# Psycho-Pedagogy for the Disabled

Prof. Silvia Maggiolini; Prof. Marina Giampietro

Module 1: *Pedagogy for Disabilities* (Prof. Silvia Maggiolini)

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

The course aims to teach students the pedagogical dimensions of educational intervention aimed at people with disabilities, with particular attention to the development of sports-related skills and to the role played by educators and coaches. The aim of the course is to promote the ability to critically analyse the significant issues involved in designing inclusive actions in the field of motor sciences.

At the end of the course, students will:

* know and understand the fundamental junctions of special pedagogy and educational intervention for people with different types of motor disabilities;
* know and possess the ability to apply the course contents and, in particular, the procedures of observation and educational planning from an inclusive perspective;
* master and be able to communicate issues related to special pedagogy using specialised vocabulary.

***COURSE CONTENT***

Part One

1. Special pedagogy: origins, purpose, epistemology

- Legislation and inclusive processes.

- Causes, classification and types of disabilities.

- Intellectual disabilities and educational guidelines.

Part Two

2. Intervention in the special educational field

– Designing physical activity pathways for people with special educational needs.

– Phases, objectives and tools of design in the sports field

– The skills of the educator in the field of motor sciences and their role in supporting inclusive processes for the person with disabilities and/or difficulties.

***READING LIST***

L. d'Alonzo, *Pedagogia speciale per l'inclusione,* Morcelliana, Brescia, 2018.

Materials developed by the lecturer and provided on the Blackboard platform of the Sacred Heart Catholic University of Milan.

***TEACHING METHOD***

Lectures with educational technology support. Involvement and active participation by students will be required.

***ASSESSMENT METHOD AND CRITERIA***

An oral interview aimed at ascertaining the student's acquisition and correct understanding of the contents of the reading list texts. The exam is designed to assess the student's reasoning ability and analytical rigour with respect to the course subjects, as well as their specific language command. The student will be assessed on the following criteria: accuracy of the answers, presentation clarity, critical reflection, and ability to link the questions to the related topics and adequately motivate any statements, analyses and judgments.

***NOTES AND PREREQUISITES***

Being introductory in nature, there are no prerequisites for attending the course. However, a degree of interest and intellectual curiosity regarding pedagogical reflection and inclusive education is assumed.

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.

Module 2: *Psychology for Disabilities* (Prof. Marina Giampietro)

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

The module aims to provide students with a general understanding of the psychological dimensions of educational intervention aimed at people with disabilities, with particular attention to the development of sports-related skills and the role played by educators and coaches with respect to disabled people and their families. A further aim is to promote students’ knowledge and ability to critically analyse the significant issues involved in designing inclusive actions in the field of motor sciences.

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

* know the basic topics and fundamental concepts of disability and rehabilitation psychology, and use its specialised vocabulary;
* apply the course contents and, in particular, the procedures of observation and of the design and implementation of psycho-educational interventions from an inclusive perspective, to concrete situations in assistance relationships involving people with disabilities within public or private, and formal or informal contexts;
* communicate and collaborate effectively with the families of disabled people, with other professionals involved, with public and private interlocutors according to shared objectives.

***COURSE CONTENT***

* The psychology of disability: the systemic approach as a preferential perspective when researching the subject in question.
* Aspects related to disability from a psychological point of view: needs and personality of the disabled person.
* The disabled person in relational play.
* The role of the family system in the definition of disability and related interventions.
* The relationship between family members and operators.
* Disabilities and socialisation agencies: the role of the school.
* Teamwork.
* The role and meanings of motor activities aimed at people with disabilities.

***READING LIST***

A.M. Sorrentino, *Figli disabili,* Raffaello Cortina Editore, Milan, 2006.

Materials developed by the lecturer and provided on the Blackboard platform of Università Cattolica del Sacro Cuore Milan.

***TEACHING METHOD***

Interactive lectures with the support of teaching technologies: use of PowerPoint slides promptly uploaded to Blackboard - discussion of cases - analysis of videos and documents relating to interventions with disabled people; expert interventions on specific aspects of the course programme.

***ASSESSMENT METHOD AND CRITERIA***

An oral interview with the following objectives:

- verify the student's acquisition and understanding of the conceptual contents proposed in the module;

- verify the ability to apply the concepts studied to specific cases;

- verify the student's critical processing skill with regard to the proposed contents and the cases discussed.

The final mark will consider the quality and accuracy of the answers given, the adequacy of the language used, and the ability to adequately justify and argue statements, analyses and judgments.

Students may take the Psychology for Disabilities module oral exam during the same session as the Pedagogical module exam. The final assessment will be based on the average of the marks obtained in the two modules.

***NOTES AND PREREQUISITES***

Being introductory in nature, there are no specific prerequisites for attending the course. However, a degree of interest and intellectual curiosity in psychological reflection and inclusive education is assumed.

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.