

Updated On	2023/03/27											
Curricular Year / Period	2022/23 / S1											
Course	Special Education											
Curricular Unit	Family and Special Needs											
Language(s) of Instruction	Português English											
ECTS/tempo de trabalho (horas)	ECTS	Total	Horas de contacto semestral									
	8	200	T	TP	PL	S	TC	E	O	OT	EC	
			15	30			30			15		
T - Theoretical; TP - Theoretical and practical; LP - Laboratory Practice; S - Seminar; TG - Tutorial guidance; FW - Fieldwork; T - Training; ; EC - Clinical teaching; O* - Other hours typified as Clinical Training under the Directive 77/453/EEC of June 27, adapted by Directive 2005/36/EC.												
Teacher in charge (GDPR consent) <small>[complete name, email]</small>	Maria Elisabete Da Silva Tomé Mendes / elisabete.mendes@ippportalegre.pt											
Prerequisites <small>[Curricular Units that must precede and specific entry competences]</small>	Not applicable											
Learning outcomes <small>[Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]</small>	<p>Intending to lead the student to;</p> <ul style="list-style-type: none"> - Acquire theoretical knowledge on the issue family, emphasizing its importance for understanding the social, cultural, economic and political changes that go through it and which are reflected in various systems and educational and social institutions. - Understand the professionals role in a systemic approach and to analyze processes of family adaptation when taking care of a child with disability. - Acquire know-how and understand and prevent problems in special needs and care processes. - Understand the diversity in action, emphasizing different values and social representations, so as to establish and retain positive, cooperative relationships with families. - Integrate knowledge about families and special needs, and to be aware of the responsibility and implications of ethical and social issues. 											
Syllabus	<ol style="list-style-type: none"> Family system <ol style="list-style-type: none"> Apply the theory of family systems Dynamics, roles and relationships within families Life cycle, crisis and change Family and Society <ol style="list-style-type: none"> Family changes in contemporary society Plurality of family forms Family, work and social mobility: relationships and interdependencies Family Development <ol style="list-style-type: none"> Family development pathways and problems Impact of a child with developmental disorders in the family Social support networks Parenting in Diversity <ol style="list-style-type: none"> Preventing the risk of abuse of children and young people with disabilities Models of socio-educational intervention with parents Working with families, co-responsibility and empowerment 											
Teaching methodologies (including assessment) <small>[Specify the types of assessment and the weights and evaluation criteria]</small>	<p>1 - Teaching methodologies</p> <p>The contents of the program will be taught through a combination of different methods including the lecture method, the inductive-deductive method, the targeted research, analysis and discussion of documents (texts, websites, images, and segments of movies), to be worked out in small groups.</p>											

	<p>2 - Period assessment</p> <p>The evaluation will include fieldwork (case study) to be presented and discussed in class (50%), a theoretical review and critical reflection, on the topics covered in the curricular unit (50%). Both works will be supervised by the teacher, from the conception phase to the final writing, having in mind an interaction between the programmatic contents of the curricular unit and the interests of the students with regard to the field work to be carried out.</p> <p>3 - Examination assesement</p> <p>Yes, if you do not meet continuous assessment criteria.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Alarcão, M. (2000) (Des)Equilíbrios Familiares. Coimbra: Quarteto Ed. Ausloos, G. (2003). A Competência das Famílias. Lisboa: Climepsi Ed. Gimeno, A. (2001) A Família - O Desafio da Diversidade. Lx: I.Piaget McWilliam, R. (org) (2012) Trabalhar com famílias de crianças com necessidades especiais. Porto: Porto Ed. Pimentel, J. (2005) Intervenção focada na família: desejo ou realidade. Lx: INR Porter, L. (2002) Educating Young Children with Special Needs. London: Paul Chapman Pub. Relvas, A. (2000) O ciclo vital da família - perspectiva sistémica. Porto: Afrontamento Relvas, A., Alarcão, M. (2007) Novas Formas de Família. Coimbra: Quarteto Sampaio, D., Cruz, H., Carvalho, M. (2011) Crianças e jovens em risco - a família no centro da intervenção. Cascais: Principia Wall, K. (coord) (2005) Famílias em Portugal. Percursos, Interações, Redes Sociais. Lx: I. C. Sociais Williams, F. (2010) Repensar as Famílias. Cascais: Principia</p> <p>2 - Complementary Bibliography</p> <p>Brandão, T. (2004) Apoio à família e formação parental. Análise Psicológica 1 (XXII): 55-64 Correia, L.; Serrano, A. (orgs) (1998). Envolvimento parental em intervenção precoce. Das práticas centradas na criança às práticas centradas na família. Porto: Porto Ed. McWilliam P., Winton P., & Crais E. (2003) Estratégias práticas para intervenção centrada na família. Porto: Porto Editora. Serrano, A. (2008) Redes sociais de apoio e sua relevância para Intervenção Precoce. Porto: Porto Ed Sousa, L. (2005) Famílias multiproblemáticas. Coimbra: Quarteto</p>
<p>Special Situations [Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>Students with Special Needs</p> <p>2 - Examination assesement - Students with special status</p> <p>Students with Special Needs</p>