

ID	2161
Curricular Unit	Family Intervention Models
Regent	Maria Teresa Brandão
Learning Outcomes	<ol style="list-style-type: none"> 1. Understands and integrate models of eco-systemic approach 2. Knows the models of family functioning and intervention throughout life span. 3. Understands the concept of Empowerment and apply it in different models of family intervention (eg, parental and family counseling, parent education or training , self-help groups, etc.).. 4. Knows and relates the concepts relating to the establishment of social support networks both formal and informal for delivery of intervention services traguetting families at risk. 5. Knows techniques and tools for assessing the ecological level, particularly in applying to the family and family background (needs assessment of the family, social support, family functioning, quality of family involvement and parental stress). 6. Develops and implements Individualized Family Service Plans
Syllabus	<ol style="list-style-type: none"> 1.Family systems theory 2.Family diversity 3.Family-centered intervention: the ecological models, transactional and systemic 4.Families of children with special needs 5.model family intervention lifelong 6.Family assessment 7.Individualized family support plans (IFSP) and the components of EI programs 8.Evaluate the effectiveness of family centered programs
Evaluation	<ol style="list-style-type: none"> 1. Continuous assessment Students who opt for the model of continuous assessment, shall meet the following requirements: a) Obtain at least 2 / 3 of presences in theoretical-practical classes b) carrying out practical work in groups (oriented in the course of practical classes) and make their oral presentation; c) carrying out a frequency on the material taught in lectures and problem-solving, where students can not get ranked lower than 10 points. If that happens, the students will be sent for final exam. 2. Final exam, including written and oral.

Bibliography

- Abidin, R. (1990). Parenting stress index: Short form. Test Manual. Virginia: Pediatric Psychology Press.
- Anastopoulos, A.; Shelton, T.; DuPaul, G.; Guevremont, D. (1993). Parent training for attention-deficit hyperactivity disorder: Its impact on parent functioning. *Journal of Abnormal Child Psychology*, 21 (5), 581- 595.
- Bailey, D.; McWilliam, P.; Winton, P.; Simeonsson, R. (1992). *Implementing Family-Centred Services in Early Intervention: A Team-Based Model for Change*. Brookline Books.
- Barros, L. (199). *Intervenção desenvolvimentalista para mães de bebés de risco*. Tese de Doutoramento. Faculdade de Psicologia e Ciências de Educação de Lisboa.
- Baker, B. (1989). *Parent training and developmental disabilities*. Washington: AAMR Monographs.
- Beckwith, L. (1992). Adaptive and Maladaptive Parenting - Implications for intervention. In S. Meisels e J. Shonkoff (Eds.), *Handbook of early childhood intervention* (pp. 53-77). New York: Cambridge University Press.