ID	2494
Curricular Unit	Specific Learning Disabilities
Regent	Vitor Manuel Lourenço da Cruz
Learning Outcomes	The discipline of Learning Disabilities aims at deepening the knowledge within the Specific Learning Disabilities, with regard to the conceptual theoretical models and the specific etiology. Also aims to provide learners with the methodological knowledge in specific areas of assessment and intervention with children and young people with Specific Learning Disabilities.
Syllabus	1. Models of etiological and evolutionary understanding of Specific Learning Disabilities 1.1. Neurological, genetic and biochemical fundamentals 1.2. Envolvimentais Fundamentals 1.3. Developmental specificity according to different theoretical perspectives 2. Assessment models in Specific Learning Disabilities 3.1. Assessment of Specific Learning Difficulties in Reading 3.2. Assessment of Specific Learning Disabilities in Writing 3.3. Assessment of Specific Learning Difficulties in Mathematics 3. Models and intervention programs in Specific Learning Disabilities 3.1. Intervention in Specific Learning Disabilities in Reading 3.2. Intervention in Specific Learning Disabilities in Writing 3.3. Intervention in Specific Learning Disabilities in Mathematics
Evaluation	One (1) frequency.
Bibliography	Main Bibliography: FONSECA, V of (2004). Learning Disabilities: neuropsychological and psychoeducational approach. Lisbon: Anchor Press. CROSS, V. (209). Specific Learning Disabilities . Lisbon: Lidel. Additional bibliography: Lerner, J. (2003). Learning Disabilities: theories, diagnosis and teaching strategies. Boston: Ed Houghton Mifflin Co.. CROSS, V. (2007). A Cognitive Approach to Reading. Lisbon: Lidel.