

Course Unit	Assessment and Intervention in Specific Learning Difficulties	Field of study	Psychology
Master in	Special and Inclusive Education	School	School of Education
Academic Year	2025/2026	Year of study	1
Type	Semestral	Semester	1
Level	2-1	ECTS credits	6.0
Code	5073-800-1101-00-25		
Workload (hours)	162	Contact hours	T - , TP 35, 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) Paula Marisa Fortunato Vaz

Learning outcomes and competences

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

1. Characterize Specific Learning Disabilities (SLD);
2. Describe different ASD and the characteristics of the children;
3. Describe the implementation of the Response to Intervention Model articulating its four components;
4. Know monitoring evidence based on the curriculum, its function and procedures;
5. Define objectives and duration of intervention, and criteria for level change, in the context of decision making;
6. Know intervention strategies in EAD;
7. Value the role of different educational agents in the prevention, identification, and intervention in ASD, their collaboration and the multidisciplinary nature of the process.

Prerequisites

Before the course unit the learner is expected to be able to:
No have.

Course contents

1 Specific Learning Disabilities (SLD). 2 Prevention and multilevel intervention models: the Response to Intervention Model. 3 The role of different educational agents (teachers, coaches, parents) in the prevention, identification, and intervention in SLD.

Course contents (extended version)

1. Specific Learning Disabilities (SLD)
 - Characterization: definition from the contribution of different researchers, causes, consequences
 - Different DAE: reading, writing, calculation
 - Characteristics of children with SLD (cognitive, behavioral, relational, emotional).
2. Prevention and multilevel intervention models: The Response to Intervention Model
 - Universal screening: Identification of students at risk of ASD
 - Monitoring progress and for universal screening
 - Curriculum-based measurement: function, type of evidence, construction administration and quotation
 - Prevention and multilevel intervention
 - Goal setting for intervention
 - Intervention using strategies based on scientific evidence
 - Duration of intervention
 - Criteria for intervention level change
 - Criteria for intervention level change
3. The role of different educational agents in the prevention, identification, and intervention in SLD

Recommended reading

1. Cruz, V. (2020). Compreender a leitura e as dificuldades na sua aprendizagem. Flora Editora.
2. Fernandes, A., Gonçalves, A., Carneiro, R., & Martins, M., Vaz, P. (2024). Dyslexia: from myths to scientific knowledge, for inclusive education. In 16th EDULEARN24 proceedings. IATED.
3. Jiménez, J. (2022). Modelo de respuesta a la intervención: Un enfoque preventivo para el abordaje de las dificultades específicas de aprendizaje. Ediciones Pirámide.
4. Shaywitz, S., & Shaywitz, J. (2020). Overcoming dyslexia. Sheldon Press.
5. Vaz, P., & Martins, A. P. (2018). Caracterização de alunos identificados em risco na leitura num sistema de triagem universal. Meta: Avaliação, 10(29), 269-298.

Teaching and learning methods

In theoretical-practical classes, theoretical exposition and discussion of central themes are valued, as well as the viewing of videos and subsequent reflections and comments. In tutorial classes, practical work in progress is guided, promoting critical reflection on what is being worked on, based on scientific research and the professional experiences of students.

Assessment methods

1. Alternative 1 - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Test.)
 - Practical Work - 40% (Practical work and presentation.)
2. Alternative 2 - (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

Paula Marisa Fortunato Vaz	Paula Marisa Fortunato Vaz	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
23-01-2026	29-01-2026	09-03-2026	15-03-2026