

Course Unit	Inclusion and Special Educational Needs		Field of study	General Education	
Master in	Teaching English in The First Cycle of Basic Education		School	School of Education	
Academic Year	2017/2018	Year of study	1	Level	2-1
Type	Semestral	Semester	1	ECTS credits	4.0
Code	5043-558-1102-00-17				
Workload (hours)	108	Contact hours	T -	TP 28	PL -
			TC -	S -	E -
			OT 8	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:  
Justify the need for inclusion of pupils with SEN; Describe evaluation forms in the context of different SEN; Define intervention strategies for students with different SEN.

### Prerequisites

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

### Course contents

1 - General topics relating to Special Education Needs (SEN). 2 - Specific topics relating to SEN. 3 - Early intervention.

### Course contents (extended version)

1. General issues relating to SEN:
  - From Separation to Inclusion.
  - Different SEN, its prevalence and incidence in the general and in the Portuguese population.
  - The International Classification of Functioning, Disability and Health.
2. Specific issues relating to SEN:
  - DHDA: Diagnosis, etiology, characteristics, intervention.
  - Low vision and blindness: Definition, etiology, characteristics, intervention.
  - Hearing impairment e deafness: Definition, etiology, characteristics, intervention.
  - Intellectual difficulty: Definition; etiology; new perspectives of AAIDD.
  - Problems of language and communication: Definition, etiology, characteristics, intervention.
  - Cerebral palsy: Diagnosis, etiology, characteristics, intervention.
  - Autism: Diagnosis, etiology, characteristics, intervention.
  - Specific Learning Disabilities (DAE): Definition and causes, different DAE intervention.
3. Early intervention: the different models; the quality and professionalism; the role of families.

### Recommended reading

1. Correia, L. M. (2013). Inclusão e necessidades educativas especiais: Um guia para educadores e professores. Porto: Porto Editora.
2. Heward, W. L. (2012). Exceptional children: An introduction to special education (10th Ed. ). Upper Saddle River, N. J. : Pearson.
3. Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies. New York: Routledge.
4. Rodrigues, D. (2016). Direitos humanos e inclusão. Porto: Profedições.
5. Watson, C., Cantu, J., & Terry, N. (2017). Special education: A beginner's guide to serving all students. Texas-USA: Aquiline Books UNT.

### Teaching and learning methods

Theoretical analysis of the central themes. Video streaming and subsequent reflections and comments. Analysis and discussion of case studies and definition of intervention strategies in the same. Conducting research.

### Assessment methods

1. Continuous evaluation - (Regular, Student Worker) (Final)
  - Practical Work - 30% (Work group. Evaluation group.)
  - Presentations - 15% (Presentation/defense of group work. Individual evaluation.)
  - Intermediate Written Test - 55% (Frequency)
2. Exam evaluation - (Regular, Student Worker) (Supplementary, Special)
  - Final Written Exam - 100% (Exam.)

### Language of instruction

Portuguese, with additional English support for foreign students.

### Electronic validation

Paula Marisa Fortunato Vaz	Rosa Maria Ramos Novo	Elisabete Rosário Mendes Silva	António Francisco Ribeiro Alves
06-10-2017	10-10-2017	13-10-2017	13-10-2017