

# Curricular Unit Form

(Document waiting approval  
from Course Commission)

<b>Updated On</b>	2019/03/07																																							
<b>Curricular Year / Period</b>	2018/19 / S2																																							
<b>Course</b>	Educação Especial																																							
<b>Curricular Unit</b>	Operacionalização em Intervenção Precoce																																							
<b>Language(s) of Instruction</b>	Português Inglês																																							
<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>7</th> <th>125</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></td> <td>30</td> <td></td> <td></td> <td>15</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								7	125	T	TP	PL	S	TC	E	O	OT				30			15			15
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<b>Prerequisites</b> <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable																																							
<b>Learning outcomes</b> <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>Identify recommended practices in evaluation and early intervention, as well as analyze compliance with Portuguese legislation in this field.</p> <p>Build scientific knowledge inherent in teamwork and a special vocational and attitudinal predisposition for teamwork.</p> <p>Strengthen the critical spirit, necessary to the empirical contrast of different intervention modalities.</p> <p>Develop effective interpersonal skills in interacting with families, with other professionals, as well as collaboration, service coordination and community awareness.</p> <p>Develop knowledge that makes possible the understanding of the community where they develop their professional activity, their cultural, social, economic, structural and organizational particularities.</p> <p>Demonstrate ethical attitudes consistent with research and early intervention.</p>																																							
<b>Syllabus</b>	<p>A) Early Intervention and its Operationalization in Portugal</p> <ul style="list-style-type: none"> <li>- Implementation of the National System of Early Intervention in Childhood</li> <li>- Articulation in several contexts of education, health and social action services</li> </ul> <p>B) Teamwork Models</p> <ul style="list-style-type: none"> <li>- Teamwork: individual skills, collaborative process and barriers to successful collaboration.</li> <li>- Models of teamwork: multidisciplinary, interdisciplinary, transdisciplinary and inter-service.</li> </ul> <p>C) Methodology for Conducting Case Studies</p> <ul style="list-style-type: none"> <li>- Definition and objectives; types of case study; procedures and data analysis; inferences and conclusions. Ethical dimension of the case studies.</li> <li>- Elaboration of the individual plan for early intervention (PIIP).</li> </ul>																																							
<b>Teaching methodologies (including assessment)</b> <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p><b>1 - Teaching methodologies</b></p> <p>A methodology with an active, interactive, questioning and critical identity is favored, combining different modes of participation: teachers' intervention, individual and group research work developed through the case study, which presupposes an approach to professional contexts, early intervention teams. We emphasize the reflective / supervisory orientation of the teachers who accompany the students' courses. Different types of work are conjugated: Theoretical-practical, fieldwork and tutorial orientation.</p> <p><b>2 - Period assessment</b></p> <p>Assessment: presentation / oral / written discussion of a case study that includes the elaboration of PIIP (weighting 70%); critical / reflexive reflection on the importance of the CU for the professional course (30% weighting). Evaluation criteria: the research capacity / competence, interpretive and critical analysis of the studied variables, in a specific but also a holistic perspective of the PI, to be demonstrated through the work and participation in the classroom</p> <p><b>3 - Examination assessment</b></p> <p>Test</p>																																							

<p><b>Bibliography</b></p>	<p><b>1 - Main Bibliography</b></p> <p>Bagnato, S. (2007). Authentic assessment for early childhood intervention: best practices. NY: Guilford.</p> <p>Buysse, V., Wesley, P. (2005) Consultation in Early Childhood Settings. London: Paul Brookes Pub.</p> <p>Carvalho, L., Almeida, I., Felgueiras, I., Leitão, S., Boavida, J., Santos, P., Franco, V. (2016). Práticas Recomendadas em Intervenção precoce na Infância. Um Guia para profissionais. Coimbra: ANIP.</p> <p>Coutinho, C. P. (2015). Metodologia de investigação em Ciências Sociais e Humanas: Teoria e prática. Coimbra: Almedina.</p> <p>Denzin, K., Lincoln, S. (2005). Handbook of qualitative research. Thousand Oaks: Sage.</p> <p>Division Early Childhood (2014). Recommended practices in early intervention/early childhood special education [www.dec-sped.org/recommendedpractices].</p> <p>European Agency for Development in Special Needs Education (2010) Intervenção precoce na infância, Progressos e Desenvolvimentos [http://www.european-agency.org]</p> <p>Franco V., &amp; Apolónio, A. (2010). Organização diagnóstica em Intervenção Precoce, versão portuguesa. Évora: U. Évora.</p> <p>Ponte, J. (coord) (2008) Guía de estándares de calidad en atención temprana. Madrid: IMSERSO.</p> <p>Sousa, A. (2005). Investigação em Educação. Lisboa: Livros Horizonte.</p> <p>Vilelas, J. (2009). Investigação. O processo de construção do conhecimento. Lisboa: Edições Sílabo.</p> <p>Yin, R. (2001). Estudo de caso. Planejamento e métodos. Porto Alegre: Bookman</p> <p><b>2 - Complementary Bibliography</b></p> <p>Legislação em vigor.</p> <p>Breia, G., Almeida, I., Colôa, J. (2004) Conceitos e Práticas em Intervenção Precoce. Lisboa: M.Educação.</p> <p>Feldman, M. (2004). Early intervention the essential readings. Oxford: Blackwell Pub.</p> <p>GAT (2005) Organización diagnostica para la atención temprana. Madrid: M.Trabajo y Asuntos Sociales.</p> <p>Gronita, J., Pimentel, J., Bernardo, A., Marques, J., &amp; Matos, C. (2011). Intervenção Precoce. O processo de construção de Boas Práticas (Relatório de Pesquisa/2011).</p> <p>Sandall, S., McLean, M., Smith, B. (2005) DEC recommended practices in early intervention/early childhood special education. Denver: Division of Early Childhood for Exceptional Children.</p> <p>Shonkoff, J., &amp; Meisels, S. (2000). Handbook of Early Childhood Intervention. Cambridge: U. Press.</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>The students who attend the course under a special status should, at the beginning of the course, communicate to the teachers the situation and an alternative way of evaluation may be developed.</p> <p><b>2 - Examination assesement - Students with special status</b></p> <p>Test</p>