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| ID | 2284 |
| Curricular Unit | Early Intervention Programs |
| Regent | Maria Teresa Perlico Machado Brandão |
| Learning Outcomes | <p>1 Incorporating knowledge about the fundamentals of early intervention and models of intervention with families;</p> <p>2 Domina skills early identification and assessment of children and families.;</p> <p>3 Know the various models and family-centered practices in early intervention;</p> <p>4 Know the structure of different types of early intervention programs aimed at specific target groups;</p> <p>5 Designs and implements plans Individualized Family Support;</p> <p>6 Domina skills in the work in transdisciplinary teams;</p> <p>7 Know the lines of research in Early Intervention.</p> |
| Syllabus | <p>1 Social and economic arguments for early intervention - macro and micro studies.;</p> <p>. 2 Neuroscience and early development - contributions from recent research</p> <p>. 3 Systemic Models of Development Guralnick for different target groups of Early Intervention;</p> <p>4. Instruments screening and evaluation of development at early ages</p> <p>5. Early Intervention in Newborns Risk</p> <p>5.1-The Neonatal Intensive Care Unit: envolvimentais aspects</p> <p>5.2 - Methods and tools for behavioral assessment of newborn</p> <p>5.3 - Models of intervention in the NICU</p> <p>5.4 - The NIDCAP</p> <p>5.5 - Massage</p> <p>5.6 - Kangaroo</p> <p>5.7 - Transition to home</p> <p>6. Early intervention for children with established conditions</p> <p>6.1 - Examples of some structured models</p> <p>6.1.1 - Teach Program</p> <p>6.1.2 - Floortime program</p> <p>6.1.3 - Integration Sensorineural</p> <p>6. Models for Prevention and Early Intervention for children at psychosocial risk</p> <p>6.1 - Promoting the development of protective factors</p> <p>6.2 - Programs to promote positive parenting</p> |

Students may choose between continuous assessment and final examination

1. Continuous Assessment

Students who opt for continuous assessment model shall meet the following requirements:

Evaluation

- a) Get at least two thirds of attendance in practical classes;
- b) Implement a practical group work (orientated during the practical classes) and perform their oral presentation;
- c) Conduct a frequency on the material taught in lectures and practical classes, in which students can not get less than 10 marks. If this happens students will be sent for final exam.

2. Final exam, including oral and written evidence

Bibliography

- Als, E. (1997). Earliest intervention for preterm infants in the newborn intensive care unit. In M. Guralnick (Ed.), *The Effectiveness of early intervention* (pp. 47-76). Baltimore: Paul H. Brookes Publishing Co.
- Anastasiow, N. (1992). Implications of the neurobiological model for early intervention. In S. Meisels and J. Shonkoff (Eds.), *Handbook of early childhood intervention* (pp. 196-216). New York: Cambridge University Press.
- Bairrão, R.; Almeida, I. (2002). Contribution to the study of early intervention practices in Portugal. Lisbon: DEB-M.Educação
- Coutinho Brandao, T. (1999). *Early Intervention: Study of the Effects of a parental training program for the Parents of Children with Down Syndrome*. PhD thesis. Lisbon, UTL / FMH.
- Coutinho Brandao, T. (2003). Parental Training: Impact Assessment Family. *Psychology*, XVII (1), 227-244.
- Brandão, T. (2004). When a child is born with disabilities: Impact on family. *Psychomotor A - Journal of the Portuguese Association of Psychomotor*, 4