

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

<b>Designação da Unidade Curricular / Curricular Unit:</b>	[31816006] Programas e estratégias de intervenção em problemas cognitivo-motores [31816006] Intervention programmes and strategies in cognitive-motor disorders		
<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>	PCE - Psicologia e Ciências da Educação		
<b>Unidade Orgânica / Organic Unit:</b>	Escola Superior de Educação de Viseu		
<b>Área Científica / Scientific Area:</b>	Psicologia		
<b>Ano Curricular / Curricular Year:</b>	1		
<b>Período / Term:</b>	S2		
<b>ECTS:</b>	6		
<b>Horas de Trabalho / Work Hours:</b>	0168:00		
<b>Horas de Contacto/Contact Hours:</b>			
(T) Teóricas/Theoretical:	0000:00	(TC) Trabalho de Campo/Fieldwork:	0000:00
(TP) Teórico-Práticas/Theoretical-Practical:	0030:00	(OT) Orientação Tutorial/Tutorial Orientation:	0010:00
(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 [2177] Paula Alexandra Cruz Da Silva Xavier ;

### **Outros Docentes / Other Teaching**

[2177] Paula Alexandra Cruz da Silva Xavier

[2182] Sara Maria Alexandre e Silva Felizardo

[2344] Carla Cristina Vieira Lourenço

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

- To develop appropriate educational and rehabilitative strategies for neurodevelopmental disorders, based on current theoretical frameworks of Special and Inclusive Education;
- To develop intervention programs in the field of Special and Inclusive Education, in different life contexts, throughout the life cycle;
- To support and optimize the collaboration and involvement of families in the educational process of their children;
- Plan and implement educational programs and curriculum adaptations that address the specific needs of people with disability.

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

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- To develop intervention programs in the field of Special and Inclusive Education, in different life contexts, throughout the life cycle;
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### **Syllabus (Lim:1000)**

1. Evaluation versus intervention in the context of neurodevelopmental disorders: frameworks and classification systems; functionality, specific needs and lines of intervention.
2. Fundamentals of planning, assessment and intervention strategies in cognitive and motor problems in inclusive contexts.
3. Early Childhood Intervention; fundamentals and models; family-centered intervention; networking; the Individual Intervention Plan (construction and implementation).
4. School and social intervention and inclusion - life project of students with special cognitive and motor problems; educational responses and measures; methodologies and resources; the Technical-Pedagogical Report and the Individual Educational Program: organization, procedures;
5. Transition to Adult Life: legislation and social responses; the Individual Transition Plan within the quality of life paradigm; promotion of autonomy and self-determination; vocational / vocational guidance, training and vocational integration.

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

The syllabus and objectives have as reference the inclusive paradigm, which refers to a design that values diversity, and should be recognized and accepted as part of the learning process, with the adoption of strategies and methodologies tailored to the needs and the removal of barriers the educational and social inclusion. In this context, the contents include topics related to the specifics of the intervention in the field, following a holistic and ecological orientation. For this purpose, it will be mobilized knowledge that, critically, enables the professional to the development of programs, plans and activities, in different contexts and at different stages of the life cycle. The goals articulated in the syllabus also intend to contribute to the deepening of conceptions and practices in Special Education, providing information, experiences and tools that facilitate participatory construction of knowledge in this field.

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

The teaching methodologies have an integrative character, being used various strategies work in order to promote the participation of the students. Having as reference the motivations of professionals and the problems arising from their practice, some sessions will be theoretical and practical, with the use of reference documents and scientific articles, case studies, conferences and seminars, videos and multimedia documents, among others. Classes will have expository moments, with the aid of media resources; discussion activities and oral presentation of group work; participation of experts and visits to schools and associations in the area of disability.

The evaluation includes the conduction of critical-reflexive reports related to seminars and theoretical-practical classes (60%). In the last class is presented to the class one of the reports that will be discussed individually by each group member (40%).

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

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

- Point to a deep understanding of issues relating to special education and inclusive vision through a reasoned and reflected on the intervention practices;
- Seek to promote the formative dimension and depth of knowledge in the field and in the strategies and intervention programs promoting the development and quality of life;
- The analysis and discussion of themes, videos and instruments aiming to stimulate the capacities, as well as skills and attitudes development, necessary for effective professional practice and adjusted to individual needs, family and institutional;
- Intend to provide a shared knowledge and critical depth of scientific content, in the area of specialty, as well as providing an understanding of the strong need for knowledge of the characteristics of the recipients and their contexts of action to intervene in a grounded and qualified way. They also facilitate the relational quality (communication and interaction), the presentation of papers, which is a determinant of their own quality.

**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* (5ª ed.). Climepsi.

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).

Santos, S., & Santos, S. (2007). Comportamento adaptativo e qualidade de vida nas crianças com dificuldade intelectual e desenvolvimental. *Revista de Educação Especial e Reabilitação*, 14 (IV Série), 57-67.