

Updated On	2023/09/14																																									
Curricular Year / Period	2023/24 / S2																																									
Course	Special Education																																									
Curricular Unit	Conceptual Models and Practices in Early Intervention																																									
Language(s) of Instruction	Português Inglês																																									
ECTS/tempo de trabalho (horas)	<table border="1"> <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>0</td> <td>0</td> <td>30</td> <td>0</td> <td>0</td> <td>15</td> <td>0</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	0	0	30	0	0	15	0
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8	200	15	30	0	0	30	0	0	15	0																																
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"> - Understand the conceptual evolution in the field of EI: moving from child-centered to family-centered intervention. - Apply theoretical framework in early childhood assessment and intervention, namely transactional and ecological model. - Acquire knowledge and skills about the conditions to develop in meeting the child and family needs. - Recognize the family as a context for intervention, developing strategies that respect its diversity and that confirm that the family to take decisions. - Understanding the involvement of professionals in a systemic approach and implement a variety of familycentered supports, based on the identification of its resources and priorities. - Apply knowledge, understand and solve problems, in broad and transdisciplinary contexts. - Highlight the diversity of practice, in order to establish and maintain positive relationships and collaboration with families and the community services network. 																																									
Sustainable Developemnt Goals																																										
Syllabus	<ol style="list-style-type: none"> Theoretical Framework <ol style="list-style-type: none"> 1.1 Ecology of human development 1.2 Family centered approach 1.3 Theory of social support Implementation of the Family Centered Models <ol style="list-style-type: none"> 2.1 Parenting skills and healthy development 2.2 Working with families, enabling and empowerment 2.3 Implement practices contextually mediated Planning of Early Intervention <ol style="list-style-type: none"> 3.1 Assessment of the skills and needs of children and families 3.2 Development of individual plan of early intervention 3.3 Primary, secondary and tertiary prevention Role of Family and Professional <ol style="list-style-type: none"> 4.1 Changing role of professionals in a family centered approach 4.2 Consulting and implementation of transdisciplinary models 4.3 Levels of an ecological system for the planning, organization and delivery of education, health and social services 																																									

<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.</p> <p>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>The assessment will include the realization of individual works, which should include a review of the literature and critical reflection on the themes addressed in the course, as well as field work. The essays will be monitored by the teachers from the design phase to the final writing, always envisioning an interaction between the programmatic lines of the course and the interests of the students with regard to the themes to be studied.</p> <p>3 - Examination assesement</p> <p>If the students did not succeed regarding the different essays, there is the possibility to realize an exam, getting at least a grade of 10.</p>
<p>Bibliography</p>	<p>1 - Main Bibliography</p> <p>Almeida I. (2008) Estudos sobre I. Precoce em Portugal: ideias dos especialistas, dos profissionais e das famílias. Lx:INR</p> <p>Bagnato S. (2007) Authentic assessment for early childhood intervention: best practices. NY:Guilford</p> <p>Buysse V, Wesley P. (2006) Evidence-based practice in the early childhood. Washington:Zero to Three</p> <p>Carvalho L, Almeida I, Felgueiras I, Leitão S, Boavida J, Santos, P, Franco V. (2016) Práticas Recomendadas em Intervenção precoce na Infância. Guia para profissionais.Coimbra: ANIP</p> <p>Feldman M. (2004) Early intervention the essential readings. Oxford:Blackwell Pub.</p> <p>Guralnick M. (2005) The developmental systems approach to early intervention. London:Paul Brookes</p> <p>McWilliam P, Winton P. (2003) Estratégias práticas para intervenção centrada na família. Porto:Porto Ed</p> <p>Shonkoff J, Meisels S. (2000) Handbook of Early Childhood Intervention. Cambridge:U.Press</p> <p>2 - Complementary Bibliography</p> <p>Breia G, Almeida I., Colôa J. (2004) Conceitos e práticas em intervenção precoce. Lx:M.Educação</p> <p>Carpenter B, Schloesser J, Egerton J. (2009) European developments in early childhood intervention[www. eurllyaid.net]</p> <p>Carvalho, O. (2011). De pequenino é que se torce o destino: o valor da Intervenção Precoce. Porto: Livpsic</p> <p>Ponte, J. (2006). La Atencion Temprana en Europa. Dossier Una apuesta decidida por la atención temprana, 24-26.</p> <p>Sampaio D., Cruz H., Carvalho, M. (2011) Crianças e jovens em risco-a família no centro da intervenção. Cascais: Principia</p> <p>Serrano, A. (2008) Redes sociais de apoio e sua relevância para I. Precoce. Porto: Porto Ed</p>
<p>Special Situations</p> <p>[Students with special status]</p>	<p>1 - Period assessment - Students with special status</p> <p>Special Educational Needs</p> <p>2 - Examination assesement - Students with special status</p> <p>Special Educational Needs</p>