

<b>Updated On</b>	2023/09/14																															
<b>Curricular Year / Period</b>	2023/24 / S2																															
<b>Course</b>	Special Education																															
<b>Curricular Unit</b>	Operationalization in Early Intervention																															
<b>Language(s) of Instruction</b>	Português Inglês																															
<b>ECTS/tempo de trabalho (horas)</b>	<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>7</td> <td>125</td> <td>0</td> <td>30</td> <td>0</td> <td>0</td> <td>15</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	7	125	0	30	0	0	15	0	0	15	0
ECTS	Total			Horas de contacto semestral																												
		T	TP	PL	S	TC	E	O	OT	EC																						
7	125	0	30	0	0	15	0	0	15	0																						
<b>Teacher in charge (GDPR consent)</b> <small>[complete name, email]</small>	Amélia De Jesus Gandum Marchão / ameliamarchao@ippportalegre.pt																															
<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>Sustainable Development Goals</b>																																
<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>This semester because of Covide 19, we adopted distance learning.</p> <p><b>2 - Period assessment</b></p> <p>Assessment: presentation / oral / written discussion of a case study (weighting 80%); participation in class (20% weighting).</p>																															

	<p>Evaluation criteria: the research capacity / competence, interpretive and critical analysis of the studied variables, in a specific but also a holistic perspective of the IPI, to be demonstrated through the work and participation in the classroom</p> <p><b>3 - Examination assesement</b></p> <p>If the student do not get a positive mark in the evaluation by frequency.</p>
<p align="center"><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.          Buysse, V., Wesley, P. (2005) Consultation in Early Childhood Settings. London: Paul Brookes Pub.          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.          Coutinho, C. P. (2015). Metodologia de investigação em Ciências Sociais e Humanas: Teoria e prática. Coimbra: Almedina.          Denzin, K., Lincoln, S. (2005). Handbook of qualitative research. Thousand Oaks: Sage.          Division Early Childhood (2014). Recommended practices in early intervention/early childhood special education [www.dec-sped.org/recommendedpractices].          European Agency for Development in Special Needs Education (2010) Intervenção precoce na infância, Progressos e Desenvolvimentos [http://www.european-agency.org]          Franco V., &amp; Apolónio, A. (2010). Organização diagnóstica em Intervenção Precoce, versão portuguesa. Évora: U. Évora.          Ponte, J. (coord) (2008) Guía de estándares de calidad en atención temprana. Madrid: IMSERSO.          Sousa, A. (2005). Investigação em Educação. Lisboa: Livros Horizonte.          Vilelas, J. (2009). Investigação. O processo de construção do conhecimento. Lisboa: Edições Sílabo.          Yin, R. (2001). Estudo de caso. Planejamento e métodos. Porto Alegre: Bookman</p> <p><b>2 - Complementary Bibliography</b></p> <p>Legislação em vigor.          Breia, G., Almeida, I., Colôa, J. (2004) Conceitos e Práticas em Intervenção Precoce. Lisboa: M.Educação.          Feldman, M. (2004). Early intervention the essential readings. Oxford: Blackwell Pub.          GAT (2005) Organización diagnostica para la atención temprana. Madrid: M.Trabajo y Asuntos Sociales.          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).          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.          Shonkoff, J., &amp; Meisels, S. (2000). Handbook of Early Childhood Intervention. Cambridge: U. Press.</p>
<p align="center"><b>Special Situations</b></p> <p>[Students with special status]</p>	<p><b>1 - Period assesement - 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>