

Course Unit	Option II - Prevention and Early Intervention		Field of study	-	
Master in	Special and Inclusive Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	2	ECTS credits	6.0
			Code	5073-800-1203-03-23	
Workload (hours)	162	Contact hours	T	-	TP
			PL	-	TC
			S	-	E
			OT	10	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) Ana Maria Nunes Português Galvão

Learning outcomes and competences

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

1. Know the foundations, objectives and recipients of early childhood intervention (ECI) and its evolution, particularly in the Portuguese context.
2. Understand the concepts of risk and resilience as central elements in ECI
3. Evaluate the child's development and the quality of mother-child interaction and mobilize information for the elaboration of the Individualized Early Intervention Plan.
4. Demonstrate basic knowledge of the steps of a family-centred early intervention process.
5. Identify the components of the Routine-Based IP Model and the different steps in carrying out an ecomap and a Routine-Based Interview (RBI) and develop functional objectives based on the RBI.
6. Master some practical skills in approaching the family and the child.
7. Possess critical reflection skills on ECI practices and recognize the importance of using evidence-based programs.
8. Know and be able to critically analyse national and international projects in the area of ECI.

Prerequisites

Before the course unit the learner is expected to be able to:
Not applicable.

Course contents

Theoretical reference models; Early childhood intervention; Risk and resilience; Family-centred intervention; Critical analysis of the current legislation on Early Intervention; Maternal adaptation and mother-infant interaction; Assessment of the skills and needs of children and families; Routine-Based Early Intervention Model; The intervention process centred on the family; Intervention planning; Evaluation of ECI programs; Examples of action research projects in IPI.

Course contents (extended version)

1. Theoretical reference models
2. Early childhood intervention: definition, foundations, objectives, recipients
3. Risk and resilience
4. Family-centred intervention and tools for child, family and context assessment.
5. Critical analysis of the current legislation on EI (Decree-law 281/2009); Ordinance No. 293/2013
6. Maternal adaptation and mother-infant interaction:
 - methodological issues related to its assessment
 - main instruments used
7. Assessment of the skills and needs of children and families
8. Routine-Based Early Intervention Model
9. The intervention process centred on the family:
 - referral, evaluation, development of the individual plan for early intervention
 - implementation and monitoring of the intervention
 - evaluation of results
 - transition process
10. Intervention planning: programs focused on interaction and on the promotion of skills.
11. Evaluation of ECI programs.
12. Examples of action research projects in IPI.

Recommended reading

1. Almeida, I. C., Carvalho, L., ..., P., & Serrano, A. M. (2011). Práticas de intervenção precoce baseadas nas rotinas: Um projecto de formação e investigação. *Análise Psicológica*, 1(XIX), 84-94.
2. Carvalho, L., Almeida, I., Felgueiras, I., & Franco, V. (2016). Práticas recomendadas em intervenção precoce na infância: um guia para profissionais. ANIP.
3. Crawford, M. J., & Weber, B. (2016). Autism intervention every day! Embedding activities in daily routines for young children and their families. Paul H. Brookes Publishing Co..
4. Guralnick, M. J. (2019). Effective early intervention: The developmental systems approach. Paul H. Brookes Publishing, Company.
5. Shelden, M. L., & Rush, D. D. (2013). The early intervention teaming handbook. Paul Brookes Pub.

Teaching and learning methods

Oral transmission, supported by expository and interrogative pedagogical techniques using audiovisuals. The flipped classroom method and Design Thinking will be used as a group work process. These approaches will be complemented, from an application perspective, with case analysis and problem solving. The development of skills will be enhanced by simulation and video training strategies.

Assessment methods

1. Test - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Theory)
 - Intermediate Written Test - 40% (Practical)
2. Exam - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

1. Portuguese

Language of instruction

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

Electronic validation			
Ana Maria Nunes Português Galvão	Pedro Augusto Oliveira Salgueiro	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
02-04-2024	02-04-2024	24-04-2024	24-04-2024