

Course Unit	Assessment and Intervention in Neurodevelopmental Disorders		Field of study	Psychology	
Master in	Special and Inclusive Education		School	School of Education	
Academic Year	2023/2024	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	6.0
Code	5073-800-1102-00-23				
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) Ana Raquel Russo Prada

Learning outcomes and competences

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

1. To understand the main milestones of child neurodevelopment;
2. To recognize the diversity of neurodevelopmental disorders;
3. To describe the clinical features of Intellectual and Developmental Disability, Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder;
4. To analyze the most suitable assessment and intervention models for each neurodevelopmental disorder;
5. To outline evaluation and intervention proposals.

Prerequisites

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

Course contents

1-Neurodevelopmental disorders; 2-Intellectual and Developmental Disability; 3-Autism Spectrum Disorder; 4-Attention-Deficit/Hyperactivity Disorder

Course contents (extended version)

1. Neurodevelopmental disorders
 - Child neurodevelopment: typical and atypical
 - Concept and main neurodevelopmental disorders
2. Intellectual and Developmental Disability
 - Clinical features and evolution
 - Pedagogical and educational assessment
 - Intervention models and educational strategies
 - Intervention in family and school context
3. Autism Spectrum Disorder
 - Clinical features and evolution
 - Pedagogical and educational assessment
 - Intervention models and educational strategies
 - Intervention in family and school context
4. Attention-Deficit/Hyperactivity Disorder
 - Clinical features and evolution
 - Pedagogical and educational assessment
 - Intervention models and educational strategies
 - Intervention in family and school context

Recommended reading

1. Carrington, S., Saghers, B., Harper-Hill, K., & Whelan, M. (2021). Supporting students on the autism spectrum in inclusive schools: A practical guide to implementing evidence-based approaches. Routledge.
2. De Lima, C.B. (2015). Perturbações do neurodesenvolvimento: manual de orientações diagnósticas e estratégias de intervenção. Lidel.
3. Huerta-Reys, M. (2021). Trastornos del neurodesarrollo: detección y atención en el aula. Palibrio.
4. Moura, O., Pereira, M., & Simões, M. R. (Coord) (2020). Perturbação de Hiperatividade/Défice de Atenção. Pactor.
5. Wehmeyer, M. L., Brown, I., Percy, M., Shogren, K., A. Fung, W.L.A. (Eds.) (2017). A comprehensive guide to Intellectual and Developmental Disabilities. Paul H. Brooks Publishing Co.

Teaching and learning methods

Expository and participatory teaching methodologies (analysis and discussion of practical cases, presentation and discussion of group work).

Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
 - Intermediate Written Test - 60% (Written test.)
 - Development Topics - 30% (Group work.)
 - Presentations - 10% (Presentation of group work.)
2. Final exam - (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			
Ana Raquel Russo Prada	Pedro Augusto Oliveira Salgueiro	Carla Isabel Pedroso de Lima da Conceicao	Carlos Manuel Costa Teixeira
12-12-2023	12-12-2023	02-01-2024	11-02-2024

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