

<b>Updated On</b>	2019/03/11																														
<b>Curricular Year / Period</b>	2018/19 / S2																														
<b>Course</b>	Educação Especial																														
<b>Curricular Unit</b>	Necessidades Especiais: Problemas Cognitivos e Motores																														
<b>Language(s) of Instruction</b>	Português English																														
<b>ECTS/tempo de trabalho (horas)</b>	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>8</th><th>200</th><th>T</th><th>TP</th><th>PL</th><th>S</th><th>TC</th><th>E</th><th>O</th><th>OT</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>15</td><td>30</td><td></td><td></td><td>30</td><td></td><td></td><td>15</td></tr> </tbody> </table> <p>T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.</p>	ECTS	Total	Horas de contacto semestral								8	200	T	TP	PL	S	TC	E	O	OT			15	30			30			15
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<b>Prerequisites</b> [Curricular Units that must precede and specific entry competences]	Not applicable																														
<b>Learning outcomes</b> [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<p>It is intended to lead the student to:</p> <ul style="list-style-type: none"> <li>- Acquire notions about the evolution of concepts in the field of disability and intervention methodologies.</li> <li>- Develop attitudes that encourage and justify educational activities with the student, according to their specific characteristics and needs, type and extent of problem they may have.</li> <li>- Acquire knowledge about the type of specific needs that students with cognition and motor problems may have.</li> <li>- Develop skills to enable a performance based to respond to the challenges of the students with special educational permanent needs.</li> <li>- Acquire knowledge about the conditions to develop in meeting the needs of the student with cognition and motor problems.</li> <li>- Develop skills and knowledge to enable a proficient intervention towards to the needs of the student in school, at home and at the community.</li> </ul>																														
<b>Syllabus</b>	<p>1. PERMANENT SPECIAL NEEDS</p> <p>1.1. Framework and characterization</p> <p>1.2. Etiology and explanatory theories</p> <p>2. COGNITION PROBLEMS</p> <p>2.1. Definition, types and diagnostic criteria</p> <p>2.2. Characteristics of students with cognitive problems</p> <p>2.3. Adaptive Behavior</p> <p>2.4. Person Centered Planning</p> <p>3. MOTOR PROBLEMS</p> <p>3.1. Definition, types and diagnostic criteria</p> <p>3.2. Characteristics of students with motor problems</p> <p>3.3. Habilitation, adaptation of contexts and materials</p> <p>3.4. Social interactions, leisure and sports activities</p> <p>4. Children and Youth with multiple disabilities: Education, Citizenship and Quality of Life</p>																														
<b>Teaching methodologies (including assessment)</b> [Specify the types of assessment and the weights and evaluation criteria]	<p><b>1 - Teaching methodologies</b></p> <p>The method employed will examine the various themes by theoretical input from the teacher, as well as practical group work undertaken by the students, which mainly include, analysis of texts, videos and other materials, as well as discussion of case studies and about practice.</p> <p>The teaching methodology acquires a dynamic role: presentation of contents based upon scientifically relevant documents; students critic discussion based on documents provided for that; tutorial orientation of work developed by the students in small groups.</p> <p><b>2 - Period assessment</b></p>																														

