

Syllabus

for course at first level

Special Education - Disability, Participation and Learning
Special Education - Disability, Participation and Learning

**15.0 Higher Education
Credits**
15.0 ECTS credits

Course code: UQ109F
Valid from: Spring 2009
Date of approval: 2009-01-21
Department: Department of Special Education
Subject: Special Education

Decision

The course is independent of a study programme. The subject area is special education.

This syllabus was approved by the Head of the Department of Special Education on January 21, 2009.

This syllabus is valid as of spring 2009.

Prerequisites and special admittance requirements

Course structure

Examination code	Name	Higher Education Credits
DK11	Special Education - Disability, Participation and Learning	15

Course content

This course consists of:

Overview of the most common disabilities

Environmental and risk factors for children and youth including psychosocial problems

ICF (International Classification of Functioning, health and Disability) in practice

Basic values and cultural differences

Individual educational plans and models for solving problems

Some educational/special educational teaching strategies aimed at participation

Assistive devices

Communication in a holistic perspective including AAC (alternative and augmentative communication)

Learning outcomes

Upon completion of the course, students are expected to:

- describe the most common disabilities from a Swedish and international perspective, as well as their

educational consequences

- analyse relevant educational legislation and their application in relation to teaching practices in Sweden and countries represented by the students
- describe the consequences of disability for families from a Swedish and international perspective
- describe some different models for collaboration with parents and analyse their consequences
- assess and plan intervention for individuals with disabilities in need of special educational support from a holistic perspective, considering the demands in the environment
- use observation and interview as special educational tools
- plan an educational group activity where individuals in need of special educational support participate and apply it to a practicum setting
- analyse and document the activity in relation to the students' professional subjects

Education

Instruction is generally given in the form of lectures, study group work (including web searches), field visits, seminars, individual and group presentations. The students own experiences will be integrated within the theoretical content of the course.

Students are expected to be present at scheduled lectures, group meetings and participate actively in all parts of the course.

Forms of examination

The course is examined as follows: five reflection papers, one written group report, one practicum assignment, and one individual written examn.

For all course components students will receive letter grades on a seven-point scale related to the learning objectives of the course:

- A = Excellent
- B = Very Good
- C = Good
- D = Satisfactory
- E = Adequate
- Fx = Inadequate
- F = Totally Inadequate

The assessment criteria for the course will be distributed at the beginning of the course.

Required reading

Marcus, L. M., Kunce, L. J. & Schopler E. (2005). Working with families (chap. 42). In: F. Volkmar, R., Paul, A., Klin and Cohen (Eds). *Handbook of autism and pervasive disorders, vol. 1, diagnoses, development, neurobiology and behavior*. Hoboken, New Jersey: John Wiley & Sons.

Putman, J. W. (1998). *Cooperative Learning And Strategies for Inclusion : Celebrating Diversity in The Classroom*. Baltimore: Brookes Publisher.

Roll-Pettersson, L. & Heimdahl Mattson, E. (2007). Perspectives of Mothers of Children with Dyslectic Difficulties Concerning Their Encounters with School : A Swedish Example. *European Journal of Special Needs Education*.

Smith, T. E. C. et al (2004). *Teaching Students with Special Needs in Inclusive Settings, forth Edition*. Pearson/Allyn and Bacon. (chosen parts; 100 p).

Switsky, H. N. & Greenspan, S. (Eds) Schalock, R. L. & Smith, D. *What is mental retardation?* AAMR Books and Research monographs (2003) Foreword s.20-27, kap 1 s 38-63 kap 2 s. 64-74 och kap 3 s 75-86 (56 p)

Sze, K. & Koegal, R. L. (2006). Ecocultural Theory And Cultural Diversity in Intervention Programs. In: Robert L. Koegel, Ph.D., & Lynn Kern Koegel, Ph.D., with invited contributors: *Pivotal Response Treatment*. Brookes Publishing Co.

Wehmeyer, M. L. et al (1999). Teaching Self-determination to Students with Disabilities. Chap 7, 16 p, Brookes Publishing.

Other articles chosen by teachers and students.