

<b>ID</b>	3852
<b>Curricular Unit</b>	Assessment and Intervention Support for Independent Living
<b>Regent</b>	Ana Sofia Pedrosa Gomes dos Santos
<b>Learning Outcomes</b>	<p>The discipline of Assessment and Intervention Support for Independent Living has as its main objectives:</p> <ul style="list-style-type: none"> <li>- Master / implement methods and tools in the area of adaptation to the ecological context (adaptive behavior, intensity of support ...)</li> <li>- Know how to build and implement tools</li> <li>- Knowing prepare assessment reports and intervention plans</li> <li>- Know and apply specific strategies for special populations</li> </ul>
<b>Syllabus</b>	<p>Theoretical and practical study of assessment tools:</p> <ul style="list-style-type: none"> <li>- Personal and social rating (scale of adaptive behavior)</li> <li>- Evaluation of the self-concept (self-concept scale)</li> <li>- Quality of Life Scale (McNew Quality of Life Questionnaire in heart disease)</li> <li>- Evaluation of supports and services available in the community (Supports Intensity Scale)</li> </ul> <p>The contribution of Assistive Technology (elderly, physical disabilities, sensory disabilities, intellectual and developmental difficulties) in the assessment process and intervention with special populations Evaluation of Support and Planning Model Principles and strategies for intervention.</p> <p>Intervention in different problems: DID, Motor Disabilities and Sensory Impairments.</p> <p>Assessment Report. Synthesis, Analysis and interpretation of results.</p> <p>Drafting a plan habilitativo / intervention Quality Life (participation, social roles and interactions in context).</p>
<b>Evaluation</b>	<p>Evaluation Model</p> <p>Evaluation of Discipline can be performed in two ways (1) continuous assessment (2) final exam. Under continuous review each student has to perform 1 frequency (minimum score of 7.5). In turn, each working group must make written a monograph on a Theme of course evaluation theory and practice, still counting towards the final grade average of all work done in theoretical-practical and practical. The arithmetic average of the scores obtained in the test, the monograph group and the various works of weekly group will dictate the final grade. Frequency Test - 50% Monograph Group - 30% Weekly assignments - 20% Note: Students who get lower note 10.0 shall complete final exam (written test and oral test) Final Exam Students who did not participate in the scheme of continuous assessment must perform the written final exam test, being dependent on access to oral evidence of obtaining the score of 7.5 points. The final score is the arithmetic average of the marks obtained.</p>

**Bibliography**

Dempster, M.; Donnelly, M. & C. (2004). The validity of the Quality of Life in MacNew heart disease Questionnaire. *Health and Quality of Life Outcomes* . 2: 6.

Morato, P. & Santos, S. (2000). Toolkit for Assessment and Research. Lisbon. FMH-UTL.

Luckasson et al. (2002). *Mental Retardation: Definition, Classification and Systems of Supports*. 10th Edition. AAMR. Washington DC. USA.

Santos, S. (2007). *Psychometric Scale Adaptive Behavior Study Portuguese version - ECAP*. Dissertation submitted for the degree of Doctor in Business Human Kinetics, specialty of Special Education Faculty of Human Kinetics. Technical University of Lisbon. (Unpublished).

Santos, S. & Morato, P. (2002). *Adaptive Behavior*. Port. Porto Editora.

Schalock, R.; Buntix, W.; Borthwick-Duffy, S., Luckasson, R.; Snell, M.; Tassé, M. & Wehmeyer, M.; (2007). *User's guide: Mental Retardation - definition, classification and systems of supports*. 10th Edition. AAIDD. USA.