



ID	2651
Curricular Unit	Socio-educational Inclusion
Regent	Ana Cristina Guerreiro Espadinha
Learning Outcomes	At the end of the curricular unit students should: a. Identify inclusion and exclusion from personal beliefs about the concept of body. b. Know the main perspectives of social support of people with disabilities throughout history. c. Discuss and contextualize international and national guidelines and legislation on Inclusive Education. d. Evaluate the inclusion at an institutional level. e. Design inclusive programs that can be developed by a psychomotor therapist.
Syllabus	<ol> <li>The body as inclusion and exclusion factor: Discussion about the importance of personal prejudices and beliefs in attitudes changes.</li> <li>Disabled studies in social movement (in particular the clinical, social and biopsychosocial models) and concepts of disability and disability.</li> <li>Concepts of Inclusive Education. Barriers to Inclusive Education and actions for positive inclusion.</li> <li>Documents review: Salamanca Declaration, Convention on the Rights of Inclusive Education of the Disabled (UN), among others.</li> <li>Inclusive Education in Portugal: legislation and organization.</li> <li>"Index for Inclusion" as an assessment and research tool about inclusive education programs.</li> </ol>
Evaluation	This course has two components: one more expositive on the theoretical framework (supported by slideshows and videos) and other more practical oriented classes (with oriented search on the internet and practical tasks done in small group).  The course can be held on final assessment, however the student is advised to do it with continuous assessment due to its strong practical component. Final Assessment:  - 50% written exam (minimum score 7.5 in a 20 scale);  - 50% oral exam.  Continuous Assessment:  - Individual final work on a subject of the program (minimum score 9.5 in a 20 scale), including a final oral discussion.

Booth, T. e Ainscow, M. (2011). Index for inclusion developing learning and participation in schools (3rd ed.). Bristol: CSIE Lima-Rodrigues, L., Ferreira, A., Trindade, A., Rodrigues, D., Colôa, J., Nogueira, J.e Magalhães, M. (2007). Percursos de Educação Inclusiva em Portugal: dez estudos de caso. Lisboa: Fórum de Estudos de Educação Inclusiva Organização das Nações Unidas. (1993). Normas sobre Igualdade de Oportunidades para Pessoas com Deficiência. Lisboa: SNR **Bibliography** Organização Mundial de Saúde. (2001). CIF: Classificação internacional da funcionalidade, incapacidade e saúde. (Tradução de Amélia Leitão da Direcção-Geral de Saúde, 2004) Rodrigues, D. (2007). Investigação em Educação Inclusiva. Lisboa: Fórum de Estudos de Educação Inclusiva UNESCO (Ed.). (1994). Declaração de Salamanca e enquadramento da acção na área das necessidades educativas especiais - Conferência mundial sobre necessidades educativas especiais: acesso e qualidade. Paris: Éducation spécial