

Course Unit	Evaluation and Intervention in Learning Disabilities		Field of study	Specific Training	
	Postgraduation Diploma in Special Education: Emotion and Personality Domain		School	School of Education	
Academic Year	2017/2018	Year of study	1	Level	ECTS credits 8.0
Type	Annual	Semester	-	Code	5029-458-1001-00-17
Workload (hours)	216	Contact hours	T -	TP 50	PL - TC - S - E - OT - 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, Rosa Maria Ramos Novo

Learning outcomes and competences

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

1. Define Specific Learning Disabilities (SLD);
2. Use multi-level models of intervention based in response to intervention, in the identification of students at risk and students with specific learning disabilities;
3. Use curriculum-based measurement (CBM) in the context of multi-level models, based in response to intervention.
4. Design multi-level intervention.

Prerequisites

Before the course unit the learner is expected to be able to:
It has no preconditions.

Course contents

1. Definition of SLD. 2. Background of the SLD. 3. Etiology and causes of SLD. 4. Different SLD. 5. Multilevel intervention models in different SLD. 6. Monitoring based on the curriculum in different SLD. 7. Intervention in different SLD.

Course contents (extended version)

1. Definition of SLD:
 - 1. 1. From the definition of Samuel Kirk to the Portuguese definition of SLD.
2. Framework of SLD:
 - 2. 1. In the context of Special Educational Needs and of the actual legal framework.
 - 2. 2. Prevalence of SLD;
3. Etiology and causes of SLD.
4. Different SLD: Dyslexia, Dyscalculia and Dysorthographia.
5. Multi-level models of intervention in the different SLD:
 - 5. 1. The Response to Intervention;
 - 5. 2. Model for Addressing Diversity.
6. Curriculum-based measurement in the different SLD.
7. Multi-level intervention in different SLD.

Recommended reading

1. Correia, M. (2008). Dificuldades de aprendizagem específicas: Contributos para uma definição portuguesa. Porto: Porto Editora
2. Cruz, V. (2009). Dificuldades de aprendizagem específicas. Lisboa: Lidel.
3. Fuchs, D., Fuchs, L. S., & Vaughn, S. (Eds.). (2008). Response to intervention: A framework for reading educators. Newark: International reading association.
4. Shaywitz, S. (2008). Vencer a dislexia. Como dar resposta às perturbações da leitura em qualquer fase da vida. Porto: Porto Editora
5. Vaughn, S., & Bos, C. (2009). Strategies for teaching students with learning and behavior problems (7 ed.). New Jersey: Pearson

Teaching and learning methods

Theoretical exposition. Analysis of case studies. Discussion and reflection. Visualization videos. Practical activities.

Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
 - Practical Work - 50% (Group work, group evaluation)
 - Presentations - 50% (Presentation, individual evaluation)
2. Exam evaluation - (Regular, Student Worker) (Supplementary, Special)
 - Final Written Exam - 100%

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Paula Marisa Fortunato Vaz, Rosa Maria Ramos Novo	Rosa Maria Ramos Novo	Paula Marisa Fortunato Vaz	António Francisco Ribeiro Alves
04-10-2017	04-10-2017	04-10-2017	05-10-2017