

ID	2958
Curricular Unit	Developmental Disorders and Disabilities I
Regent	Vitor Manuel Lourenço da Cruz
Learning Outcomes	Defining and identifying the principal defectology and learning disorders, having in consideration the etiological and epidemiological factors.
Syllabus	<p>Study of the following aspects of each condition: history; definition, identification and assessment, characteristics, prevalence, causes and prevention, educational approaches, current issues and future trends of:</p> <ul style="list-style-type: none"> - Blindness and low vision; - Hearing loss; - Mental retardation; - Cerebral Palsy and Neuromotor Impairments; - Autism spectrum disorders; - Intellectual and Developmental Disabilities behavioral disorders; - Multi-deficiency.
Evaluation	<p>Continuous assessment: Attend at least two-thirds of classes. Frequency - 50% (minimum grade 7,5); Group Work - 30%; Discussion of One Article - 10%; Questions Relating to Matter Modules - 10%</p> <p>Final assessment: Written exam (minimum grade 9,5).</p>
Bibliography	<p>MAIN BIBLIOGRAPHY</p> <p>Kirk, S. A.; Gallagher, J. J.; Coleman, M. R.; & Anastasiow, N. J. (2008). Educating Exceptional Children. New York: Wadsworth Publishing.</p> <p>Fonseca, V. (2006). Desenvolvimento Psicomotor e Aprendizagem. Lisboa: Âncora Editora.</p> <p>COMPLEMENTARY BIBLIOGRAPHY</p> <p>Bautista, R. (Org.) (1997). Necessidades Educativas Especiais. Lisboa: Dinalivro.</p> <p>Heward, W. (2003). Exceptional Children: an Introduction to Special Educaton. New Jersey: Merrill Prentice Hall.</p> <p>Nielsen, L. B. (1999). Necessidades Educativas Especiais na Sala de Aula: Um Guia para Professores. Porto: Porto Editora.</p>