

<b>ID</b>	2567
<b>Curricular Unit</b>	Early Intervention
<b>Regent</b>	Maria Teresa Brandão
<b>Learning Outcomes</b>	<p>At the end of the course, students should be able:</p> <ol style="list-style-type: none"> <li>1. to be acquainted with early intervention historical and scientific foundations and basic concepts.</li> <li>2. to be acquainted and to use correctly the instruments and procedures to assess the child, family, contexts, and programmes.</li> <li>3. to develop and implement individualized family service programmes.</li> <li>4. to develop team-based interdisciplinary and transdisciplinary intervention.</li> <li>5. to evaluate the impact and efficacy of early intervention programmes.</li> </ol>
<b>Syllabus</b>	<ol style="list-style-type: none"> <li>1. Early experience and child development: analysis models and data from research.</li> <li>2. Developmental risk – Risk status in early intervention:</li> <li>3. Historical, social and neurobiological foundations of early intervention.</li> <li>4. Concepts, definitions and evolution of recommended practices: the medical, the educational and the ecological models.</li> <li>5. Family-centred intervention: the ecological, the transactional and the systemic models.</li> <li>6. "Empowerment" philosophy.</li> <li>7. Analysis of the early intervention programme components: Target population; service delivery; curricular model, and staff.</li> <li>8. Politics, institutions and services in early intervention:</li> <li>9. Assessment and evaluation in early intervention:</li> <li>10. Individualized family service plan (IFSP)</li> </ol>
<b>Evaluation</b>	<p>Students may opt either for:</p> <ol style="list-style-type: none"> <li>1. Continuous assessment</li> </ol> <p>Students must:</p> <ul style="list-style-type: none"> <li>- Attend at least two thirds of the theoretical-practical sessions;</li> <li>- Produce two group reports and present them orally;</li> <li>- Do two written tests (to succeed, students' grades have to be greater or equal to 10)</li> </ul> <ol style="list-style-type: none"> <li>2. Final exam, including a written and an oral examination</li> </ol>
<b>Bibliography</b>	<p>Main bibliography:</p> <p>Anastasiow, N.(1992). Implications of the neurobiological model for early intervention. In S. Meisels e J. Shonkoff (Eds.),Handbook of early childhood intervention(pp. 196-216). New York: Cambridge University Press.Bailey, D.; Mcwilliam, P.; Winton, P.; Simeonsson, R.(1992).Implementing Family-Centred Services in Early Intervention: A Team-Based Model for Change. Brookline Books.Bairrão, R.; Almeida, I.(2002). Contributo para o estudo das práticas de intervenção precoce em Portugal. Lisboa: DEB-M.Educação (...)</p>