, the students will prepare, with the teacher´s help, the basic theoretical material that will be studied for the exam.

They will have access to the library and to different Information and Communication Technologies (ICT) in order to develop their work and carry out practical activities. Additionally, the virtual platform will allow them to contact the teacher, receive additional material and hand in their activities once they have been completed.

6. ASSESSMENT

Assessment criteria:

According to the European Commission of Education and Training[1]**,** 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 the exams.

- Shows awareness of the knowledge needed to understand the personal development of students with difficulties and is able to identify these dysfunctions.
- Identifies learning difficulties, report them and cooperate in their treatment.
- Identifies and plans solutions to educational situations that affect students with different capabilities and different paces of learning.
- Shows an ability to detect and analyse the possible barriers to learning and participation and promote the use of the necessary resources to favour students' global learning, independent of their characteristics or situation.
- Provides searches in a number of bibliographic databases.
- Directly undertakes, and in collaboration with the rest of the teaching staff, pschyo-pedagogical services, and in the family setting, provides an educational quality response for each student, especially for those with special educational needs.

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[1] http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/key_en.pdf

Relationship between specific competencies and assessment criteria:

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

SPECIFIC COMPETENCES	ASSESSMENT CRITERIA
To be able to identify learning difficulties and cognitive and attention-related dysfunctions. (Competence 7)	Identifies learning difficulties, reports them and cooperates in their treatment.
To be able to inform to other specialists in order to address teacher and school collaboration to the attention to special educational needs that were raised. (Competence 8)	Directly undertakes, and in collaboration with the rest of the teaching staff, pschyo-pedagogical services, and in the family setting, provides an educational quality response for each student, especially for those with special educational needs.
To obtain the necessary resources in order to favour educational integration of those students in difficulties. (Competence 9)	Shows an ability to detect and analyse the possible barriers to learning and participation and promote the use of the necessary resources to favour students' global learning, independent of their characteristics or situation. Provides searches in a number of bibliographic databases.
To analyse and incorporate, in a critical manner, the more relevant issues from modern society that affect to upbringing and scholar education: social and educational impact from audiovisual and screening languages; change in the intergenerational and gender relations; multi-culturalism and inter-culturalism; social discrimination and inclusion, and sustainable development. (Competence 13)	Shows awareness of the knowledge needed to understand the personal development of students with difficulties and is able to identify these dysfunctions. Identifies and plans solutions to educational situations that affect students with different capabilities and different paces of learning.

Report criteria:

The report criteria define the relative weight of each of the assessment criteria.

ASSESSMENT CRITERIA	DEFINITION (INDICATORS)	WEIGHT (%)
Shows awareness of the knowledge needed to understand the personal development of students with difficulties and is able to identify these dysfunctions.	* Expresses and defines concepts accurately * Is able to apply them to examples * Relates concepts to different topics	20
Identifies learning difficulties, report them and cooperate in their treatment.	* Observes characteristics of students with learning difficulties * Describes important information and data * Analyses data and behaviors in detail and with appropriate material * Defines educational needs	20
Provides searches in a number of bibliographic databases.	* Provides bibliographic databases	10
Identifies and plans solutions to educational situations that affect students with different capabilities and different paces of learning.	* Observes characteristics of students with learning difficulties * Describes important information and data * Performs detailed analyses of educational materials * Analyses various aids to tackle diversity * Critically assesses different teaching activities	30
Directly undertakes, and in collaboration with the rest of the teaching staff, pschyo-pedagogical services, and in the family setting, provides an educational quality response for each student, especially for those with special educational needs.	* Is able to communicate with the parents and tutors sensibly and effectively * Is aware of, respects and develops positive attitudes towards cultural and individual diversity. * Produces specific teacher reports about learning difficulties.	10
Shows an ability to detect and analyze the possible barriers to learning and participation and promote the use of the necessary resources to favor students' global learning, independent of their characteristics or situation.	* Performs detailed analyses of educational materials * Analyses various aids to tackle diversity * Detects and analyses possible learning difficulties and promotes and the use of the necessary resources to favor the global development of the students * Is able to provides bibliographic databases	10

Assessment criteria are now presented, with their corresponding weights on the assessment, and indicating the assessment tools that will be used to that end, both in

the ordinary and extraordinary sittings, and both in continuous and final assessment modes.

