

Updated On	2019/02/21																														
Curricular Year / Period	2018/19 / S2																														
Course	Educação Especial																														
Curricular Unit	Crescimento e Desenvolvimento Atípico																														
Language(s) of Instruction	Português Inglês																														
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th></th><th></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										T	TP	PL	S	TC	E	O	OT			15	30			30			15
ECTS	Total	Horas de contacto semestral																													
		T	TP	PL	S	TC	E	O	OT																						
		15	30			30			15																						
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>																															
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<ol style="list-style-type: none"> 1. To know the theories of typical and atypical child development and to apply current research with emphasis on the family and community context 2. To identify development factors pre, peri and postnatal environmental and biological conditions responsible for risk 3. To recognize signs of emotional distress, abuse and neglect and to use referral procedures 4. To identify and use information and resources that support the family 5. To identify environmental risks of health, safety and abuse. 6. To know how to implement prevention methods 7. To know the neurobiological and neuropsychiatric disturbances of development. 8. To identify specific disabilities, etiology, characteristics and classification 9. To describe the implications of disability for the development 10. To know common indicators of disabilities and developmental delays 11. To characterize the impact of a child with disabilities in the family interactions 12. To master the benefits of prevention and early intervention 																														
Syllabus	<ol style="list-style-type: none"> 1. Child development theories Biopsychosocial model Typical and atypical development Development, critical periods and alarm signs Risk factors: Established, biological and environmental risk factors and implications for development 2. Development in the family and in the community context Protective factors and resilience Attachment between the child and the caregiver Stress and trauma effects Signs of emotional distress, abuse and neglect. 3. Health and child safety Nutrition and health Diseases Safety 4. Developmental disorders Etiology and explanatory theories Different frames and implications Prognostic, preventive and therapeutic measures 																														
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The methodology includes theoretical exposition and articles analysis, case studies and problem solving in groups, films and group discussions. Group work around thematic debates and analysis of texts will be the main form of methodology. The theoretical contents are taught alongside the independent</p>																														

	<p>research from the references advised and research of related articles. The theoretical research carried out under the themes will be follow in the tutorial sessions.</p> <p>2 - Period assessment</p> <p>Students will be evaluated according to the development of a reflective learning portfolio. The final score is the result of the portfolio score that should include works, case studies reports, surveys and individual reflection of learning</p> <p>3 - Examination assesement</p>
Bibliography	<p>1 - Main Bibliography</p> <p>2 - Complementary Bibliography</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>2 - Examination assesement - Students with special status</p>