

Course Unit	Option I - School-Family Relationship		Field of study	-	
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	5073-800-1105-03-23		
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) Rosa Maria Ramos Novo

### Learning outcomes and competences

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

1. Relate the bioecological perspective in the analysis of the ecosystem development potential of students with NEE;
2. Differentiate between family and school functions;
3. Compreender as implicações da interdependência entre a escola e a família;
4. Analisar estudos empíricos relativos às relações escola e família de crianças com NEE.

### Prerequisites

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

### Course contents

1. The family and school as development contexts; 2. Educational relationship and pedagogical relationship; 3. School-Family Relations: different approaches; 4. The partnership between school and family.

### Course contents (extended version)

1. The family and school as development contexts
  - perspectiva bioecológica do desenvolvimento humano
  - The ecosystem structure
  - contour components.
2. Educational relationship and pedagogical relationship.
  - definition of fields and concepts.
  - Family functions and school functions and purposes
  - current lines of investigation
3. School-Family Relations: different approaches
  - Epstein's typology
  - Don Davies typology
  - Heleen's typology
  - the student as a go-between
  - current lines of investigation
4. The partnership between school and family.
  - Conceptualization and characteristics
  - Partnership versus traditional orientation
  - current lines of investigation

### Recommended reading

1. McGinley, V. & Alexander, M. (2017). Parents and families of student with special needs. Sage Publications.
2. Santos, E.R.L., Santos, F.R. & Oliveira, T.C.B.C. (2013). Papel dos pais no processo de inclusão escolar e na aprendizagem de filhos com necessidades educacionais especiais. Discentis, 2, 38-49.
3. Sheldon, S. & Turner-Vorbeck, T. (editor) (2019). Family school, and community relationships in education. John Wiley & Sons, Inc.
4. Sheridan, S & Kratochwill, T. (2007). Conjoint Behavioral Consultation: Promoting Family-School Connections and Interventions. Springer.
5. Sousa, L. (1998). Crianças (con)fundidas entre a escola e a família. Uma perspectiva sistémica para alunos com necessidades educativas especiais. Porto Editora

### Teaching and learning methods

Develops the following teaching methodologies: analysis of supporting texts, conducting individual and group analysis of empirical studies collected by students, lectures, discussion group, multimedia resources.

### Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
  - Development Topics - 50% (written work on a specific UC topic.)
  - Presentations - 50% (Presentation individual oral)
2. Assessment by exam - (Regular, Student Worker) (Supplementary)
  - Final Written Exam - 100% (Written test on the UC contents.)

### Language of instruction

Portuguese

Electronic validation			
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15-12-2023	15-12-2023	02-01-2024	11-02-2024

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