

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

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[31816003] Problemas da linguagem e da comunicação [31816003] Language and communication problems		
<b>Plano / Plan:</b>	2014/2015		
<b>Curso / Course:</b>	Educação Especial, Área de Especialização Domínio Cognitivo e Motor Special Education, specialization area Cognitive and Motor Domain		
<b>Grau / Diploma:</b>	Mestre		
<b>Departamento / Department:</b>	CL - Ciências da Linguagem		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Ciências da Linguagem e da Comunicação		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S1		
<b>ECTS:</b>	4		
<b>Horas de Trabalho / Work Hours:</b>	0112:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	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

[2139] Ana Isabel Pereira Pinheiro Da Silva

### Outros Docentes / Other Teaching

[2342] Maria João Bártolo Macário

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

To characterize the various stages of language development in children.  
To know the system of production and transmission of oral language.  
To identify the main language disorders in children.  
To know tools for assessing the child's language.  
To know intervention scenarios in the context of language disorders.  
To understand the neuro-functional organization of language in the brain.

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

To characterize the various stages of language development in children.  
To know the system of production and transmission of oral language.  
To identify the main language disorders in children.  
To know tools for assessing the child's language.  
To know intervention scenarios in the context of language disorders.  
To understand the neuro-functional organization of language in the brain.

### **Syllabus (Lim:1000)**

1. Operative Concepts
2. Stages of language development in children
3. Language and Communication in school context
4. Language disorders in school context
5. Evaluation of language in children
6. Language disorders as a result of injuries

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

The objectives are articulated with the programmatic content, intending to provide knowledge about language and communication problems in the formal context that constitutes the school, inviting reflection on the practices of teachers in special education settings. Thus, it is assumed, in this curricular unit, to expand the knowledge about the processes of acquisition and development of language in the child, processes of identification, intervention and assessment. This articulation stems from the explicit teaching of scientific knowledge inherent to each area described and the respective anchors with the knowledge of typical and atypical development of language in the child, in different age groups, according to the levels of schooling. This course takes students into account in scientific activities, by promoting moments of research, analysis and case studies based on students' interests.

### **Teaching Methodologies (Including evaluation; Lim:1000)**

The classes are of a theoretical-practical nature, guided by the presentation of papers followed by debates; presentation, description, etiology and intervention of practical cases, giving voice to master students from critical reflections discussed in collaborative work; description and analysis of theoretical proposals through literature review. The course unit proposes three options for assessment: critical-reflective report; analysis of cases and scenarios of praxis or production of teaching material according to a specific population. Quantitative assessment is shaped by the equal distribution of percentages for the written production of a document and oral defense.

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

This uc takes into consideration the students in activities of a scientific nature, by promoting moments of research, analysis and case studies from the students' interests. The evaluation of the uc implies an evaluation instrument, which can be chosen by the master's students:

(a) research work and analysis of authentic data (collected by the students or previously provided), aiming at the creation of didactic resources, in groups or individually, for specific audiences according to the work at the level of language domains. This presupposes the description and analysis of practical cases, with the individual participation of each master student being assured.

b) Preparation of an individual critical report, according to parameters to be provided to the participants.

Thus, and taking into account that the course includes the study of the foundations of language, processes of acquisition and development, assessment, objectives and strategies are conceived in close articulation.

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

American Psychiatry Association (2014). DSM 5. Manual de Diagnóstico e Estatístico das Perturbações Mentais (5.ª ed.). Lisboa: Climepsi Editores.

Antunes, N.L. (2018). Sentidos: O Grande Livro das Perturbações do Desenvolvimento e Comportamento. Alfragide/Lisboa: ASA.

Burraco, A.B. (2009). Genes Y Lenguaje.Aspectos ontogenéticos, filogenéticos y cognitivos. Barcelona: Editorial Reverté.

Castro, S. L. (2000). Dificuldades de Aprendizagem da Língua Materna. Lisboa: Universidade Aberta.

Figueira, A.P.C., Cró, M.L. & Lopes, I.P. (2014). Ferramentas da Mente. A perspetiva de Vygotsky sobre a Educação de Infância. Coimbra: Imprensa da Universidade de Coimbra.

Franco, M., Reis, M., & Gil, T. (2003). Domínio da Comunicação, Linguagem e Fala: Perturbações Específicas de Linguagem em contexto escolar ? Fundamentos. Lisboa: ME.

Sim-Sim, I. (2003). Avaliação da Linguagem Oral. Um Contributo Para o Conhecimento do Desenvolvimento Linguístico das Crianças Portuguesas. Lisboa: Fundação Calouste Gulbenkian.

American Psychiatry Association (2014). DSM 5. Manual de Diagnóstico e Estatístico das Perturbações Mentais (5.ª ed.). Lisboa: Climepsi Editores.

Antunes, N.L. (2018). Sentidos: O Grande Livro das Perturbações do Desenvolvimento e Comportamento. Alfragide/Lisboa: ASA.

Burraco, A.B. (2009). Genes Y Lenguaje.Aspectos ontogenéticos, filogenéticos y cognitivos. Barcelona: Editorial Reverté.

Castro, S. L. (2000). Dificuldades de Aprendizagem da Língua Materna. Lisboa: Universidade Aberta.

Figueira, A.P.C., Cró,M.L. & Lopes, I.P. (2014). Ferramentas da Mente. A perspetiva de Vygotsky sobre a Educação de Infância. Coimbra: Imprensa da Universidade de Coimbra.

Franco, M., Reis, M., & Gil, T. (2003). Domínio da Comunicação, Linguagem e Fala: Perturbações Específicas de Linguagem em contexto escolar ? Fundamentos. Lisboa: ME.

Sim-Sim, I. (2003). Avaliação da Linguagem Oral. Um Contributo Para o Conhecimento do Desenvolvimento Linguístico das Crianças Portuguesas. Lisboa: Fundação Calouste Gulbenkian.

