

<b>ID</b>	2213
<b>Curricular Unit</b>	Developmental Disorders and Disabilities I
<b>Regent</b>	Vitor Manuel Lourenço da Cruz
<b>Learning Outcomes</b>	Defining and identifying the principal defectology and learning disorders, having in consideration the etiological and epidemiological factors.
<b>Syllabus</b>	<p>Study of the following aspects of each condition: history; definition, identification and assessment, characteristics, prevalence, causes and prevention, educational approaches, current issues and future trends of:</p> <ul style="list-style-type: none"> <li>- Blindness and low vision;</li> <li>- Hearing loss;</li> <li>- Mental retardation;</li> <li>- Cerebral Palsy and Neuromotor Impairments;</li> <li>- Autism spectrum disorders;</li> <li>- Intellectual and Developmental Disabilities behavioral disorders;</li> <li>- Multi-deficiency.</li> </ul>
<b>Evaluation</b>	<p>1. Theoretical assessment: 2 written tests, one in each semester;</p> <p>2. Practical assessment: essays, case studies, field works, etc., both on an individual and group basis.</p>
<b>Bibliography</b>	<p>MAIN BIBLIOGRAPHY</p> <p>Kirk, S. A.; Gallagher, J. J.; Coleman, M. R.; &amp; Anastasiow, N. J. (2008). Educating Exceptional Children. New York: Wadsworth Publishing.</p> <p>Fonseca, V. (2006). Desenvolvimento Psicomotor e Aprendizagem. Lisboa: Âncora Editora.</p> <p>OTHER BIBLIOGRAPHY</p> <p>Bautista, R. (Org.)(1997). Necessidades Educativas Especiais. Lisboa: Dinalivro.</p> <p>Heward, W. (2003). Exceptional Children: an Introduction to Special Educaton. New Jersey: Merrill Prentice Hall.</p> <p>Nielsen, L. B. (1999). Necessidades Educativas Especiais na Sala de Aula: Um Guia para Professores. Porto: Porto Editor</p>