ID	3275
Curricular Unit	Developmental Disorders
Regent	Ana Isabel Amaral do Nascimento Rodrigues de Melo
Learning Outcomes	The discipline of Developmental Disorders aims at deepening the knowledge within Developmental Disorders, 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 Developmental Disorders.
Syllabus	1. Models of etiological and evolutionary understanding of Developmental Disorders 1.1. Neurological, genetic and biochemical fundamentals 1.2. Envolvimentais Fundamentals 1.3. Developmental specificity according to different theoretical perspectives 2. Semiological analysis of Developmental Disorders 2.1. Attention Deficit 2.2. Hyperactivity / Impulsivity / Aggression 2.3. Memory 2.4. Executive Functions 2.5. Language 2.6. Motor incoordination 3. Evaluation Models in Developmental Disorders 4. Models and intervention programs in Developmental Disorders
Evaluation	Frequency
Bibliography	Main Bibliography: FONSECA, V of (2001). Developmental Disorders. Cruz Quebrada: FMH Editions. KIRK, S., GALLAGHER, JJ, ANASTASIOW, NJ & Coleman, MR (2005). Educating Exceptional Children . Boston: Houghton Mifflin. Additional bibliography: BARKLEY, Russell (2006) - Attention-Deficit Hyperactivity Disorder - A Handbook for Diagnosos and Treatment. 3 rd edition.Guilford Press KLIN, AMI; VOLKMAR, FRED & SPARROW, SARA (2000). Asperger's Syndrome.Guilford Press WARD ANTHONY (2004). Attention: A neuropsychological Approach. Psychological Focus