

Course Unit	Option II - Special Educational Needs		Field of study	General Education	
Bachelor in	Basic Education		School	School of Education	
Academic Year	2022/2023	Year of study	2	Level	1-2
Type	Semestral	Semester	1	ECTS credits	3.0
Code	9853-531-2106-04-22				
Workload (hours)	81	Contact hours	T -	TP 27	PL -
			TC -	S -	E -
			OT 9	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:  
Distinguish the concepts of Integration and Inclusion; Characterize the different SEN; Delineate strategies to support students with different SEN; Valuing the importance of collaborative work.

### Prerequisites

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

### Course contents

1 - Historical Review; 2 - Evaluation; 3 - Different Special Educational Needs (SEN); 4 - Collaboration between different educational agents.

### Course contents (extended version)

1. Historical Review
  - Integration and Inclusion - from paste to present
  - Services of special education
  - The attendance to diversity
2. Assessment
  - Formal assessment and informal assessment
3. Different Special Educational Needs: their respective features and support measures
  - Specific learning disabilities
  - Sensory problems
  - Intellectual disabilities
  - Physical problems
  - Autism spectrum disorder
  - Hyperactivity disorder attention deficit
4. Collaboration between different educational agents:
  - Collaborative work between teachers of regular education, special education and technicians.

### Recommended reading

1. Leitão, F. A. R., & Silva, M. O. E. (2019). Inclusão de pessoas com necessidade especiais: estudos. Edições Universitárias Lusófonas.
2. Luísa, C., & Borges, M. L. (2020). Construindo a educação inclusiva: Teoria e prática. Papa-Letras.
3. Peer, L., & Reid, G. (2016). Special educational needs: a guide for inclusive practice. Sage.
4. Rodrigues, D. (2018). Ensaios sobre educação inclusiva. Edições Pró-Inclusão.
5. Taylor, R. L., Smiley, L. R., & Richards, S. B. (2019). Exceptional students: Preparing teachers for the 21st century. McGraw-Hill.

### Teaching and learning methods

Analysis of support texts, analysis of case studies, group work, presentation of assignments, completion of worksheets.

### Assessment methods

1. Continuous assessment - (Regular, Student Worker) (Final)
  - Intermediate Written Test - 70% (One written test)
  - Development Topics - 30% (Work group)
2. Final Exam - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (Final Written Exam)

### 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 Cristina do Espírito Santo Martins	Carlos Manuel Costa Teixeira
08-12-2022	09-12-2022	19-12-2022	05-01-2023