

Updated On	2022/03/12																																
Curricular Year / Period	2021/22 / S2																																
Course	Educação Básica																																
Curricular Unit	Educação Inclusiva e Necessidades Especiais																																
Language(s) of Instruction	Português																																
ECTS/tempo de trabalho (horas)	<table border="1"> <thead> <tr> <th>ECTS</th><th>Total</th><th colspan="8">Horas de contacto semestral</th></tr> <tr> <th>3</th><th></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><th>EC</th></tr> </thead> <tbody> <tr> <td></td><td></td><td>75</td><td>30</td><td></td><td></td><td></td><td></td><td></td><td>7,5</td><td></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								3		T	TP	PL	S	TC	E	O	OT	EC			75	30						7,5	
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Teacher in charge (GDPR consent) [complete name, email]	Maria Luísa De Sousa Panaças / mlpanacas@ipportalegre.pt																																
Prerequisites [Curricular Units that must precede and specific entry competences]	Not applicable																																
Learning outcomes [Description of the overall and specific objectives] [Knowledge, skills and competences to be developed by students]	<ol style="list-style-type: none"> 1. To understand the concepts and historical evolution and philosophical framework of the current policy of SE and IE and their implications to educational systems 2. To acquire knowledge about educational and social responses to diversity 3. To acquire knowledge about the type of needs that students may have 4. To acquire knowledge about the conditions needed to develop answers to diversity in order to contribute to the full inclusion 5. To define, analyze and diagnose the needs of people through various instruments and techniques. 6. To identify situations requiring referral to specialist services 7. To know and apply innovative teaching strategies 8. To understand the importance of collaborative work between professionals, as well as the articulation of their roles and functions 9. To respect and value human diversity as an element of human enrichment 10. To integrate knowledge to allow a reflexive and professional development toward inclusive education 																																
Syllabus	<ol style="list-style-type: none"> 1. Concepts Evolution of the concept of disability and implications for educational systems. Types of Special Needs and characterization. Conditions for the full inclusion 2. Ecological perspective of human development Major factors causing difficulties in children, warning signs and protective factors 3. Routing strategies and support for pupils with SEN Current policy and legal framework. The ICF and their utilization in education Educational Responses: Early Intervention, Educational Measures and Procedures Specific Education 4. Evaluation and diagnosis of SEN Roles of various stakeholders. The process of assessment and family intervention 5. The Curriculum in Special Education Curricular adaptations and individual educational programs 6. Methodological approaches and organizational strategies Teaching strategies, cooperative work and tutorials. Management strategies in the classroom and management of inappropriate behaviour 7. Early Childhood Intervention Programs 																																
Teaching methodologies (including assessment) [Specify the types of assessment and the weights and evaluation criteria]	1 - Teaching methodologies The methodology includes a theoretical and literature review, case studies and problem solving in groups, watching films.																																

	<p>Working group discussions around the theme and text analysis will be valued. The theoretical concepts are taught together with the independent research from the references recommended. The theoretical investigations carried out under the themes will be followed at the tutorial sessions. All sessions will take place remotely on the zoom platform, at the same time, starting on March 16.</p> <p>2 - Period assessment</p> <p>Assessment - an individual assessment test that will consist of a consultation test The final grade will be the result of the test taking into account also the participation in classes. The sending of written works will be done by email and / or by placing them on the available platforms</p> <p>3 - Examination assesement</p>
Bibliography	<p>1 - Main Bibliography</p> <p>Breia, Chaves de Almeida & Colôa (2004). Conceitos e Práticas em Intervenção Precoce. Lisboa: ME. Correia, L.M. (2003). Inclusão e Necessidades Educativas Especiais Porto: Porto Editora. DGIDC (2018). Educação Especial: Manual de Apoio à Prática. Lisboa: ME DGIDC (2006). Necessidades Especiais de Educação: Práticas de Sucesso. Lisboa: DGIDC. DGIDC (2008). Unidades de Ensino Estruturado para Alunos com Perturbações do Espectro do Autismo. Lisboa:DGIDC. DGIDC (2008). Alunos cegos e com baixa visão. Lisboa: DGIDC. Escudero, J & Martínez, B. (2011). Educación inclusiva y cambio escolar. Revista Ibero-americana de Educação. 55, 85-105. Florian, L. (2010). Inclusão e Necessidades Especiais. Educação Inclusiva, 1,1. 8-14. Perrenoud, P. (2010). Não existe inclusão eficaz sem diferenciação pedagógica dentro das turmas regulares. Educação Inclusiva, 1,1. 15-19.</p> <p>2 - Complementary Bibliography</p>
Special Situations [Students with special status]	<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>