

Course Unit	Evaluation and Intervention in Emotional and Behavioural Problems		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 11.0
Type	Annual	Semester	-	Code	5029-458-1002-00-17
Workload (hours)	297	Contact hours	T -	TP 75	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) Ana Raquel Russo Prada, Rosa Maria Ramos Novo

Learning outcomes and competences

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

1. Build a framework that recognizes the ecological complexity of emotional and behavior problems in schools.
2. Analyze interaction skills facilitators of the pedagogical relationship.
3. Implement appropriate intervention strategies in school contexts where emotional and behavior problems can occur.
4. Articulate its intervention with other educational agents, in particular the executive board, parents, teachers and others.

Prerequisites

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

Course contents

1. Emotional and Behavioral Problems; 2. Family, School and Community.

Course contents (extended version)

1. Emotional and Behavioral Problems: introductory aspects
 - 1. 1. Conceptual definition of emotional and behavioral problems.
 - 1. 2. Beliefs and myths about the emotional and behavior problems.
 - 1. 3. Reflections on labeling.
 - 1. 4. Developmental approach of emotional and behavioral problems.
 - 1. 5. Emotional and behavior problems and school achievement.
2. Family, School and Community.
 - 2. 1. Prevention of emotional and behavior problems.
 - 2. 2. 1. Benefits and limitations of prevention.
 - 2. 2. 2. Detection of emotional and behavioral problems.
 - 2. 2. 3. 1. Limitations of conceptual and traditional approaches.
 - 2. 2. 3. 2. Tools and methodologies for evaluation.
 - 2. 3. Intervention in emotional and behavioral problems.
 - 2. 3. 1. Instructional Interventions.
 - 2. 3. 2. Difficulties and precautions.
 - 2. 4. Collaboration with other coaches.

Recommended reading

1. Kern, L., George, M.P., & Weist, M.D. (2016). Supporting Students with Emotional and Behavioral Problems: Prevention and Intervention Strategies. Baltimore, Maryland: Paul H. Brookes Publishing Co.
2. Lopes, J.L. (2009). Problemas de comportamento, problemas de aprendizagem e problemas de "ensinagem". Braga: Psiquilíbrios.
3. O'Connell, M. E., Boat, T., & Warner, K. E. (2009). Preventing Mental, Emotional, and Behavioral Disorders Among Young People: Progress and Possibilities. Washington, DC: National Academy of Sciences.
4. Pierangelo, R., & Giuliani, G. (2008). Classroom Management for Students With Emotional and Behavioral Disorders: A Step-by-Step Guide for Educators. Thousand Oaks, CA: Corwin Press.
5. Rutherford, R.B., Quinn, M.M., & Mathur, S.R. (2007). Handbook of Research in Emotional and Behavioral Disorders. New York: Guilford Press.

Teaching and learning methods

The definition of strategies and methods for the teaching of this course stems from the search for links between the experiences of learners and the objectives and content of the program. In this sense is justified the use of diverse techniques: analysis and discussion of case studies and role-playing.

Assessment methods

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

Language of instruction

Portuguese, with additional English support for foreign students.

Electronic validation

Ana Raquel Russo Prada, Rosa Maria Ramos Novo	Rosa Maria Ramos Novo	Paula Marisa Fortunato Vaz	António Francisco Ribeiro Alves
08-10-2017	10-10-2017	10-10-2017	11-10-2017