ID	2194
Curricular Unit	Early Intervention
Regent	Maria Teresa Brandão
Learning Outcomes	At the end of the course, students should be able: 1. to be acquainted with early intervention historical and scientific foundations and basic concepts. 2. to be acquainted and to use correctly the instruments and procedures to assess the child, family, contexts, and programmes. 3. to develop and implement individualized family service programmes. 4. to develop team-based interdisciplinary and transdisciplinary intervention. 5. to evaluate the impact and efficacy of early intervention programmes.
Syllabus	1. Early experience and child development: analysis models and data from research. 2. Developmental risk – Risk status in early intervention: 3. Historical, social and neurobiological foundations of early intervention. 4. Concepts, definitions and evolution of recommended practices: the medical, the educational and the ecological models. 5. Family-centred intervention: the ecological, the transactional and the systemic models. 6. "Empowerment" philosophy. 7. Analysis of the early intervention programme components: Target population; service delivery; curricular model, and staff. 8. Politics, institutions and services in early intervention: 9. Assessment and evaluation in early intervention: 10. Individualized family service plan (IFSP)
Evaluation	Students may opt either for: 1. Continuous assessment Students must: - Attend at least two thirds of the theoretical-practical sessions; - Produce two group reports and present them orally; - Do two written tests (to succeed, students' grades have to be greater or equal to 10) 2. Final exam, including a written and an oral examination
Bibliography	Main bibliography: Anastasiow, N.(1992). Implications of the neurobiological model for early intervention. In S. Meisels e J. Shonkoff (Eds.),Handbook of early childhood intervention(pp. 196-216). New York: Cambridge University Press.Bailey, D.; Mcwilliam, P.; Winton, P.; Simeonsson, R.(1992).Implementing Family-Centred Services in Early Intervention: A Team-Based Model for Change. Brookline Books.Bairrão, R.; Almeida, I.(2002). Contributo para o estudo das práticas de intervenção precoce em Portugal. Lisboa: DEB-M.Educação (...)