

Updated On	2021/10/01																															
Curricular Year / Period	2021/22 / S2																															
Course	Educação Especial																															
Curricular Unit	Necessidades Especiais: Problemas Cognitivos e Motores																															
Language(s) of Instruction	Português English																															
ECTS/tempo de trabalho (horas)	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">ECTS</th> <th rowspan="2">Total</th> <th colspan="9">Horas de contacto semestral</th> </tr> <tr> <th>T</th> <th>TP</th> <th>PL</th> <th>S</th> <th>TC</th> <th>E</th> <th>O</th> <th>OT</th> <th>EC</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>200</td> <td>15</td> <td>30</td> <td></td> <td></td> <td>30</td> <td></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; ; 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.</p>	ECTS	Total	Horas de contacto semestral									T	TP	PL	S	TC	E	O	OT	EC	8	200	15	30			30				15
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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>It is intended to lead the student to:</p> <ul style="list-style-type: none"> - Acquire concepts about the evolution of concepts in the field of developmental disorders and intervention methodologies. - Develop skills that favor and support the educational action with the student, depending on their specificities, type and degree of problem they present. - Acquire knowledge about the type of specific needs that students with cognitive and motor problems may present. - Develop skills that allow a reasoned performance to respond to the challenges posed by students in need of support for learning and inclusion. - Acquire knowledge about the conditions to be developed when attending students with cognitive and / or motor problems. - Develop skills and knowledge that allow an efficient intervention according to the needs of the student at school, at home and in the community. 																															
Syllabus	<ol style="list-style-type: none"> 1. DEVELOPMENT DISORDERS <ol style="list-style-type: none"> 1.1. Background and characterization 1.2. Etiology and explanatory theories 1.3. Impact on socio-emotional development 2. COGNITION PROBLEMS <ol style="list-style-type: none"> 2.1. Definition, types and diagnostic criteria 2.2. Characteristics of students with cognitive problems 2.3. Adaptive Behavior 2.4. Person-Centered Planning 3. MOTOR PROBLEMS <ol style="list-style-type: none"> 3.1. Definition, types and diagnostic criteria 3.2. Characteristics of students with motor problems 3.3. Qualification, adaptation of spaces and materials 3.4. Social interactions, leisure and sports activities 4. ASSOCIATED DISORDERS <ol style="list-style-type: none"> 4.1. Children and Youngsters with Multidisability 4.2. Dual Diagnosis: Mental Health and Intellectual Disability 																															

	<p>4.3. Education, Citizenship, Participation and Quality of Life</p>
<p>Teaching methodologies (including assessment)</p> <p>[Specify the types of assessment and the weights and evaluation criteria]</p>	<p>1 - Teaching methodologies</p> <p>An interactive methodology is privileged, in which different modes of participation are combined: intervention by the teacher and research work developed through the consultation of documents available on the platform, as well as the collection of practical information. Different types of work are combined: theoretical-practical classes, at distance learning, in synchronous communication; in classes, although some moments of exposure by the teacher, it is intended an active involvement of students through work in or after the sessions, group debates, based on reading articles, watching videos, analyzing and discussing cases, as well as reflections about practice; in the eLearning modality, asynchronous communication, pedagogical resources and training activities will be made available in advance on the platform that will promote debate and reflection with a view to collaborative learning in the virtual classroom.</p> <p>2 - Period assessment</p> <p>Students are evaluated based on the completion of a written work (case study), and consequent presentation and oral discussion.</p> <p>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>3 - Examination assessment</p> <p>If the student doesn't succeed in continuous evaluation.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Amado A Mc Bride M(2001) Increasing Person-Centered Thinking Manual for Person-Centered Planning Facilitators Minnesota: U. Minnesota</p> <p>APA (2014) DSM-5 Manual de Diagnóstico Estatística das Perturbações Mentais.Lx:Climepsi Ed</p> <p>Correia L.(2005) Inclusão e Necessidades Educativas Especiais Guia para educadores e professores.Porto:Porto Ed</p> <p>Flórez J Garvía B Fernández-Olaria R (2016) Síndrome de Down: Neurobiología Neuropsicología Salud mental. Madrid:CEPE</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>Pelligrino L.T.(2009) Handbook of motor skills: Development, impairment and therapy. Hauppauge: Nova Science Pub Inc</p> <p>Saramago A. Gonçalves A. Nunes C. Duarte F. Amaral I. (2004) Avaliação e Intervenção em Multideficiência. Lx: M.Ed</p> <p>Schalock R. et al (2010) Intellectual Disability Definition, Classification ad Systems of supports. Washington: AAIDD</p> <p>2 - Complementary Bibliography</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>European Agency for Development in Special Needs Education (2003) Necessidades educativas especiais na Europa [http://www.european-agency.org]</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>

Curricular Unit Form (Document waiting approval from Course Commission)

	<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. Lisboa: DGIDC</p> <p>Nações Unidas (2009) A Convenção sobre os direitos das pessoas com deficiência e protocolo opcional. Lx: INR</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 Ensinará 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 afectividade 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>Troncoso, M., Cerro, M. (2005) Síndrome de Down: Leitura e Escrita Um guia para pais, educadores e professores. Porto: Porto Ed.</p>
<p style="text-align: center;">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>