

Course Unit	Assessment and Intervention in Neurodevelopmental Disorders	Field of study	Psychology
Master in	Special and Inclusive Education	School	School of Education
Academic Year	2023/2024	Year of study	1
Type	Semestral	Semester	1
Workload (hours)	162	Contact hours	T - , TP 35, PL - , TC - , S - , E - , OT 10, O -
Level	2-1	ECTS credits	6.0
Code	5073-800-1102-00-23		

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) Ana Raquel Russo Prada

### Learning outcomes and competences

At the end of the course unit the learner is expected to be able to:

1. To understand the main milestones of child neurodevelopment;
2. To recognize the diversity of neurodevelopmental disorders;
3. To describe the clinical features of Intellectual and Developmental Disability, Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder;
4. To analyze the most suitable assessment and intervention models for each neurodevelopmental disorder;
5. To outline evaluation and intervention proposals.

### Prerequisites

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

### Course contents

1-Neurodevelopmental disorders; 2-Intellectual and Developmental Disability; 3-Autism Spectrum Disorder; 4-Attention-Deficit/Hyperactivity Disorder

### Course contents (extended version)

1. Neurodevelopmental disorders
  - Child neurodevelopment: typical and atypical
  - Concept and main neurodevelopmental disorders
2. Intellectual and Developmental Disability
  - Clinical features and evolution
  - Pedagogical and educational assessment
  - Intervention models and educational strategies
  - Intervention in family and school context
3. Autism Spectrum Disorder
  - Clinical features and evolution
  - Pedagogical and educational assessment
  - Intervention models and educational strategies
  - Intervention in family and school context
4. Attention-Deficit/Hyperactivity Disorder
  - Clinical features and evolution
  - Pedagogical and educational assessment
  - Intervention models and educational strategies
  - Intervention in family and school context

### Recommended reading

1. Carrington, S., Saggars, B., Harper-Hill, K., & Whelan, M. (2021). Supporting students on the autism spectrum in inclusive schools: A practical guide to implementing evidence-based approaches. Routledge.
2. De Lima, C.B. (2015). Perturbações do neurodesenvolvimento: manual de orientações diagnósticas e estratégias de intervenção. Lidel.
3. Huerta-Reys, M. (2021). Trastornos del neurodesarrollo: detección y atención en el aula. Palibrio.
4. Moura, O., Pereira, M., & Simões, M. R. (Coord) (2020). Perturbação de Hiperatividade/Défice de Atenção. Pactor.
5. Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K., A. Fung, W.L.A. (Eds.) (2017). A comprehensive guide to Intellectual and Developmental Disabilities. Paul H. Brooks Publishing Co.

### Teaching and learning methods

Expository and participatory teaching methodologies (analysis and discussion of practical cases, presentation and discussion of group work).

### Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 60% (Written test.)
  - Development Topics - 30% (Group work.)
  - Presentations - 10% (Presentation of group work.)
2. Final exam - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100%

### Language of instruction

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

## Electronic validation

Ana Raquel Russo Prada	Pedro Augusto Oliveira Salgueiro	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
12-12-2023	12-12-2023	02-01-2024	11-02-2024