

Caraterização da Unidade Curricular / Characterisation of the Curricular Unit

Designação da Unidade Curricular / Curricular Unit:	[31816002] Problemas de cognição e motricidade [31816002] Cognitive and motor disorders		
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:	6		
Horas de Trabalho / Work Hours:	0168:00		
Horas de Contacto/Contact Hours:			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0040:00	(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

[2031] Emília Da Conceição Figueiredo Martins [2038] Francisco Emiliano Dias Mendes ;

Outros Docentes / Other Teaching

[2031] Emília da Conceição Figueiredo Martins

[2038] Francisco Emiliano Dias Mendes

[2177] Paula Alexandra Cruz da Silva Xavier

[2344] Carla Cristina Vieira Lourenço

Learning Outcomes of the Curricular Unit

This curricular unit seeks the training of future professionals in the domain of teaching-learning problems, taking into account the following competencies:

- Understand the role of the Special Education professional in the process of inclusion of students with cognitive and motor difficulties;
- Identify specific problems in the process of teaching-learning of these students;
- Know the legal limitations of the Special Education professional intervention in the cognitive and motor domain.

Learning Outcomes of the Curricular Unit (Lim:1000)

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Syllabus (Lim:1000)

1. The importance of the curricular unit in the training of Special Education professionals.
2. Cognitive difficulties
 - 2.1. General framework: differential diagnosis, etiology, characterization and specific legislation;
 - 2.2. The development and adaptation of the person with cognitive difficulties on the basis of neurodevelopmental disorders referential.
3. Motor difficulties.
 - 3.1. General framework: differential diagnosis, etiology, characterization and specific legislation
 - 3.2. Development and adaptation of the person with motor difficulties: the specific case of Cerebral Palsy.

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

The subject aims to provide answers in three strategic dimensions on this domain: a Special Education professional dimension as an agent of change; a dimension relative to the problematic of the teaching-learning process; and in the legal contextualization of the practice of these professionals.

Teaching Methodologies (Including evaluation; Lim:1000)

The teaching methodologies will be of diverse nature. In some moments there will be critical analysis classes about the intervention of the special education professional, as well as on the legal framework that regulates the intervention, and in other moments the classes will have an exposition nature, focused on the analysis of the problematics. Likewise it will be promoted several activities: group work, document consultation, and group and personal reflection on the themes of the syllabus.

The evaluation abides the internal regulation of frequency and evaluation, and includes the foreseen modalities. In the normal and special assessment, there are two elements: a written test-70% and research works/reports/thematic synthesis - 30%.

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

This is a curricular unit that promotes declarative competences. So, with this subject it is intended to create opportunities of development of reflective, active and interactive activities, besides the theoretical exposition.

Bibliografia / Bibliography (Lim:1000)

American Association on Intellectual and Developmental Disabilities. (2010). *Intellectual Disability: definition, classification, and systems of supports/ The AAIDD Ad Hoc Committee on Terminology and Classification* (11th ed.). AAIDD.

American Psychiatric Association. (2014). *DSM-5. Manual de Diagnóstico e Estatística das Perturbações Mentais. Quinta Edição*. Climepsi.

Antunes, N. L. (Coord.) (2018). *Sentidos*. Lua de Papel.

Decreto-Lei n.º 54/2018, de 6 de julho - Estabelece o regime jurídico da educação inclusiva.

Martín, M.C., Jáuregui, M.V.G., & Lopez, M. L. S. (2004). *Incapacidade Motora: Orientações para adaptar a escola*. Artmed.

Monteiro, P. (Coord.) (2014). *Psicologia e Psiquiatria da Infância e Adolescência*. Lidel.

Pereira, F. (Coord.). (2018). *Para uma Educação Inclusiva: Manual de Apoio à Prática*. Ministério da Educação/Direção-Geral da Educação.

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American Psychiatric Association. (2014). *DSM-5. Manual de Diagnóstico e Estatística das Perturbações Mentais (5ª ed.)*. Climepsi.

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