



SYLLABUS

University Unit: Center for Biological and Health Sciences		
Graduate Program: Developmental Disorders		
Degree: <input checked="" type="checkbox"/> Master degree <input type="checkbox"/> Professional Master degree <input checked="" type="checkbox"/> Doctoral degree		
Subject Neuropsychological and behavioral interventions at school		
Professors Profa. Dra. Alessandra Gotuzo Seabra Prof Dr Luiz Renato Rodrigues Carreiro Profa. Dra. Maria Cristina Triguero Veloz Teixeira		
Observation: The discipline presents different intervention strategies in school context under a neuropsychological and a behavioral approach. Specific techniques are discussed for different conditions related to neurodevelopmental disorders. The programmatic content includes interventions for specific learning disorders, intellectual disability, attention deficit hyperactivity disorder, autism spectrum disorder, among others.		
Workload: 48 h/a	Credits: 04	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Optative <input type="checkbox"/> Elective
Syllabus: Interventions applicable in the school context, based on neuropsychological and behavioral approaches. Theoretical bases underlying the school interventions. Different forms of intervention and their efficacy to different neurodevelopmental disorders (specific learning disorders, intellectual disability, attention deficit hyperactivity disorder, autism spectrum disorder, among others). Tools for evaluating the effectiveness of interventions in school's context considering specific characteristics of students.		
Program Content: Principles of intervention at schools: theoretical models; response to intervention; remedial and preventive interventions; relation to DSM-5 diagnostic criteria. Behavioral interventions in intellectual disability. Behavioral and neuropsychological interventions in ADHD. Behavioral and neuropsychological interventions in autism spectrum disorder. Neuropsychological interventions in specific learning disorder.		
Evaluation Criteria Evaluation: According to the General Regulation of <i>Stricto Sensu</i> Post-Graduation, Art. 98: A - excellent: corresponds to scores in the interval between 9 and 10; B - good: corresponds to scores in the interval between 8 and 8.9; C - regular: corresponds to scores in the interval between 7 and 7.9; R - reprovado: corresponds to scores in the interval between 0 and 6.9.		



References

Adeniyi, Y.C., Omigbodun, O.O. (2016). Effect of a classroom-based intervention on the social skills of pupils with intellectual disability in Southwest Nigeria. *Child Adolesc Psychiatry Ment Health*; 10(1): 29. doi: 10.1186/s13034-016-0118-3

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders*, (5a. Ed). Porto Alegre: Artmed, 2014.

ARAÚJO, M. V.; Carvalho, A. M.; TEIXEIRA, M. C. T. V.; CARREIRO, L. R. R. Orientações práticas para professores de alunos com comportamentos de desatenção e hiperatividade em sala de aula. 1. ed. São Paulo: Casa do Psicólogo, 2015. v. 1. 120p.

Bertelli, M.O., Munir, K., Harris, J., Salvador-Carulla, L. (2016). Intellectual developmental disorders": reflections on the international consensus document for redefining "mental retardation-intellectual disability" in ICD-11. *Adv Ment Health Intellect Disabil*; 10(1): 36–58. doi: 10.1108/AMHID-10-2015-0050.

Brasil (2014). Ministério da Saúde. *Diretrizes de Atenção à Reabilitação da Pessoa com Transtornos do Espectro do Autismo (TEA)*. Brasília: Ministério da Saúde.

Diamond, A., Lee, K. (2011). Interventions shown to aid executive function development in children 4 to 12 years old. *Science*, 333(6045), 959-964.

Dias, N. M., & Seabra, A. G. (2013). *Programa de Intervenção sobre a Autorregulação e Funções Executivas – PIAFEx*. São Paulo: Memnon.

GINDRI, G.; FRISON, T.; OLIVEIRA, C.R.; ZIMMERMANN, N.; NETTO, T.; LANDEIRAFERNANDEZ, J.; PARENTE, M. A. M. P.; FERRE, P.; JOANETTE, Y.; FONSECA, R. P. Métodos em reabilitação neuropsicológica. In: J. Landeira-Fernandez; Sérgio S. Fukusima. (Org.). *Métodos em neurociência*. 1ed. São Paulo: Manole, 2012, v. 1, p. 309-341. Link: http://www.nnce.org/Arquivos/Artigos/2012/gindri_etal_2012.pdf

Guilhardi, C., Romano, C., Bagaiolo, L. (2011). Análise Aplicada do comportamento (ABA). Em J. S. Schwartzman, C. A. Araújo (Orgs), *Transtornos do Espectro do Autismo* (pp. 278-296). São Paulo: Memnon

Lear, K. (2004). *Ajude-nos a aprender. Um Programa de Treinamento em ABA (Análise do Comportamento Aplicada) em ritmo auto-estabelecido*. Toronto, Ontario – Canada, 2a edição. Disponível em: www.helpuslearn.com.

McConachie H., Parr JR., Glod M., Hanratty J., Livingstone N., Oono IP., et al. (2015) Systematic review of tools to measure outcomes for young children with autism spectrum disorder. *Health Technology Assessment*, No. 19.41. Disponível em: <https://www.ncbi.nlm.nih.gov/books/NBK299302/>

Meltzer, L. (2010). *Promoting executive functions in the classroom*. New York: The Guilford Press.

MENEZES, A.; DIAS, N. M.; TREVISAN, B. T.; CARREIRO, L. R. R.; SEABRA, A.G. Intervention for executive functions in attention deficit and hyperactivity disorder. *Arquivos de Neuro-Psiquiatria (Impresso)*, v. 73, p. 227-236, 2015. Link: <http://dx.doi.org/10.1590/0004-282X20140225>

National Collaborating Centre for Mental Health (UK). Leicester (UK): British Psychological Society; 201. (2013). *Autism: The Management and Support of Children and Young People on the Autism Spectrum*. Disponível em: <https://www.ncbi.nlm.nih.gov/books/NBK374175/>



UNIVERSIDADE PRESBITERIANA MACKENZIE

Pró-Reitoria de Pesquisa e Pós-Graduação
Coordenadoria Geral de Pós-Graduação *Stricto Sensu*



National Guideline Alliance (UK). London: National Institute for Health and Care Excellence (UK) (2016). *Mental Health Problems in People with Learning Disabilities: Prevention, Assessment and Management*. NICE Guideline, No. 54. Disponível em:
<https://www.ncbi.nlm.nih.gov/books/NBK401811/#ch2.s1>

Rogers, S.J., Dawson, G. (2010). *Intervenção Precoce em Crianças com Autismo. O Modelo Denver para a promoção da linguagem, da aprendizagem e da socialização*. Lisboa: Lidel.

Rosário, P., Núñez, J. C., & González-Pienda, J. (2007). *Auto-regulação em crianças sub-10: Projecto Sarilhos do amarelo*. Porto: Porto Editora.

Seabra, A.G., Capovilla, F.C. *Alfabetização: Método fônico* (5ª ed.). São Paulo: Memnon, 2010a.