



Study Plan

School: School of Social Sciences
Degree: Master
Course: Special Education, Motor and Cognitive Domain (cód. 628)

1st Year - 1st Semester

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|--|--|------|----------|-------|
| PED12171M | Education, Learning and Inclusion | Education Sciences | 6 | Semester | 156 |
| PSI12172M | Risk and Developmental Disorders | *** TRANSLATE ME: Educação Especial *** | 6 | Semester | 156 |
| PSI12173M | Communication, Language, Reading and Writing Disorders | *** TRANSLATE ME: Educação Especial *** | 6 | Semester | 156 |
| PED12174M | Referral and Evaluation in Special Education | *** TRANSLATE ME: Educação Especial *** | 9 | Semester | 234 |

Options

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|--------------------------------------|--|------|----------|-------|
| PSI12178M | Cognitive Processes and Giving | Psychology | 3 | Semester | 78 |
| PSI12179M | Family and Special Educational Needs | Psychology | 3 | Semester | 78 |
| PED12180M | Learning Difficulties in Mathematics | *** TRANSLATE ME: Educação Especial *** | 3 | Semester | 78 |
| PSI12181M | Early Intervention in Childhood | *** TRANSLATE ME: Educação Especial *** | 3 | Semester | 78 |

1st Year - 2nd Semester

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|--|--|------|----------|-------|
| PED12175M | Curriculum, Differentiation and Intervention in Special Educational Needs | *** TRANSLATE ME: Educação Especial *** | 9 | Semester | 234 |
| VAR12176M | School-Employment Transition in Populations with Special Educational Needs | *** TRANSLATE ME: Educação Especial *** | 3 | Semester | 78 |
| PED11169M | Research Methodologies in Education | Education Sciences | 6 | Semester | 156 |
| PED12177M | Project Development and Development Seminar | *** TRANSLATE ME: Educação Especial *** | 9 | Semester | 234 |

Options

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|---|--|------|----------|-------|
| PSI12182M | Expressive Therapies in Special Education | Psychology | 3 | Semester | 78 |
| PED12183M | Psychomotor intervention and Adapted Motor Activity | *** TRANSLATE ME: Educação Especial *** | 3 | Semester | 78 |
| PED12184M | Assistive Technologies in Special Education | *** TRANSLATE ME: Educação Especial *** | 3 | Semester | 78 |



1st Year - 2nd Semester

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|------|-----------------------|------|----------|-------|
| | | | | | |

2nd Year - 3rd Semester

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|--------------|-----------------------|------|----------|-------|
| | Dissertation | | | | |
| | Project Work | | | | |
| | Stage Report | | | | |

2nd Year - 4th Semester

| Component code | Name | Scientific Area Field | ECTS | Duration | Hours |
|----------------|--------------|-----------------------|------|----------|-------|
| | Dissertation | | | | |
| | Project Work | | | | |
| | Stage Report | | | | |

Conditions for obtaining the Degree:

*** TRANSLATE ME: Para conclusão do curso é necessário a aprovação (através de avaliação ou creditação) das seguintes unidades curriculares:

1.º Ano

1.º Semestre:

4 UC obrigatórias num total de 27 Ects

1 UC optativa conforme quadro de optativas num total de 3 Ects

2.º Ano

2.º Semestre

4 UC obrigatórias num total de 27 Ects

1 UC optativa conforme quadro de optativas num total de 3 Ects

Para obtenção do grau, é necessário também a aprovação na Dissertação, Relatório de Estágio ou Trabalho de Projecto, com um total de 60 ECTS, no 3.º e 4.º Semestre. ***

Program Contents

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Education, Learning and Inclusion (PED12171M)

I. Introduction to special education and inclusive education 1. Educational Sciences, "Disability Studies" and "Disability Studies in Education." 2. "Difference" and "Standard- History of "difference" and "disabilities". 3. Evolution of educational models concerning human "differences". a) From the medical model to the social model (Bank-Mikkelsen, Nirje and Wolfensberger). b) The ways of inclusive education: from integration to inclusion (Warnock, Salamanca, and Warnock 2). 4. Education and differences - the Portuguese case. II. Learning, development, education, differentiation and educational inclusion 1. Multiple Intelligences 2. Cognitive styles and learning styles 3. Auto and hetero-regulation: development of cognitive, metacognitive and affective-motivational skills.

