

Syllabus

for course at first level

Special Education and Communication II
Specialpedagogik och kommunikation II

30.0 Higher Education
Credits
30.0 ECTS credits

Course code:	UQ115F
Valid from:	Autumn 2008
Date of approval:	2007-07-03
Department	Department of Special Education
Subject	Special Education

Decision

The course is offered as a Single Subject Course within the discipline of Special Education

The Course is arranged by the Department of Special Education at the University of Stockholm.

The Syllabus for this course was approved by the Head of Department of Special Education on 3rd March 2007.

This syllabus is valid as of autumn 2008.

Prerequisites and special admittance requirements

Teacher, pre-school teacher or youth worker qualification or another university qualification of at least 80 ECTS credits as well as completion of module examinations and field studies for part 2 of the Course Special Education and Communication I, or similarly for the course Disability, Participation and Learning. Equivalence may also be accredited to a Special Education bias from teacher education or a qualification as remedial teacher, special educationalist or admittance with a pass mark on a Special Education Programme of 20 ECTS credits.

Course structure

Examination code	Name	Higher Education Credits
DK11	Cognitive Disabilities, Learning Disabilities - Education	7.5
DK12	Supporting Reading and Writing Developments	7.5
DK13	Supporting Mathematical Development	7.5
DK14	Cognitive disabilities - individual educational plans	7.5

Course content

The aim of the course is to develop expertise into the complexities of knowledge processes in children and youth in different school subjects and different learning environments.

Within the framework of the field-study the student will be given the opportunity to transform theoretical knowledge into practical education. The course modules provide a survey of the methodology of Special Education and other supportive measures to assist and support children and youth in their cognitive and social development. Modern research within the area in question provides applications from a special educational perspective.

Module 1: Learning disabilities and difficulties - teaching, 7.5 ECTS

- Concrete and abstract thinking.
- Cooperative learning with pupils from the Special education environment.
- The necessary conditions for communication based on a wholeness approach.
- The consequences of different types of education.

Module 2: Development of reading and writing skills, possibilities and challenges, 7.5 ECTS

- Development of reading and writing skills, possibilities and challenges.
- Reading and writing skills in different situations and school subjects.
- Tools of analysis.
- Action plans.

Module 3: Development of mathematical skills, possibilities and challenges, 7.5 ECTS

- Education in mathematics with a focus on basic skills and conceptual development.
- Mathematics and language.
- Methods and approaches to preventing difficulties in mathematics and developing pupils' mathematical competence.
- Analysis and assessment of skills and difficulties in mathematics – causes, definitions, signs indicating difficulties.

Module 4: Learning disabilities - Development planning, 7.5 ECTS

- Analysis of syllabi and curricula.
- Supportive measures based on an individual, group and organisational perspective.
- Approaches, methods and cooperation.
- Remedial programmes and other action plans.
- Encounters in dialogue situations.

Learning outcomes

On completion of Module 1 the student should be able to:

- determine, based on present steering documents, which pupils are eligible for special needs education and even describe how the process of assessment and decision-making is carried out.
- complete and analyse a study of communication processes for a pupil with a learning disability and/or communicative difficulties.

On completion of Module 2 the student should be able to:

- analyse theories concerning reading and writing skills, compare different theories and critically analyse their relevance for pupils with learning disabilities and difficulties.
- explain and analyse how reading and writing difficulties can arise and how they can be prevented.
- apply different approaches in relationship to pupils with reading and writing difficulties in a described teaching situation.

On completion of Module 3 the student should be able to:

- analyse theories in the area of mathematics by relating to course literature compare different theories and critically analyse their relevance for pupils with learning complications and disabilities,
- plan, carry out and analyse teaching which promotes mathematical development for pupils with learning complications and disabilities.

On completion of Module 4 the student should be able to:

- describe, with the aid of remedial programmes/ individual development plans, methods of preventing and mitigating difficulties in the school environment for pupils with learning disabilities and difficulties.
- analyse the consequences of different types of education based on goals laid down in syllabi and curricula.
- carry out professional interviews with pupils and their guardians.