CONTINUOUS ASSESSMENT (Only available for the ordinary sitting):

Assessment instrument Assessment criterion	Theoretical activities	Group practical work	Seminar work and final project	Exam	WEIGHT (%)
Shows awareness of the knowledge needed to understand the personal development of students with difficulties and is able to identify these dysfunctions.	X			X	**20**
Identifies learning difficulties, reports them and cooperates in their treatment.	X	X	X	X	**20**
Provides searches in a number of bibliographic databases.	X	X	X		**10**
Identifies and plans solutions to educational situations that affect students with different capabilities and different paces of learning.		X	X	X	**30**
Directly undertakes, and in collaboration with the rest of the teaching staff, pschyo-pedagogical services, and in the family setting, provides an educational quality response for each student, especially for those with special educational needs.		X	X	X	**10**
Shows an ability to detect and analyse the possible barriers to learning and participation and promote the use of the necessary resources to favour students' global learning, independent of their characteristics or situation.	X	X	X	X	**10**
	10	**25**	**25**	**40**	**100**

*80% attendance is mandatory
*50% in the continuous assessment and in the exam is mandatory

FINAL ASSESSMENT (Available for ordinary and extraordinary sittings):

Assessment criterion / Assessment instrument	Final project	Exam	WEIGHT (%)
Shows awareness of the knowledge needed to understand the personal development of students with difficulties and is able to identify these dysfunctions.	X	X	**20**
Identifies learning difficulties, report them and cooperate in their treatment.	X	X	**20**
Provides searches in a number of bibliographic databases.	X		**10**
Identifies and plans solutions to educational situations that affect students with different capabilities and different paces of learning.	X	X	**30**
Directly undertakes, and in collaboration with the rest of the teaching staff, pschyo-pedagogical services, and in the family setting, provides an educational quality response for each student, especially for those with special educational needs.	X	X	**10**
Shows an ability to detect and analyse the possible barriers to learning and participation and promote the use of the necessary resources to favour students' global learning, independent of their characteristics or situation.	X	X	**10**
	25	**75**	**100**

*80% attendance is mandatory
*50% in the continuous assessment and in the exam is mandatory

The learning outcomes included in the degree verification report for the bachelor's degree in early childhood education corresponding to this subject are:

Learning Outcomes: Psychological Foundations of Attention to Diversity	Code
Understand the characteristics of children aged 0–6 years, considering the division into 0–3 and 3–6 cycles, as well as the particularities of their motivational and social contexts.	**RAP1**
Design interventions considering the psychomotor, cognitive (intelligence, memory, language, perception, learning…), social, and emotional characteristics of students in this Early Childhood Education period.	**RAP2**
Promote the integral development of children aged 0–6 years, considering cognitive and socio-emotional aspects.	**RAP3**
Understand, distinguish, and apply the different theoretical approaches that support effective learning based on contributions from Developmental Psychology.	**RAP4**
Know and use the various scientific methodologies of Psychology applied to the educational field.	**RAP5**
Acquire emotional and social skills that promote healthy development.	**RAP6**

Understand, respect, and develop positive attitudes toward cultural and individual diversity.	**RAP7**
Be able to provide an educational response to gender equality, considering its differential elements.	**RAP8**
Be able to identify problematic situations and unexpected behaviors in the classroom.	**RAP9**
Be capable of resolving conflicts through mediation. Apply valid and reliable models from an early age.	**RAP10**
Understand the psychological and social foundations of specific educational needs. Identify and apply methods and models of Early Intervention.	**RAP12**
Be able to detect and analyze possible learning and communication difficulties and promote the use of necessary resources to support students' holistic development.	**RAP13**
Identify students with temporary and/or permanent educational needs, defining priority areas of action, as well as the necessary aids and supports to promote learning.	**RAP14**
Be able to detect and analyze possible barriers to learning and participation and promote the use of necessary resources to support full learning for all students, regardless of their characteristics and situation.	**RAP17**
Be able to design competency-based educational proposals, especially those related to Communication and Language, Psychomotricity, and Socialization.	**RAP18**
Take into account the different learning rhythms of early childhood education students when planning their learning.	**RAP19**
Be able to communicate with parents and guardians in a sensible and effective manner.	**RAP21**
Collaborate in improving students' self-concept development both academically and personally (emotionally, socially…).	**RAP23**

Assessment system and procedures:

The assessment system is based on the regulations of the learning assessment procedures of Alcalá University and is characterized by the following aspects.

1. This subject has an ordinary sitting in January and an extraordinary one in June.

2. Characteristics of the **ordinary sitting**:
   - It will be developed under the *continuous assessment* mode.
     - o 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.
     - o 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:
  - o 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.
  - o 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:*
     - o The final assessment is <u>the only available mode in the extraordinary sitting</u>.
     - o 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/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

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.

