

Course Unit	Special Educational Needs	Field of study	Psychology
Bachelor in	Social Education	School	School of Education
Academic Year	2023/2024	Year of study	3
Type	Semestral	Semester	2
Level	1-3	ECTS credits	6.0
Code	9084-628-3202-00-23		
Workload (hours)	162	Contact hours	T - TP 54 PL - TC - S - E - OT 18 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:

1. Support the need for inclusion of people with Special Educational Needs SEN;
2. Characterize different SEN;
3. Knowing processes inherent in the transition to the job market of people with SEN;
4. Outlining intervention proposals of the Social Educator in different SEN.

#### Prerequisites

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

#### Course contents

1 - From separation to inclusion. 2 - Classification of Special Educational Needs (SEN). 3 - Transition to the active life of people with Special Needs. 4 - The role of the social educator in the context of multidisciplinary teams.

#### Course contents (extended version)

1. From separation to inclusion
  - Clarification of concepts
2. Classification of NEE: definition, etiology, characteristics, intervention, accessibility:
  - Low vision and blindness
  - Hearing impairment and deafness
  - Intellectual and developmental disabilities
  - Communication problems
  - Cerebral Palsy
  - Autism spectrum disorder
3. Transition to the active life of people with SEN:
  - Personal and social dimensions in the transition to adulthood
  - Professional qualification and insertion in the active life
  - The institutional care
4. The role of the social educator in the context of multidisciplinary teams:
  - Socio-educational intervention
  - Intervention with families

#### Recommended reading

1. Fernando, F. (2016). Pessoas com deficiência em Portugal. Fundação Francisco Manuel dos Santos.
2. Leitão, R., & Silva, E. (2019). Inclusão de pessoas com necessidade especiais: estudos. Edições Universitárias Lusófonas.
3. Luísa, C., & Borges, L. (2020). Construindo a educação inclusiva: Teoria e prática. Papa-Letras.
4. Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
5. Vaz, F., Lopes, S. (2022). O educador social na construção de caminhos para a inclusão. In J. Baía, J. Pereira, M. Lopes (Eds. ). Educação, Inclusão e Diversidade (241-246). INTERVENÇÃO

#### Teaching and learning methods

Theoretical explanation of the central themes, analysis of supporting texts, analysis of case studies, viewing and commenting on videos, group work, class presentations, worksheets.

#### Assessment methods

1. Alternative 1 - Continuous evaluation - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 100% (Frequency)
2. Alternative 2 - Exam evaluations - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (Exame)

#### 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 do Céu Ribeiro	Carlos Manuel Costa Teixeira
02-12-2023	04-12-2023	31-12-2023	11-02-2024