III. Protective factors and personal, social and community risk: implications for education and for educational and social inclusion.



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Risk and Developmental Disorders (PSI12172M)

1. Perspectives of diagnosis and classification of developmental disorders
 - 1.1.1. Diagnostic characterization (etiology, syndromes and functionality)
 - 1.1.2. ODIP, an organizational instrument of diagnosis
2. Development, critical periods and warning signs
 - 2.1. Warning signs
 - 2.2. Observation of functional symptoms and their qualitative analysis
 - 2.3. Observation of environment and of child-adult interactions
3. Risk and protective factors
 - 3.1. Risk factors: heredity and environment
 - 3.2. Risk factors and influences on development
 - 3.3. Protective factors and resilience
 - 3.4. Emotional attachment between child and care-giver
4. Developmental disorders
 - 4.1. Cognitive developmental disorders
 - 4.2. Sensory and motor disorders
 - 4.3. Autism Spectrum Disorders
 - 4.4. Multi-disabilities

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Communication, Language, Reading and Writing Disorders (PSI12173M)

1. Communication and Language
 - a. Describing language
 - b. Language acquisition and development
 - c. Developmental language disorders
2. Reading and writing
 - a. Writing systems and orthography
 - b. Psycholinguistic processes involved in expert reading
 - c. Learning to read and spell
 - d. Learning disabilities in reading and writing
 - i. Assessment and diagnosis
 - ii. Educational intervention

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Referral and Evaluation in Special Education (PED12174M)

Evaluation models in Special Education

- Medical model vs biopsychosocial model

Conception, planning and application of an evaluation process in SE.

-Reference process

-Information gathering

-Technological pedagogical record.

-Individual education program

-Evaluation & review of an individual education program

-Educational & social inclusion measures

Advanced critical study of observation and evaluation techniques in SE

Writing case studies and technological pedagogical records.



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Cognitive Processes and Giving (PSI12178M)

1. Concepts of intelligence, cognitive processes, giftedness, high ability and talent;
2. Psychological models within the intelligence, cognitive processes and giftedness;
3. Evaluation and intervention in cognitive processes and giftedness.

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Family and Special Educational Needs (PSI12179M)

1. Introduction

The family in the systemic perspective

Human Development in ecological perspective

2. A family of children and young people with educational special needs

-Family functions

-The issue of children and young people with educational special needs

-A family toward a child and youth with educational special needs

-The stress of families with children and young people with educational special needs

3. The interaction of families, children and youth with special needs with the environment.

-Communication between family and school

-Parental and family involvement in the decision making

-Practices that promote parental and family involvement in the relationship with the school and the environment.

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Learning Difficulties in Mathematics (PED12180M)

1. Challenges related to learning and teaching of mathematics

Expectations regarding student skills in mathematics

Mathematics for all

2. Current perspectives on the curriculum guidelines for learning mathematics

Make sense of mathematics

Understand the mathematical ideas

Develop mathematical skills and acquire knowledge

3. Sources of difficulty learning mathematics

The senselessness

Types of reasoning

Dealing with abstraction

Dyscalculia

4. Strategies and resources to promote the learning of mathematics

Diversity of mathematical tasks

The mathematical communication

Multiple representations

Technologies as a tool

5. Potentialities of regulatory assessment in mathematics

Promoting assessment for learning

Productive feedback in mathematics



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Early Intervention in Childhood (PSI12181M)

