

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[31816000] Educação Especial, famílias e redes de inclusão social [31816000] Special education, families and social inclusion networks		
Plano / Plan:	2014/2015		
Curso / Course:	Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain		
Grau / Diploma:	Mestre		
Departamento / Department:	PCE - Psicologia e Ciências da Educação		
Unidade Orgânica / Organic Unit:	Escola Superior de Educação de Viseu		
Área Científica / Scientific Area:	Psicologia		
Ano Curricular / Curricular Year:	1		
Período / Term:	S1		
ECTS:	5		
Horas de Trabalho / Work Hours:	0140:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0025:00	(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

[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 understand the framework, typologies and classification criteria of neurodevelopmental Disorders and Special Health Needs.
- To adopt a critical and investigative attitude in the field of emerging issues of Special and Inclusive Education.
- To understand the importance of the collaborative approach and the involvement of families in the educational process of their children.
- To adopt a positive attitude of responsibility and citizenship in the care of people with developmental difficulties, promoting their participation and inclusion in school and social.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

1. Inclusive education: rationale and contextualization.
 - 1.1. National and international historical-conceptual framework.
 - 1.2. Fundamentals and analysis of emerging themes of Inclusive Education.
 - 1.3. Challenges to inclusion.
2. Diversity, Educational Needs and Educational Support Systems
 - 2.1. Contemporary references; models of disability.
 - 2.2. Neurodevelopmental disorders, Special Health Needs, and Specific Educational Needs: background, typology, and classification criteria.
 - 2.3. The current legal framework of Inclusive Education: multilevel intervention approach, educational responses and measures to support learning and inclusion.
3. Parental involvement, contexts and partnerships for inclusion.
 - 3.1. The family system (structure and functioning, life cycle); the family from the competence-centered paradigm.
 - 3.2. Family and parental involvement in school.
 - 3.3. Formal and informal support networks promoting inclusion.

Demonstration of the syllabus coherence with the curricular units' learning objectives

The focus on large emerging debates of Special Education and Inclusion brings us to the analysis of reference, policies, guidelines and practices dominant today. The syllabus and objectives are based on the framework of inclusive paradigm, which perceives Special education, SEN and related issues in a holistic and ecological. In this context, the role of families and social support network is perceived as catalysts in the process of educational and social inclusion.

The goals articulated with the contents are intended to contribute to developing the concepts and practices, fostering critical skills and problemsolving and investigative attitudes of professional practice.

Teaching Methodologies (Including evaluation; Lim:1000)

The teaching methodologies have an integrating character, being used various strategies work. With reference to the motivations of the masters and the problems arising from their professional practices, sessions will be used for a theoretical and practical, with the use of reference documents and scientific articles, case studies, conferences and seminars, videos and multimedia document, among others. Classes will expository moments, with the aid of media; discussion activities and oral presentation of group work, participation of experts of Special Education and / or visits to centers of disability support and disability. The assessment will be continuous, formative and summative, using the following components:

- Frequency (60%).
- Preparation of group tasks in the context of classroom / autonomous work (40%).

Demonstration of the coherence between the teaching methodologies and the learning outcomes

The methodologies are consistent with the objectives, to the extent that:

- Promote the understanding of the topics taught through a holistic view of the conceptions of special and inclusive education.
- Emphasize the formative dimension of depth and reflection of inclusive education, looking, whenever possible, the practical dimension.
- Intend to stimulate, through the analysis and discussion of themes, the capacities and the development of competences in the scope of special and inclusive education.
- Promote the individual construction of knowledge, from group discussion and debate and from individual analysis and reflection of tasks on relevant issues of inclusive education and special health needs.
- Emphasize the relational dynamics in the analysis and presentation of the work group.

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, APA. (2014). *DSM-5 - Manual de Diagnóstico e Estatística das Perturbações Mentais* (5ª ed.). Climepsi.

Brown, R. I., Schalock, R., & Brown, I. (2009). Quality of life: its application to person with intellectual disabilities and their families ? introduction and overview. *Journal of Policy and Practice in Intellectual Disabilities*, 6(1), 2-6.

Correia, L. M. (2008). *A Escola Contemporânea e a inclusão de alunos com NEE: considerações para uma escola de sucesso*. Porto Editora.

Felizardo, S. A., Ribeiro, E., & Amante, M. J. (2016). Parental adjustment to disability, stress indicators and the influence of social support. *Procedia ? Social and Behavioral Sciences*, 217C, 830-837.

Ministério da Educação (2018). *Para uma Educação Inclusiva: Manual de Apoio à Prática*. ME/Direção-Geral da Educação (DGE).

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