The teaching-learning methodology and the evaluation process will be adjusted, when necessary, with the guidance of the CUCC Guidance Service and/or the Unit of Attention to Diversity of the UAH to apply curricular adaptations to students with specific needs, upon delivery of documentation certifying such need.

7. Bibliography

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (DSM-5®)* American Psychiatric Pub.
This manual is available on library. It is used specially in psychology. It helps us to define, classify different disorders as well as to provide some lines for intervention.

Dash, N. (2006). *Inclusive Education for Children with Special Needs.* New Dely. Atlantic.
The present book is a complete treatise on inclusive education with particular emphasis on children with special needs. It seeks to find out how information/findings from research on inclusion can be employed to influence inclusive practices in classrooms in a positive way. It provides useful tips and strategies to those who need to know how to include children with special needs in regular classroom activities.

Hodkinson A., Vickerman P. (2009). *Key Issues in Special Educational Needs and Inclusion.* SAGE Publications Ltd,
Recent legislation has meant that Special Educational Needs (SEN) and inclusion has become a major focus for students of Education Studies, and this book will develop their awareness of the field. Using case studies and reflection points, authors Alan Hodkinson and Philip Vickerman provide an introduction to Special Education Needs, presenting a critical perspective on the main ideological and political debates that have helped to shape its development. Combining critical exploration with an overview of future challenges, this timely text enables students to develop.

Wall, K. (2011). *Special Needs and Early Years.* United Kingdom: The book repository.
Kate Wall blends theory and practice with an informative analysis of provision for young children with additional needs. The book includes a timeline showing the development of policies and legislation in the field; learning objectives at the beginning of chapters; points for reflection within chapters, to aid independent study and facilitate critical thinking; case studies, which cover the birth-to-8 age range; the role of fathers, and current issues around diversity and inclusion.

Basic Bibliography In Spanish:

Gómez Montes, J.M., Royo García, P. y Serrano García C. (2009). *Fundamentos Psicopedagógicos de la Atención a la Diversidad*. Colección Textos Docentes. EUCC.
This book seeks to present a comprehensive point of view for the attention to diversity in the classroom. With that purpose, the book, along its 15 chapters, offers an historical tour of attention to diversity until its current perspectives, sets the guidelines for the evaluation and identification of the different special educational needs, analyses these problems from a curricular point of view and describes the different possible measures, ordinary and

extraordinary, as well as the different kinds of educational support that can be given in the classroom (for auditory, visual and intellectual disabilities; attention deficit disorder with/without hyperactivity, high intellectual abilities, etc.).

VVAA (2006). *Atención a la Diversidad*. Ideas Propias Editorial.

The main objective of this handbook is to train teachers in the field of attention to diversity. It gathers several best practices for different cases of special educational needs as well as a legal framework. It is based on the principle that within the educational system we will find children with different concerns, motivations, skills, cognitive styles and needs, and aims to give a positive response to this diversity.

Narbona García, J.; Artigas Pallarés, J. (coord.) (2011). *Trastornos del neurodesarrollo*. Viguera Editores.

Los trastornos del neurodesarrollo no son enfermedades, en el sentido convencional del término, y su repercusión está muy mediatizada por el entorno en el que se desenvuelve el individuo. Sin embargo, adquieren una identidad y una gran importancia, al considerar que entre un 10 y un 20% de la población infantil y adolescente sufre las consecuencias de no responder a las expectativas de su medio cultural y social.

El libro ha nacido con la idea de facilitar la comprensión de dichos problemas, incorporando los conocimientos que en el presente se están desvelando desde la neurociencia, la genética de la conducta, la psicología cognitiva y la aportación darwiniana a la interpretación del funcionamiento de la mente humana. El lector –neuropediatra, psiquiatra, psicólogo, pedagogo, logopeda, estudiante– hallará una información actualizada, basada en la evidencia científica y explicada con un lenguaje sencillo y ameno.

Trastornos del neurodesarrollo trata de incorporar las claves para el diagnóstico y el tratamiento de los individuos afectados, pero en ningún caso a modo de recetas, prescripciones o pautas estandarizadas. Por encima de todos, el objetivo que justifica esta obra es facilitar al profesional el manejo de la problemática de los niños que padecen alguno de estos trastornos, aunando los conocimientos científicos y el sentido común.

Notes: other material will be post by teacher on campus virtual.