

ID	2229
Curricular Unit	Adapted Motor Activity
Regent	Leonor Moniz Pereira

Learning Outcomes

This course has a set of concerns from which we highlight the need that the students are able:

- to recognize that special populations belong to a democratic society desined for all.
- to know about the different models aiming at equal opportunities for social participation, namely in what concerns physical activity and sport, which contribute to better integration/inclusion of those populations;
- to be future agents of change in the inclusion process;
- to regard the special populations and their families as basic actors in this process;
- to know about the characteristics of the different populations;

The course aims, thus, essentially:

- to identify facilitators and barriers regardeing the inclusion process, namely regarding physical activity and sport;
- to characterize special populations based on the knowledge on how to assess motor performance and by identifying ffor each of them the main facilitators and barriers

Syllabus

1 - Changing attitudes: Historical framework; Present perspectives; participated reflection/debate.

2 - Theoretical models of disability: Clinical/Social/Ecological/New WHO 2001 Models; Pros/Cons of each and implications in the organization/process of teaching pupils with Special Educational Needs

3 - Concept of Special Populations: Population covered; Different Special Populations categories; Classification in the sports/teaching system; Main differences/implications; Salamanca Declaration and Portuguese supporting legislation; Evolution/influence in "social integration"; relationship with the concept of integration/inclusion and least restrictive environment;

4 - Characterization of the population covered: Specific needs: Strength/cardiovascular/balance/coordination/precision; chronicle Diseases: Epilepsy/Diabetes/Asthma; Intellectual Disability: Down syndrome; Emotional Problems: Autism Spectrum Disorders; Emotional disorders; (...)

Evaluation

Bibliography

- Kirk, S., Gallagher, J. (1996). Educação da Criança Excepcional (1ª Edição). São Paulo: Martins Fontes. (EER 104)
- Kirk, S., Gallagher, J. (1996). Educating exceptional children (3rd edition). Boston: Houghton Mifflin Company. (EER 103)
- Tilstone, C.; Florian, L.; Rose, R.eds (2003) Promociony desarrollo de Práticas Educativas Inclusivas. Madrid: EOS.
- Sherril, C. (1998). Adapted physical activity, recreation and sport: crossdisciplinary and lifespan (5ft edition). New York: McGraw-Hill (EER 419)
- WHO (1976) - Classificação Internacional das Deficiências, Incapacidades e Desvantagem (Handicaps). Lisboa: SNR. Pp. 35-54
- WHO (2001), ICF: International Classification of Functioning and Disability. Geneva: WHO
- Winnick, J. P. (2011). Adapted physical education and sport. Champaign, Ill.: Human Kinetics
- Wright, H.; Sugden, D. (1999) Physical Education for all - developing Physical Education in the Curriculum for pupils with Special educational Needs. London: David Fulton Publishers