

<b>ID</b>	2229
<b>Curricular Unit</b>	Adapted Motor Activity
<b>Regent</b>	Leonor Moniz Pereira

<b>Learning Outcomes</b>	<p>This course has a set of concerns from which we highlight the need that the students are able:</p> <ul style="list-style-type: none"> <li>- to recognize that special populations belong to a democratic society destined for all.</li> <li>- 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;</li> <li>- to be future agents of change in the inclusion process;</li> <li>- to regard the special populations and their families as basic actors in this process;</li> <li>- to know about the characteristics of the different populations;</li> </ul> <p>The course aims, thus, essentially:</p> <ul style="list-style-type: none"> <li>- to identify facilitators and barriers regarding the inclusion process, namely regarding physical activity and sport;</li> <li>- to characterize special populations based on the knowledge on how to assess motor performance and by identifying for each of them the main facilitators and barriers</li> </ul>
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<b>Syllabus</b>	<p>1 - Changing attitudes: Historical framework; Present perspectives; participated reflection/debate.</p> <p>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</p> <p>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;</p> <p>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; (...)</p>
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**Evaluation**

**Bibliography**

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