	<p>Students will be evaluated upon a written paper, and its presentation. The paper to be written is both theoretical and practical: the students will choose a main topic from the syllabus and will develop an analysis of theoretical framework and data collection on the subject. The students will be guided in choosing a research topic according to their academic or professional interests.</p> <p><b>3 - Examination assesement</b></p> <p>If the student doesn't succeed in continuous evaluation.</p>
<p><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>Amado A., Mc Bride M. (2001) Increasing Person-Centered Thinking: A Manual for Person-Centered Planning Facilitators. Minnesota: U. Minnesota</p> <p>Correia, L. (2005) Inclusão e Necessidades Educativas Especiais. Um guia para educadores e professores. Porto: Porto Ed.</p> <p>European Agency for Development in Special Needs Education (2003) Necessidades educativas especiais na Europa [<a href="http://www.european-agency.org">http://www.european-agency.org</a>]</p> <p>Garraza M. et al (2000) Necesidades educactivas especiales: alumnado con discapacidad motórica. Navarra: Dep. Educación y Cultura</p> <p>Morato P., Santos, S. (2002) Comportamento Adaptativo. Porto: Porto Ed</p> <p>Nações Unidas (2009) A Convenção sobre os direitos das pessoas com deficiência e protocolo opcional. Lx: INR</p> <p>Saramago A., Gonçalves A., Nunes C., Duarte F., Amaral I. (2004) Avaliação e Intervenção em Multideficiência. Lx: M. Educação</p> <p>Troncoso, M., Cerro, M. (2005) Síndrome de Down: Leitura e Escrita Um guia para pais, educadores e professores. Porto: Porto Ed.</p> <p><b>2 - Complementary Bibliography</b></p> <p>Alonso, M.; Bermejo, B. (2001). Atraso mental: Adaptação Social e Problemas de Comportamento. Amadora: McGraw-Hill.</p> <p>Bairrão, J. (1995). A perspectiva ecológica em Psicologia da Educação. Psicologia, nº 10, pp. 7-30.</p> <p>Bautista, R. (coord) (1997). Necessidades Educativas Especiais, Lisboa: Dinalivro.</p> <p>Correia, L. M. (1997). Alunos com Necessidades Educativas Especiais nas Classes Regulares. Colecção Educação Especial. Porto: Porto Editora.</p> <p>Della-Courtiade, C. (1997). A Criança com Deficiência do nascimento à idade escolar - Breve guia para os pais. Lisboa: Grifo.</p> <p>Félix, I. E Marques, A. M. (coord.) (1995). E Nós Somos Diferentes? Sexualidade e educação sexual na deficiência mental. Lisboa: Associação p/ Planeamento da Família.</p> <p>Gonçalves, E. (1997). Efeitos de um programa de cultura geral numa população adulta com deficiência mental moderada. Lisboa: SNRIPD.</p> <p>Ladeira, F., Amaral, I. (1999). Alunos com multideficiência nas escolas de ensino regular. Lisboa: Ministério da Educação.</p> <p>Ministério da Educação (2004). Educação e Transição para a Vida Pós-Escolar de Alunos com Deficiência Intelectual Acentuada: Caracterização das Respostas Educativas Proporcionadas aos Alunos 2º e 3º Ciclos com Currículos Alternativos ao Abrigo do DL 319/91. Lisboa: DGIDC</p> <p>Nielsen, L. B.; (1999), Necessidades Educativas Especiais Um Guia Para Professores, Porto: Porto Editora.</p> <p>Pereira, M. e Vieira, F. (1992). Uma Perspectiva Curricular para a Deficiência Mental. Lisboa: Fundação Calouste Gulbenkian.</p> <p>Pereira, M. e Vieira, F. (1996). Se Houvera Quem Me Ensinara A Educação de Pessoas com Deficiência Mental. Lisboa: Fundação Calouste Gulbenkian.</p> <p>Ramos, M. L. (2005). Sexualidade na diversidade : atitudes de pais e técnicos face à afetividade e sexualidade da jovem com deficiência mental. Lisboa: SNRIPD.</p> <p>Regueira, M. (1999). Programa Básico para favorecer a Autonomia Pessoal e a Vida Diária apontamentos contra o desânimo de técnicos em apuros. Fafe: CERCIFAF.</p> <p>Rief, S. ; Heimburge, J. (2000). Como Ensinar Todos os Alunos na Sala de Aula Inclusiva. Porto: Porto Editora.</p> <p>Rodrigues, D. (2001) (Org.). Educação e Diferença: Valores e Práticas para uma Educação Inclusiva. Porto: Porto Editora.</p>
<p><b>Special Situations</b></p> <p>[Students with special status]</p>	<p><b>1 - Period assessment - Students with special status</b></p> <p>Students with Special Needs</p> <p>Students in Erasmus+ Mobility</p>

## 2 - Examination assesement - Students with special status

Students with Special Needs