Education

Tuition is in the form of lectures, seminars, workshops based on case studies, oral and written presentations of group and individual assignments.

The course requires the student to read, discuss and analyse the contents of their own texts and of others and provide written reflections based on the course literature and seminar discussions.

The theoretical elements of the course are processed through the student's own teaching practice.

During the course students are given the opportunity of influencing the approaches used. An assessment will

be carried out at the end of the course.

Forms of examination

Module 1 will be examined by an individual assignment that will be presented in an oral and written form.

Modules 2 and 3 will be examined by an individual report weighing up the opportunities and hindrances for a pupil to develop reading, writing and mathematical skills respectively. The report will be presented in a written and oral form.

Module 4 will be examined by a task applying knowledge of all four modules in the form of a survey, an individual development plan or a remedial programme with accompanying report.

Grades will be administered according to a seven level goal-related scale:

A = Excellent
B = Very Good
C = Good
D = Satisfactory
E = Sufficient
Fx = Insufficient
F = Entirely inadequate

A copy of the assessment criteria will be distributed at the start of the course.

In order to pass the entire course it is required that students should have attained at least an "E" grade in all the modules, together with:

- attendance at the campus-based lectures and Internet activities,
- completed field studies and group report.

Required reading

Learning disabilities and difficulties – teaching, 7.5 ECTS

Blom, A. (2003). *Under rådande förhållanden: Att undervisa särskoleelever – nio lärare berättar*. Stockholm: FoU-enheten, Socialtjänstförvaltningen Stockholm stad, FoU-rapport 2003:3. (104 s). Finns tillgänglig på Internet (2008–06–16):
<http://www.sot.stockholm.se/fou/rapporter/FoUrapp03-3.htm>

Doverborg, E. & Pramling-Samuelsson, I. (2000). *Att förstå barns tankar: metodik för barnintervjuer*. Stockholm: Liber. (88 s).

Greenspan, S. (1999). What is meant by mental retardation? *International Review of Psychiatry*, 11, 6–18. (12 s).

Göransson, K. (2004). *Barn som blir elever – Om olikheter, undervisning och inkludering*. Stockholm: Stiftelsen ALA. (235 s).

Heister Trygg, B. (red.) (1998). *Alternativ och kompletterande kommunikation (AKK) : I teori och praktik*. Malmö: Handikappinstitutet. (214 s).

Iwarsson, P. (2007). *Samtal med barn och ungdomar. Erfarenheter från arbetet på BRIS*. Stockholm: Gothia förlag. (162 s).

Putnam, J-A. (1999). *Cooperative learning and strategies for inclusion: Celebrating diversity in the Classroom*. Baltimore: Brookes (Kap. 2). (25 s).

Sahlberg, P. & Leppilampi, A. (1998). *Samarbetsinlärning*. Stockholm: Runa Förlag. (192 s).

Skolverket (SKOLFS 2001:23). *Rutiner för utredning och beslut om mottagande i den obligatoriska särskolan. Allmänna råd med kommentarer*. Stockholm: Skolverket. (45 s). Finns tillgänglig på Internet (2008–06–16):
<http://www.skolverket.se/publikationer/>

In addition to the above-named literature there are web-based materials (e.g. current government bills and legal documents), as well as articles and possibly film materials.

Development of reading and writing skills, possibilities and challenges, 7.5 ECTS

Bodrova, E. & Leong, D. J. (2007). *Tools of the Mind*. Columbus, Ohio: Merrill, an imprint of Prentice Hall. (208 s).

Fast, C. (2007). *Sju barn lär sig läsa och skriva: Familjeliv och populärkultur i möte med förskola och skola*. Uppsala: Uppsala universitet. (237 s).

