

Course Unit	Inclusion and Special Educational Needs		Field of study	General Educational Area	
Master in	-		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5008-739-1104-00-23				
Workload (hours)	108	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:
To substantiate the need for inclusive education; Describe multi level prevention and intervention models; Define intervention strategies for students with different Educational Needs

Prerequisites

Before the course unit the learner is expected to be able to:
Non-applicable.

Course contents

1 - From separation to inclusion 2 - Specific topics relating to SEN 3 - Early intervention

Course contents (extended version)

1. From separation to inclusion
 - Inclusive education
 - Concepts: Educational Needs; Special Educational Needs, Special Needs
 - Multilevel prevention and Intervention Models: The Response to Intervention Model
2. Specific issues relating to SEN:
 - DHD/DA: Diagnosis, etiology, characteristics, educational intervention
 - Low vision and blindness: Definition, etiology, characteristics, educational intervention
 - Hearing impairment e deafness: Definition, etiology, characteristics, educational intervention
 - Intellectual difficulty: Definition, etiology, new perspectives of AAIDD, educational intervention
 - Problems of communication: Definition, etiology, characteristics, educational intervention
 - Cerebral palsy: Definição, etiology, characteristics, educational intervention
 - Autism spectrum disorder: Diagnosis, etiology, characteristics, educational intervention
 - Specific learning disabilities (DAE): Definition, etiology, different DAE, educational intervention
3. Early intervention: the different models, the role of families

Recommended reading

1. Heward, W. L. , Alber-Morgan, S. R. , & Konrad, M. (2017). Exceptional children: An introduction to special education (11th Ed.). Pearson.
2. Mitchell, D. , & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
3. Pavão, A. , & Pavão, S. (2021). Metodologias ativas na educação especial/inclusiva. FACOS-UFSM.
4. Rodrigues, D. (2018). Ensaio sobre educação inclusiva. Edições Pró-Inclusão.
5. Vaz, P. (2019). A abordagem multinível para uma educação inclusiva: Desafios e oportunidades. In G. Oliveira; J. Pereira; M. Lopes. (Eds.), As artes na educação especial (pp. 63-70). Intervenção.

Teaching and learning methods

Theoretical analysis of the central themes. Video streaming and subsequent reflections and comments. Analysis and discussion of case studies and definition of intervention strategies in the same. Conducting research. Flipped Classroom

Assessment methods

1. Alternative 1 - Continuous evaluation - (Regular, Student Worker) (Final)
 - Presentations - 30% (Presentation of a work done in group - individual evaluation.)
 - Intermediate Written Test - 70% (Frequency)
2. Alternative 2 - Final exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100% (Exam.)

Language of instruction

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

Electronic validation

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02-12-2023	04-12-2023	05-12-2023	11-02-2024