

Course Unit	Special Educational Needs		Field of study	Psychology	
Bachelor in	Social Education		School	School of Education	
Academic Year	2023/2024	Year of study	3	Level	1-3
Type	Semestral	Semester	2	ECTS credits	6.0
Code	9084-628-3202-00-23				
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

Paula Marisa Fortunato Vaz	Pedro Augusto Oliveira Salgueiro	Maria do Céu Ribeiro	Carlos Manuel Costa Teixeira
02-12-2023	04-12-2023	31-12-2023	11-02-2024