## **. - Psychology of Intervention in Educational Contexts**

## Prof. Elena Gatti; Prof. Daniela Traficante Valvassori

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

The course aims to address the topic of psychological interventions in various life-related educational contexts, including school (in its socio-organisational, relational, teaching aspects) and the family (with a view to identifying parent-child educational styles, *parenting* methods and possible models of intervention on parenting), also considering the centrality of an inclusive approach when dealing with special educational needs.

*Knowledge and understanding*

At the end of the first module, students will be able to:

- know the parenting educational styles and their repercussions on the well-being of children;

- identify the most functional interventions to be implemented in the family context;

- know the main organisational characteristics of the school, the psychological implications inherent to the teacher-student educational relationship, and the effective communication methods between school and family;

- know and understand the possible role of psychologist and their methods for intervention;

- know and understand the possible role of the psychologist and his intervention methods, both in the school context and in other extracurricular educational contexts.

At the end of the second module, students will be able to:

- know the behavioural characteristics, neuropsychological models and aetiological theories of the main neurodevelopmental disorders (intellectual disability, learning disorders, autism spectrum disorders, attention deficit hyperactivity disorder);

- know the national regulatory framework behind the processes of inclusion and protection of people with disabilities, both in the school context and in the work context;

- know and understand the basic principles to refer to in the planning of enabling-rehabilitation educational interventions, including the methodology for monitoring and evaluating the effectiveness of the implemented proposal.

*Ability to apply knowledge and understanding*

At the end of the course, students will be able to:

- create an integrated representation of an educational context, aware of the interactions between the individual characteristics, relational modalities and organisational properties of the context;

- plan and implement educational psychological interventions in different life contexts, with particular attention to the perspective of promoting well-being and health in the individual;

- adopt an intervention methodology aimed at monitoring and evaluating the quality of the intervention.

***COURSE CONTENT***

The first module will trace the theoretical and applicative coordinates of the main contexts in which specific educational interventions in children occur. Specifically, the role of the family will be introduced by presenting the main educational modalities in the parent-child relationship and their short and long-term implications on the psychosocial adaptation of children.

The school context will then be explored, illustrating the main lines of intervention open to psychologists for achieving the well-being and staying-well of all those who directly and indirectly "experience" the school.

Finally, we will look at other extracurricular contexts of a more playful-recreational nature, but which also play an important role in the individual's development.

The topics will be addressed both theoretically and through the presentation of cases, the consultation of tools and the viewing of narrative and video material.

Specifically, the programme will be divided into three units:

Unit 1: the family as the first educational context

* Parental beliefs
* Parenting educational styles
* Models of parenting intervention

Unit 2: School as a context for growth

* The school as an organisation
* The educational relationship between teachers and pupils
* The relationship between school and family

Unit 3: other extracurricular educational contexts

* Sport
* The theatre

The second module will provide a theoretical and methodological framework for an integrated and operational representation of cognitive functioning and learning processes in typical and atypical developmental paths. More specifically, the course will present assessment models and educational interventions for promoting an enhanced ability to think and reason in relation to different developmental conditions. The reference models and theories for the study of specific learning disorders will also be presented, providing operational cues for diagnosis and treatment.

Specifically, the programme will be arranged as follows:

Unit 1: The representation of intelligence

* Psychometric theories
* Computational theories
* Intellectual disability and limited intellectual functioning

Unit 2: Specific Learning Disorders

* Diagnostic criteria according to the DSM-5
* The neurobiological bases
* Neuropsychological models of reading-writing-computing

Unit 3: Other neurodevelopmental disorders

* ADHD
* Autism

***READING LIST***

*Reading list for the path based on lecture contents:*

1. Contents of the lectures (slides - notes)
2. 2021-2022 course pack for the 1st module
3. Vio C., Toso, C., Spagnoletti M.S., *L’intervento psicoeducativo nei disturbi dello sviluppo*, Carocci Faber, Roma, 2015.

*For the text-based path:*

1. 2021-2022 course pack for the 1st module
2. Vio C., Toso, C., Spagnoletti M.S., *L’intervento psicoeducativo nei disturbi dello sviluppo*, Carocci Faber, Roma, 2015.
3. Cornoldi C., Molinari L., *Lo psicologo scolastico. Competenza e aree*, Il Mulino, Bologna 2019.

***TEACHING METHOD***

Lectures, discussions on predefined topics, tutorials, presentation of film clips.

***ASSESSMENT METHOD AND CRITERIA***

The student's level of preparation will be assessed through an interview at which they will have to demonstrate knowledge of the following elements:

1. with reference to knowledge and understanding, the student's ability to describe and comment on the theoretical models and key constructs presented during the course will be tested;

2. with reference to the ability to apply knowledge and understanding, the student's ability to establish hypotheses for the design and implementation of educational psychological interventions will be tested, with particular reference to the promotion of well-being.

The overall assessment will be based on the completeness, relevance and correctness of the answers given, as well as the appropriateness of the language used.

In order to pass the exam, students must have obtained a minimum assessment of 18/30 for both modules. The final mark will be the average of the marks obtained in each module.

***NOTES AND PREREQUISITES***

The student must possess a basic knowledge of developmental psychology, clinical psychology and the psychology of community interventions.

Further information can be found on the lecturer's webpage at http://docenti.unicatt.it/web/searchByName.do?language=ENG or on the Faculty notice board.