

<b>ID</b>	2588
<b>Curricular Unit</b>	Learning Disabilities
<b>Regent</b>	Vitor Manuel Lourenço da Cruz
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>- To define learning disabilities within an educational setting;</li> <li>- To discuss the various definitions of learning disabilities and to define which is most appropriate for the special education teachers.</li> <li>- To define the difference between learning disabilities, emotional disturbance, and mental retardation.</li> <li>- To describe the history of the LD field; most important theorists and their contributions.</li> <li>- To describe the identification procedures most typically used with pupils with LD .</li> <li>- To compare and contrast the identification procedures recommended in readings and in class discussions with those typically exhibited in the schools.</li> <li>- To discuss physiological causes of LD, including brain injury and biochemical irregularities.</li> <li>- To discuss task and setting based theories as possible explanations for LD.</li> <li>- To describe an information processing model as it applies to learning, and its potential influence on LD.</li> <li>- To describe an operant model as it applies to learning, (...)</li> </ul>
<b>Syllabus</b>	<p>A comprehensive study of: theoretical issues (nature, etiology, symptoms, of LD), diagnosis (using specific methods of assessment in a multidisciplinary team, based on real cases), planning, and organization of instruction for children with learning difficulties (curriculum adjustment, development of programs of differential instruction, specialized methods of evaluation and team relationship will be emphasized), and other themes about students with LD.</p> <p>Programme:</p> <p>Overview of the course</p> <p>History of LD / Definitions</p> <p>Educational and definitional issues (classification systems)</p> <p>Theory (Historical perspectives and emergent issues)</p> <p>Educational, Psychological e behavioral Characteristics (academic, cognitive, physical, socio-emotional, behavioral and communication)</p> <p>Methods &amp; Techniques of assessment (Individualized Educational Plan; Psychometric assessment; Informal Assessment; Dynamic Assessment)</p> <p>Methods &amp; Techniques of intervention (educational Intervention)</p> <p>Teaching and (...)</p>
<b>Evaluation</b>	<p>Continuos Evaluation: 75% of class (practical) attendance; presentation of a practical work; test (if evaluation is under 10 students must do the final exam).</p> <p>Final Exam: All students that did not do continuous evaluation must do an exam (written and oral).</p>

<b>Bibliography</b>	<p>Main bibliography:</p> <p>Cruz, Vitor (2009). Dificuldades de Aprendizagem Específicas. Lisboa: Lidel.</p> <p>Fonseca, Vítor (1999). Insucesso Escolar: Abordagem Psicopedagógica das Dificuldades de Aprendizagem. Âncora Editora.</p> <p>Lerner, Janet (2003). Learning Disabilities: Theories, Diagnosis &amp; Teaching Strategies. Houghton Mifflin Company.</p>
---------------------	---