1. Definitions and aims of early intervention
2. Theoretical contributions for a early intervention model
3. Early intervention historical perspective
3. The SNIPI and politics of early intervention in Portugal
4. The process of early intervention
 - 4.1. Planning and assessment of early intervention
 - 4.2. Signaling and referral
 - 4.3. Reception and collecting data
 - 4.4. Child assessment
 - 4.5. Social and family context assessment
 - 4.6. Assessment tools
5. Intervention
 - 5.1. The child: Individual Plan of Intervention
 - 5.2. The family: PIIP e EBR
 - 5.3. Intervention in the community
 - 5.4. Guiding and following
6. Intervention teams
 - 6.1. Copnceptual models: transdisciplinary work
 - 6.2. The supports of early intervention programs

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Curriculum, Differentiation and Intervention in Special Educational Needs (PED12175M)

- 1- Models and principles of curriculum development
- 2- Diversification, adaptation and flexible management of curriculum
- 3- The Individual Education Program (PEI)
- 4- Educational measures to adapt the process of teaching and learning
- 5- Models and intervention strategies for cognitive and motor developmental disorders

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School-Employment Transition in Populations with Special Educational Needs (VAR12176M)

- 1 – Life-span career development
Career development practice in childhood and adolescence
Career as a process of transitions
The concept of school-to-work transition
- 2- School to work transition in special needs population as a life span process
The complementarity of ecological and self-determination perspectives on school-to-work transition
The elaboration of Individual Transition Plans
- 3- To support school-to-work transition
The “bilan de competences”
The supported employment perspective
Ethical dimensions of school to work transition in special needs populations
- 4 – Research
Domains of research on school to work transition in special needs population



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Research Methodologies in Education (PED11169M)

Epistemological foundations of research in education.

The ethics of research.

Research strategies and research designs: the interrelation between paradigm(s), problem(s), objectives and research methods.

Methods, techniques and instruments for collecting and analyzing data.

The research project and the educational action. Action research as a strategy for consolidating teaching practice.

The writing of scientific reports: the specific case of the Supervised Teaching Practice report.

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Project Development and Development Seminar (PED12177M)

1 Epistemological foundations of scientific research

2. The construction of a research plan

2.1 The fit of method to research goals

2.2. Specificities of writing a research project

3. The construction of a intervention plan

3.1. Methodological particularities of action-research

3.2. Specificities of writing a intervention plan

4. Presentation of research or intervention plan

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Expressive Therapies in Special Education (PSI12182M)

1-Theoretical Foundations of Expressive Therapies 2- Potentialities of Expressive Therapies

3-Expressives Arts, Promotion of Development and Inclusion

4- Expressive Therapies and Expressive Arts in Special Education

5.- Modalities of Expressive Therapies

6- Research perspectives

7 -Workshops

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Psychomotor intervention and Adapted Motor Activity (PED12183M)

-Development stages of motor skills: Reflex and spontaneous movements, rudimentary skills (postural control, manipulation and locomotion) and fundamental skills

-Dynamic approach to motor development: individual, involvement and task constrains

-Psychomotor factors: muscle tone, balance, body schema, lateralization, space-time coordination, and global and fine motor praxis.

-Epistemic dimensions of psychomotricity: multidisciplinary knowledge and bio-anthropologic, psycho-neurologic and therapeutic and re-educational fundaments

-Methods for assessing and promoting psychomotor and functional abilities in students with SEN

- Holistic and progressive model of AFA

- Safety rules when working with specific disabilities and health conditions in physical education

-Adaptations for students with SEN: task, environment, curriculum, rules and instructions

-Examples and rules of specific adapted sports (e.g., boccia, goalball and seating volleyball)



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Assistive Technologies in Special Education (PED12184M)

1. Concepts, models and perspectives on supporting people with disorders in cognitive and motor domains using ICT and assistive technologies.
2. ICT and Assistive Technologies for Inclusion: What the research says?
3. ICT and Assistive Technologies for people with disorders in physical and motor development
4. ICT and Assistive Technologies for people with impaired cognitive development and learning difficulties
5. ICT and Assistive Technologies for people with disorders in the field of communication and language.
6. ICT and Assistive Technologies for people with hearing and / or visual disturbances
7. Outlook assessment in the use of ICT and assistive technology in supporting people with disturbances in the cognitive and motor domains.