ID	2186
Curricular Unit	Models of Psychomotor Intervention
Regent	Maria Teresa Brandão
Learning Outcomes	1. Deepen different theoretical perspectives to the level of intervention, with direct involvement in planning programs for special populations. 2.Understand planning processes and implementation of Psychomotor intervention programs. 3.Understand perspectives and specific strategies of intervention. 4. Understand the implications of organization and adaptation of contexts and psychomotor activities in different areas. 5.Understand the methodological implications on the different stages of development and learning.
Syllabus	CONTEXTS OF PSYCHOMOTOR INTERVENTION METHODS OF INTERVENTION INTERVENTION STRATEGIES PROMOTING LEARNIG POTENTIAL
Evaluation	Students may choose a continuous assessment process or a final exam consisting of written and oral evaluations 1.Continuous assessment Students who chose continuous assessment, must meet the following requirements: a) carrying out a portfolio in a group on one of the themes presented in class. b) carrying out a frequency on the material taught in lectures and problem-solving, in each one in which students can not get a grade lower than 9.5. If that happens, the students will be sent for final exam. Score = Portfolio group x frequency + 30% x 70% 2. If you choose to final exam, students must obtain at least 7.5 points to gain access to the oral test. The final grade is the arithmetic mean of the classification in written and oral tests.

Bibliography	Main bibliography: Altman, I.; Wohlwill, J.(1980). Children and Environment. New York:Plenum Press Barbour, A. (1999).The Impact of Playground Design on the Play Behaviors of Children with Differing Levels of Physical Competence. Early Childhood Research Quarterly (14)1, 75-98. Bullard, J. (2009). Creating Environments for Learning. Ohio: Merril Brandão Coutinho, T. (1989). Impacto de Variáveis do Envolvimento Físico na Intervenção Pedagógica em Crianças com Necessidades Educativas Especiais. Educação Especial e Reabilitação, 1 (1), 55-60. Brandão, T. (2007). Inclusão de crianças com necessidades educativas especiais (NEE) na creche e jardim infantil – elemento de sucesso. In, D. Rodrigues e B. Magalhães (Eds.), Aprender juntos para aprender melhor, (pp. 77-106), FMH-FEI. Cross, A., Traub. E.; Hutter-Pishgahi,L.; Sheldon, G. (2004). Elements of successful inclusion for children with significant disabilities. Topics in Early Childhood Special Education, 24(3), 169-183.