ID	3318
Curricular Unit	Family Intervention Models
Regent	Maria Teresa Brandão
Learning Outcomes	Students: 1. Understand and integrate models of eco-systemic approach. 2. Know the models of functioning and intervention with families throughout life span. 3. Understand the concept of Empowerment and apply it in different models of family intervention (e.g., parental and family counseling, parent education or training, self-help groups, etc.). 4. Know and relate the concepts relating to the establishment of social support networks both formal and informal for delivery of intervention services targetting families at risk. 5. Know techniques and tools for assessing the ecological level, particularly in applying it to the family and family background (needs assessment of the family, social support networks, family functioning, quality of family involvement and parental stress). 6. Develop and implement Individualized Family Service Plans.
Syllabus	1. Family systems theory. 2. Family diversity. 3. Family-centered intervention: the ecological, transactional and systemic models. 4. Families of children with special needs. 5. Models of family intervention throughout life span. 6. Family background assessment. 7. Individualized Family Support Plan (IFSP) and the components of Early Intervention programs. 8. Evaluate the effectiveness of family centered programs.
Evaluation	1. Continuous assessment: Students who opt for the model of continuous assessment shall meet the following requirements: a) Obtain at least 2/3 of presences in theoretical-practical classes; b) Carrying out a practical work (35%) in groups (oriented in the course of practical classes) and making their oral presentation; c) Carrying out a frequency (65%) on the material taught in lectures and problem-solving, where students cannot get ranked lower than 10 points. If that happens, the students will be sent for final exam. 2. Final exam, including written and oral tests.

Bibliography	Abidin, R. (1990). Parenting stress index: Short form. Test Manual. Virginia: Pediatric Psychology Press. Anastopoulos, A.; Shelton, T.; DuPaul, G.; Guevremont, D. (1993). Parent training for attention-deficit hyperactivity disorder: Its impact on parent functioning. Journal of Abnormal Child Psychology, 21 (5), 581-595. Bailey, D.; Mcwilliam, P.; Winton, P.; Simeonsson, R. (1992). Implementing Family-Centred Services in Early Intervention: A Team-Based Model for Change. Brookline Books. Barros, L. (1992). Intervenção desenvolvimentalista para mães de bebés de risco. Tese de Doutoramento. Faculdade de Psicologia e Ciências de Educação de Lisboa. Baker, B. (1989). Parent training and developmental disabilities. Washington: AAMR Monographs. Beckwith, L. (1992). Adaptive and Maladaptive Parenting – Implications for intervention. In S. Meisels e J. Shonkoff (Eds.), Handbook of early childhood intervention (pp. 53-77). New York: Cambridge University Press.