

# Syllabus

for course at first level

**Special Education: ADHD and Similar Disabilities**

**Specialpedagogik. ADHD och liknande funktionsnedsättningar**

**7.5 Higher Education**

**Credits**

**7.5 ECTS credits**

<b>Course code:</b>	UQ111F
<b>Valid from:</b>	Autumn 2008
<b>Date of approval:</b>	2008-06-17
<b>Department</b>	Department of Special Education
<b>Subject</b>	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 June 17, 2008.

This syllabus is valid as of autumn 2008.

## Prerequisites and special admittance requirements

Degree in Teacher, Pre-School Teacher or Leisure Time Teacher Education. Exceptions are made from the basic prerequisites in English.

## Course structure

Examination code	Name	Higher Education Credits
DK11	Special Education: ADHD and Similar Disabilities	7.5

## Course content

- Diagnostic concepts.
- The meaning of reduction of function or the individual and from a family perspective.
- Pedagogical consequences, pedagogically mapping, special pedagogical strategies Include?
- Including approaches overview of research about reasons rights according to current governing document.

## Learning outcomes

Upon completion of the course, students are expected to:

- develop knowledge about neurological psychiatric disabilities (however not autism) on the basis of current research findings,
- develop knowledge about special pedagogical strategies,
- used theoretical knowledge in order to implement mapping,
- start/develop an individual tailored special pedagogical development works.

## Education

The course is implemented in the form of lectures, literature studies, seminars, group works, fieldwork, verbal and written accounts of works individual and in group. During the course's time, the students are given possibility to influence contents and approaches.

## Forms of examination

The course is examined as follows: an individually written examination essay.

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.

In order to pass the course, the grade E or higher is required in all components.

### **Required reading**

Socialstyrelsen (2004). *Kort om ADHD hos barn och vuxna*. Stockholm: Socialstyrelsen. (229 s).

Kadesjö, B. (2001). *Barn med koncentrationssvårigheter*. Stockholm: Liber. (278 s).

Andersson, B. (2001). *Vägledning*. Egen utgivning: specialpedagog Birgitta Andersson birgitta.andersson@ektv.nu. (196 s).

Nadeau, Kathleen G., Littman, Ellen B. & Quinn, Patricia O. (2002). *Flickor med AD/HD*. Lund: Studentlitteratur. (248 s).

Wirkberg, E. (2006). *Lekfulla METODER Allvarligt FUNKTIONSHINDER*. Uppsala: WiLu Struktur och Metod ([www.wilu.se](http://www.wilu.se)). (112 s).

Wahlund, B. (2002). *Åtgärdsprogram*. Stockholm: Lärarhögskolan i Stockholm, Institutionen för individ, omvärld och lärande (IOL). (45 s).

Utöver detta tillkommer böcker, videofilmer, vetenskapliga artiklar, material från Internet, etc. motsvarande ca 500 sidor vilket väljs i samråd med kursansvarig lärare.