# Psychology of Atypical Development and Disability

## Prof. Gabriella Gilli

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

The course intends to provide students with basic theoretical and methodological notions of atypical development and disability.

*Knowledge and understanding*

At the end of the course, students will be able to recognise, understand and accurately describe the needs of persons with disability and atypical development, reading them in relation with:

* their cognitive, emotional and relational development,
* family dynamics - both parents and siblings
* school dynamics – both teachers and peers

*Ability to apply knowledge and understanding*

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

* create educational projects in response to the needs of people with disability and atypical development and marginalised people, by properly using acquired knowledge regarding cognitive, emotional and relational development.
* provide educational consultancy for families, school workers and rehabilitation centres considering the paths these people follow in order to face and cope with development disorders
* work as a team and use “shared vocabulary” in relation to development disorders and disability.

***COURSE CONTENT***

Course content includes:

* Definition of atypical development.
* Typical and atypical development: traditional aspects and new research perspectives.
* Brief presentation of diagnostic systems for disability during early childhood

– Introduction to different types of disability (visual-auditory-motor- intellectual - autistic spectrum disorders) with particular emphasis on cognitive, emotional and relational development the nature and etiology of the most common forms of psychopathology.

– Dysregulation and developmental disorders.

– The role of adults in the developmental co-regulation of children.

***READING LIST***

The reading list includes a textbook, a text chosen from the two proposed by the lecturer, as well as all the materials included in Blackboard. In detail:

C. Pecini, D. Brizzolara, *Disturbi e traiettorie atipiche del neurosviluppo*, McGraw Hill 2020.

A text chosen from the following:

A.J. Ayres, *Il bambino e l'integrazione sensoriale. Le sfide nascoste della sensorialità*, Fioriti Editore 2012.

M. Delahooke, *Brain-Body Parenting: How to Stop Managing Behavior and Start Raising Joyful, Resilient Kids*, Harper Wave, 2022– in English

All the in-depth materials on the Blackboard platform.

***TEACHING METHOD***

The course consists of lectures integrated with simulations, case studies and visits from experts.

***ASSESSMENT METHOD AND CRITERIA***

Oral examination.

Students will be assessed on their understanding of course content, how they are able to apply it to situations and cases presented to them, and their use of language and methodology pertaining to the subject.

For the purposes of the evaluation, therefore, the following will contribute: the relevance of the answers, the appropriate use of specific terminology, the coherent structuring of the speech, the ability to identify conceptual links, critical reflection. The overall assessment will take into account the mastery shown by the student in relation to the aforementioned classification levels.

***NOTES AND PREREQUISITES***

There are no prerequisites for attending the course. However, any previous study for psychology examinations will facilitate understanding. For possible need of deepening is recommended: L. Camaioni-P. Di Blasio, “Psicologia dello sviluppo”, Il Mulino, Bologna, 2002.

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.