

University of Blida 2



Lounici Ali

Educational Material Guide

(SYLLABUS)

Educational Material

Autism and neurodevelopmental disorders

1. The students concerned

Humanities and Social Sciences	Faculty
Psychology, Educational Sciences, and Speech Therapy	Department
Third year	Level
Speech Therapy	Division /Field/Specialization
Fifth	Semester
2026/2025	Academic year

2. Introduction to the course

Autism and Neurodevelopmental Disorders	Course Name
Horizontal	Learning Unit
01	Number of credits
Guided activities	Nature of Teaching
01	Coefficient
1:30	Weekly Hours

3. Subject teacher

Kheira Bouchekkif	Name and surname
Lecturer "B"	Rank
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4. Description of the educational material

<ul style="list-style-type: none"> ● Basic principles of nervous system function. ● Basic principles of cognitive skills and their applications. ● Students should have a background in pervasive disorders, cognitive neuroscience, psycholinguistics, cognitive psychology, and the anatomy and physiology of the nervous system. 	Gains
The overall goal of the Autism and Neurodevelopmental Disorders Scale is to delve deeper and specialize in these disorders, even if the student encounters them superficially in the lesson on pervasive disorders.	The overall objective of the educational material
<ul style="list-style-type: none"> ● To enable the student to understand the meaning of neurodevelopmental disorders. ● To enable the student to differentiate between the various disorders that fall under the umbrella of neurodevelopmental disorders. ● To understand autism spectrum disorder and the different characteristics of those affected. ● To enable students to learn about the various methods and tools for assessing this disorder. ● To enable students to learn about the diagnostic criteria. ● To enable students to learn about the different types of interventions and treatment programs for autism spectrum disorder. 	Learning objectives (skills to be acquired)

5. Content of the educational material

General introduction to neurodevelopmental disorders and sensory disorders	First Topic (Lecture 1)
Definition of behavioral disorders and their causes	The second topic (Lecture 2)
Cognitive disorders	Third topic
Addressing neurodevelopmental disorders	Fourth topic
Communication disorders and their types	Fifth topic
Attention deficit hyperactivity disorder	Sixth topic

Other types of attention deficit hyperactivity disorder	Topic 7
Learning disorder	Topic 8
motor disorders	Topic 9
Tick disorders	Topic 10
Tickly disorders and neurodevelopmental disorders	11 topic
Autism spectrum disorder	12 topic
Autism Spectrum Disorder (continued)	13 topic
Autism Spectrum Disorder (continued)	14 topic
	15 topic
	16 topic

6. Evaluation Method

Evaluation			The mark		Percentage rating
/	/	Lecture	/		exam
25 %	100 %	Directed and applied work	20	5	Partial exam
40 %				8	Guided activities (research: preparation/delivery)
-				-	Practical applications
10 %				2	individual project
-				-	Teamwork (within a team)
-				-	Field trips
15 %				3	Attendance (Presence/Absence)
% 10				2	Other elements (participation)

The material is taught in lecture format . (but it is guided activities in the canevas).

The nature of its assessment: The course grade is measured by the continuous assessment score and the final exam score of 100%.

Course grade = Continuous assessment points + Final exam

7. Expected time distribution for the course program

Lecture or lesson content	Week The
Definition of neurodevelopmental disorders and sensory disorders	Week1
Addressing the most important behavioral disorders associated with neurodevelopmental disorders	Week2
Identifying the most important cognitive disorders (memory, attention, perception and language)	Week3
Definition of neurodevelopmental disorders and a list of the various disorders and their types	Week4
A detailed explanation of communication disorders and their types	Week5
Signs of Attention Deficit Hyperactivity Disorder (ADHD)	Week6
Symptoms of Attention Deficit Hyperactivity Disorder (ADHD) in adults, and definitions of both ADHD with and without a known cause.	Week7
Definition of learning disorder, its types, and diagnostic criteria	Week8
Types of movement disorders and their diagnostic criteria (developmental coordination disorder, stereotypical movement disorder)	Week9
Definition of tic disorders, their types, and diagnostic criteria	Week10
Tic disorders and neurodevelopmental disorders, both those with other and non-specific causes.	Week11
Definition of Autism Spectrum Disorder and its Diagnostic Criteria	Week12
Autism Spectrum Disorder (Types, Characteristics, and Causes)	Week13
Autism Spectrum Disorder (Methods of Diagnosis and Detection)	Week14
	Week15
	Week16
تحدده الإدارة) امتحان نهاية السداسي (تاريخ الامتحان	

8. Personal tasks assigned to the article

Discussing questions during the lessons.	1
Perform summaries of the lessons presented.	2
Evaluative questioning.	3
. Evaluating student interactive questions on the Moodle platform.	4
Attendance and interaction on the Moodle platform.	5
Create a chat and forum within the Moodle e-learning platform.	6
Assess student responses through interactive questions during lessons.	7
Link interactive questions to field applications, which are part of the methods for assessing and diagnosing disorders.	8

9. Rules that students must respect

All students must attend in-person classes and not rely solely on online lessons.	Rule 1
All students must pass the final exam for the course at the end of the first semester.	Rule 2

10. Sources and References

publisher, and year	author	Reference title	#
The Arab Journal of Disability and Talent, 2021	<i>Hammadou, m. & Mahria, kh</i>	Diagnosis of Autism Spectrum Disorder According to the New DSM-5 Criteria - A Descriptive and Analytical Study at the Psycho-Pedagogical Center for the Mentally Handicapped in Touggourt, Ouargla	1
<i>Journal of Contemporary Psychological Studies</i> 2024	Koutb, M. , Essayed, R. , & Khalifa, A.	Effectiveness of a cognitive-behavioral program to improve certain cognitive skills in children with autism spectrum disorder	2
GGKEY:L8KBXTF1G2B2021 .	<i>Elhammedi, A</i>	DSM-5-TR standards	3
<i>Arab House for Science Publishers</i> 2015 .	<i>Elhammedi, A</i>	DSM-5-TR standards	4

Approvals from administrative and pedagogical bodies

الإدارة	Field, branch, or specialization supervisor (depending on level) Pedagogical Committee			Department Head
	Specialization	Division	The field	
			ملاحظة هامة: بعد المصادقة على دليل المادة في بداية كل سداسي يتم نشره على الموقع الرسمي للمؤسسة الجامعية.	