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|------------------|---------------------------|---------------|----------------|---------------------|------|
| Course Unit | Special Educational Needs | | Field of study | Psychology | |
| Bachelor in | Social Education | | School | School of Education | |
| Academic Year | 2022/2023 | Year of study | 3 | Level | 1-3 |
| Type | Semestral | Semester | 2 | ECTS credits | 6.0 |
| Code | 9084-628-3202-00-22 | | | | |
| Workload (hours) | 162 | Contact hours | T - | TP 54 | PL - |
| | | | TC - | S - | E - |
| | | | OT 18 | 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. Support the need for inclusion of people with Special Educational Needs SEN;
2. Characterize different SEN;
3. Knowing processes inherent in the transition to the job market of people with SEN;
4. Outlining intervention proposals of the Social Educator in different SEN.

Prerequisites

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

Course contents

1 - From separation to inclusion. 2 - Classification of Special Educational Needs (SEN). 3 - Transition to the active life of people with Special Needs. 4 - The role of the social educator in the context of multidisciplinary teams.

Course contents (extended version)

1. From separation to inclusion
 - Clarification of concepts
2. Classification of NEE: definition, etiology, characteristics, intervention, accessibility:
 - Low vision and blindness
 - Hearing impairment and deafness
 - Intellectual and developmental disabilities
 - Communication problems
 - Cerebral Palsy
 - Autism spectrum disorder
3. Transition to the active life of people with SEN:
 - Personal and social dimensions in the transition to adulthood
 - Professional qualification and insertion in the active life
 - The institutional care
4. The role of the social educator in the context of multidisciplinary teams:
 - Socio-educational intervention
 - Intervention with families

Recommended reading

1. Fernando, F. (2016). Pessoas com deficiência em Portugal. Fundação Francisco Manuel dos Santos.
2. Leitão, R., & Silva, E. (2019). Inclusão de pessoas com necessidade especiais: estudos. Edições Universitárias Lusófonas.
3. Luísa, C., & Borges, L. (2020). Construindo a educação inclusiva: Teoria e prática. Papa-Letras.
4. Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
5. Vaz, F., Lopes, S. (2022). O educador social na construção de caminhos para a inclusão. In J. Baía, J. Pereira, M. Lopes (Eds.). Educação, Inclusão e Diversidade (241-246). INTERVENÇÃO

Teaching and learning methods

Theoretical explanation of the central themes, analysis of supporting texts, analysis of case studies, viewing and commenting on videos, group work, class presentations, worksheets.

Assessment methods

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

Language of instruction

1. Portuguese
2. Portuguese, with additional English support for foreign students.

Electronic validation

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|----------------------------|----------------------------------|----------------------|------------------------------|
| Paula Marisa Fortunato Vaz | Pedro Augusto Oliveira Salgueiro | Maria do Céu Ribeiro | Carlos Manuel Costa Teixeira |
| 09-12-2022 | 11-12-2022 | 11-12-2022 | 02-01-2023 |