

Course Unit	Option II - Special Educational Needs	Field of study	General Education
Bachelor in	Basic Education	School	School of Education
Academic Year	2022/2023	Year of study	2
Type	Semestral	Semester	1
Level	1-2	ECTS credits	3.0
Code	9853-531-2106-04-22		
Workload (hours)	81	Contact hours	T - , TP 27, PL - , TC - , S - , E - , OT 9, O -

T - Lectures; TP - Lectures and problem-solving; PL - Problem-solving, project or laboratory; TC - Fieldwork; S - Seminar; E - Placement; OT - Tutorial; O - Other

Name(s) of lecturer(s) Paula Marisa Fortunato Vaz

Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:
Distinguish the concepts of Integration and Inclusion; Characterize the different SEN; Delineate strategies to support students with different SEN; Valuing the importance of collaborative work.

Prerequisites

Before the course unit the learner is expected to be able to:
None.

Course contents

1 - Historical Review; 2 - Evaluation; 3 - Different Special Educational Needs (SEN); 4 - Collaboration between different educational agents.

Course contents (extended version)

1. Historical Review
 - Integration and Inclusion - from paste to present
 - Services of special education
 - The attendance to diversity
2. Assessment
 - Formal assessment and informal assessment
3. Different Special Educational Needs: their respective features and support measures
 - Specific learning disabilities
 - Sensory problems
 - Intellectual disabilities
 - Physical problems
 - Autism spectrum disorder
 - Hyperactivity disorder attention deficit
4. Collaboration between different educational agents:
 - Collaborative work between teachers of regular education, special education and technicians.

Recommended reading

1. Leitão, F. A. R., & Silva, M. O. E. (2019). Inclusão de pessoas com necessidade especiais: estudos. Edições Universitárias Lusófonas.
2. Luísa, C., & Borges, M. L. (2020). Construindo a educação inclusiva: Teoria e prática. Papa-Letras.
3. Peer, L., & Reid, G. (2016). Special educational needs: a guide for inclusive practice. Sage.
4. Rodrigues, D. (2018). Ensaio sobre educação inclusiva. Edições Pró-Inclusão.
5. Taylor, R. L., Smiley, L. R., & Richards, S. B. (2019). Exceptional students: Preparing teachers for the 21st century. McGraw-Hill.

Teaching and learning methods

Analysis of support texts, analysis of case studies, group work, presentation of assignments, completion of worksheets.

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 70% (One written test)
 - Development Topics - 30% (Work group)
2. Final Exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Final Written Exam)

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

Paula Marisa Fortunato Vaz	Pedro Augusto Oliveira Salgueiro	Maria Cristina do Espírito Santo Martins	Carlos Manuel Costa Teixeira
08-12-2022	09-12-2022	19-12-2022	05-01-2023