**COURSE UNIT INFORMATION SHEET (SYLLABUS)**

**2019/2020**

<table>
<thead>
<tr>
<th>Name</th>
<th>Adaptation and Learning Difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching staff</strong></td>
<td>Maria Dulce Gonçalves</td>
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<tr>
<td><strong>ECTS</strong></td>
<td>6 (seis)</td>
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<td><strong>Functioning</strong></td>
<td>A theoretical class (2h) and a practical class (2h) per week. There is no registration limit.</td>
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**Learning goals**

- Identify factors that promote personal success and adaptation in learning situations.
- Understand the complex and multidimensional nature of difficulties in the wider framework of learning processes.
- Analyze different models and concepts of "learning difficulties", understanding their evolution over time.
- Know different models and evaluation procedures of students in difficulty, in different contexts and levels of schooling.
- Identify and analyze in a comparative way multiple intervention models for specific difficulties.
- Identify areas of research and development needs in the field of adaptation and learning difficulties.

**Skills to be developed**

Students are expected to be able to:

- Identify, evaluate and characterize difficulties in different learning and teaching situations.
- Plan interventions in specific situations of learning difficulties.
- Plan forms of collaboration and intervention in a multidisciplinary team.
- Integrate research projects in difficulty in learning.

**Prerequisites (precedences) * **

Completion of the 1st Cycle of the Master's Degree in Psychology or equivalent.

**Contents**

1. Learning models, personal adaptation factors and school success.
2. Conceptions of "learning difficulties", historical evolution, scientific perspectives and common sense.
   - From problem definition to evaluation planning.
   - Functional assessment tools for learning difficulties: observation and recording, evaluation with Curriculum based assessment, dynamic evaluation, analogous evaluation,
5. Strategies for prevention and intervention in the educational context.
   - Educational Counseling; Stimulation and modification of behavior in specific situations.
   - Self-control, self-instruction, cognitive restructuring and problem solving.
### Bibliography


### Teaching methods

Lectures and debate, group work, application exercises, observation and case studies.

### Evaluation Regimes (General and/or Alternative)

General Evaluation Regime: individual and group practical work to be carried out during the semester.
Alternative Final Regime: occurs in first, second or special season, exclusively through examination.

### Evaluation Elements

General Regime - elements of continuous assessment throughout the semester:
A) Individual work: a case study carried out in three stages (description of a learning difficulty, evaluation plan and intervention proposal) until the last day of each month of the semester (March, April, May) - corresponding in total to 60% of the final grade.
B) Group work: presentation in a practical class and written report of a literature review to identify resources for one of the problems under study in the discipline - corresponding to 40% of the final grade.
C) Minimal Note: in all stages of individual work and group work, a minimum grade of 10 values is required, without which the student must pass to the alternative regime.

Alternative regimen - Final exam - to be carried out in each evaluation period, always including three questions for a brief answer (each corresponding to 4 values) and one for development (corresponding to 8 values) - the final result of this examination corresponds to 100% of final grade.

### Rules for grade improvement

Grades of Individual work can be improved in a final exam.

### Rules for students having previously failed the course unit *

Not applicable.

### Requirements on attendance and punctuality

Students must attend at least to 75% of theoretical and practical classes.

### Rules for special students

(workers, elite athletes, student body leaders, military, fathers/mothers, with special needs) *

As much as possible, students in this special situations can perform as the rest of the class. They must submit their work within the same deadlines and present the group work in class.
Alternatively, it is suggested a final exam to be carried out in any of the exam seasons, which will covers all contents and do not require continuous presence in class.

### Language of instruction

Portuguese (but foreign students can speak and present their work in English, French or Spanish).
**Disciplinary violations and penalties**

According to the Evaluation of Learning Regulation of the Faculty of Psychology of the University of Lisbon, the following behaviors are considered as disciplinary offenses subject to disciplinary action:

a) To use or attempt to use materials, information, notes, study resources or other objects and equipment not authorized in academic exercises;

b) To help or try to help a colleague in committing a disciplinary offense;

c) To submit the same written work for evaluation in different course units without permission from the instructors, even if with minor changes;

d) To present someone else’s work as one’s own;

e) To forge, or change without permission from the author, any information or citation in an academic work;

f) To interfere, change or attempt to change grades;

g) To try to prevent or interfere with the proper functioning of classes, research or other academic activities;

h) To make false accusations regarding instructors, governance bodies, other students or non-teaching staff of the FPUL;

i) To falsify signatures in attendance sheets, documents relating to evaluation elements or in any official document relating to an academic process or status.

Disciplinary offenses committed in any assessment element can lead to its annulment, and must be reported to the Pedagogical Council or, considering their gravity and repetition, may lead to other penalties, to be determined by the Rector of the University of Lisbon.

* If applicable