

### Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[3181300240] Problemas do Desenvolvimento e da Aprendizagem [3181300240] Development and Learning Problems		
<b>Plano / Plan:</b>	2015/2016		
<b>Curso / Course:</b>	Ensino do 1.º Ciclo do Ensino Básico e de Matemática e Ciências Naturais no 2.º Ciclo do Ensino Básico		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	PCE - Psicologia e Ciências da Educação		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Área Educacional Geral		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	3		
<b>Horas de Trabalho / Work Hours:</b>	0081:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0037:50	(OT) Orientação Tutorial/Tutorial Orientation:	0000:00
(P) Práticas/Practical:	0000:00	(E) Estágio/Internship:	0000:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(O) Outras/Others:	0000:00
(S) Seminário/Seminar:	0000:00		

### Docente Responsável / Responsible Teaching

[2182] Sara Maria Alexandre E Silva Felizardo

### Outros Docentes / Other Teaching

[2177] Paula Alexandra Cruz da Silva Xavier

[2182] Sara Maria Alexandre e Silva Felizardo

### **Learning Outcomes of the Curricular Unit**

- To know the epistemological foundations, theoretical references and practices in the area of inclusive education.
- To know the policies and legislation with inclusive orientation, which support the processes of educational intervention, within the specific needs of students.
- To understand the framework, typologies and classification criteria of neurodevelopmental disorders.
- Master aspects of intervention in the context of inclusive education by identifying the limits of the educator / teacher action according to the students' developmental and learning difficulties.
- To collaborate with other educational agents and development promoters to find appropriate means and forms of intervention.
- To adopt a critical and investigative attitude towards emerging issues of inclusive education.
- To adopt a positive attitude of responsibility and citizenship in the care of people with specific needs.

### **Learning Outcomes of the Curricular Unit (Lim:1000)**

- To know the epistemological foundations, theoretical references and practices in the area of inclusive education.
- To know the policies and legislation with inclusive orientation, which support the processes of educational intervention, within the specific needs of students.
- To understand the framework, typologies and classification criteria of neurodevelopmental disorders.
- Master aspects of intervention in the context of inclusive education by identifying the limits of the educator / teacher action according to the students' developmental and learning difficulties.
- To collaborate with other educational agents and development promoters to find appropriate means and forms of intervention.
- To adopt a critical and investigative attitude towards emerging issues of inclusive education.
- To adopt a positive attitude of responsibility and citizenship in the care of people with specific needs.

### **Bibliografia / Bibliography (Lim:1000)**

- Ainscow, M. (2016). Diversity and equity: A global education challenge. *New Zealand Journal of Educational Studies*, 51(2), 153-155.
- American Psychiatric Association. (2014). *DSM-5. Manual de Diagnóstico e Estatística das Perturbações Mentais (5.ª ed.)*. Climepsi.
- CAST (2011). *Universal Design for Learning guidelines version 2.0*. Author.
- Correia, L.M. (2008). *A Escola Contemporânea e a inclusão de alunos com NEE: considerações para uma escola de sucesso*. Porto Editora.
- Felizardo, S.M.A.S. (2013). *Deficiência, Família(s) e suporte social: contextos e trajetórias de desenvolvimento para a inclusão* [Tese de Doutoramento não publicada]. Universidade de Coimbra.
- Ministério da Educação (2018). *Para uma Educação Inclusiva: Manual de Apoio à Prática*. Ministério da Educação/ Direção-Geral da Educação (DGE).
- Ainscow, M. (2016). Diversity and equity: A global education challenge. *New Zealand Journal of Educational Studies*, 51(2), 153-155.
- American Psychiatric Association. (2014). *DSM-5. Manual de Diagnóstico e Estatística das Perturbações Mentais (5.ª ed.)*. Climepsi.
- CAST (2011). *Universal Design for Learning guidelines version 2.0*. Author.
- Correia, L.M. (2008). *A Escola Contemporânea e a inclusão de alunos com NEE: considerações para uma escola de sucesso*. Porto Editora.
- Felizardo, S.M.A.S. (2013). *Deficiência, Família(s) e suporte social: contextos e trajetórias de desenvolvimento para a inclusão* (Tese de Doutoramento não publicada). Universidade de Coimbra.
- Ministério da Educação (2018). *Para uma Educação Inclusiva: Manual de Apoio à Prática*. Ministério da Educação/ Direção-Geral da1 Educação (DGE).