Lundberg, I. & Herrlin, K. (2005). *God läsutveckling, Kartläggning och övningar*. Stockholm: Natur och kultur. (72 s).

Myrberg, M. (2002). *Att förebygga och möta läs- och skrivsvårigheter. En forskningsöversikt*. Stockholm: Skolverket. (74 s).

Skolverket (2003). *Att läsa och skriva. En kunskapsöversikt baserat på forskning och dokumenterad erfarenhet*. (s 72–120). (48 s).

Skolverket (2002). *Språket lyfter*. Stockholm: Skolverket. (20 s).

Literature of own choice

Approx. 1000 pages.

Alexandersson, M., Linderöth, J. & Lindö, R. (2001). *Bland barn och datorer. Lärandets villkor i mötet med nya medier*. Lund: Studentlitteratur. (s 62–98). (37 s).

Andersson, B., Belfrage, L. & Sjölund, E. (2006). *Smart start vid lässvårigheter och dyslexi*. Stockholm: Natur & Kultur. (64 s).

Bergman, P. & Sjöqvist, L. (1992). *Två flugor i en smäll*. Stockholm: Almqvist & Wiksell. (109 s).

Bergöö, K., Jönsson, K. & Nilsson, J. (1997). *Skrivutveckling och undervisning*. Lund: Studentlitteratur. (198 s).

Björk, M. & Liberg, C. (1996). *Vägar in i skriftspråket*. Stockholm: Natur och Kultur. (166 s).

Blomqvist, C. & Wood, A. (2006). *Läs och skriv – Undervisning som fungerar. Intervjuer med lärare*. Stockholm: Natur och Kultur. (155 s).

Clay, Marie M. (1991). *Becoming Literate*. London: Heineman. (345 s).

Dominkovic, K. (1996). *Lässvårigheter i ett helhetsperspektiv*. Stockholm: Lärarhögskolan i Stockholm, Institutionen för specialpedagogik. (143 s).

Dominkovic, K., Eriksson, Y. & Fellenius, K. (2006). *Läsa högt för barn*. Lund: Studentlitteratur. (170 s).

Doverborg, E. Österberg, K. & Pramling, I. (1985). *Att förstå barns tankar*. Stockholm: Liber. (213 s).

Dysthe, O. (1996). *Det flerstämmiga klassrummet*. Lund: Studentlitteratur. (358 s).

Eriksen-Hagtvat, B. & Pålssdóttir, H. (1992). *Lek med språket*. Stockholm: Natur och Kultur. (268 s).

Graves, D. (1994). *Att undersöka världen*. Göteborg: Daidalos. (119 s).

Graves, D. (1994). *Skriv- och läsbefruktning*. Göteborg: Daidalos. (78 s).

Hoel, T. (2001). *Skriva och samtala*. Lund: Studentlitteratur. (Valda delar om ca. 100 s).

Høien, T. & Lundberg, I. (1999). *Dyslexi. Från teori till praktik*. Stockholm: Natur och Kultur. (285 s).

Lundberg, I. (2006). *Alla kan lära sig läsa och skriva*. Stockholm: Natur & Kultur. (48 s).

Molloy, G. (1996). *Reflekterande läsning och skrivning*. Lund: Studentlitteratur. (317 s).

Naucmér, K. (red.) (2001). *Symposium 2000 – ett andraspråksperspektiv på lärande*. Stockholm: S 139-146

Listiga räven ur Cummins perspektiv. Barnboksfiguren betraktad ur ett andraspråksperspektiv på lärande s 117-121. Nationellt centrum för Sfi och svenska som andra språk.

Ozanne, B. (1996). Running Records - en metod att systematiskt följa barns läsutveckling. *Specialpedagogisk bulletin Nr 5*. Göteborg: Göteborgs universitet, Institutionen för specialpedagogik. (43 s).

Pehrsson, A. & Sahlström, E. (1999). Kartläggning av läsning och skrivning ur ett deltagarperspektiv. *Specialpedagogiska rapporter*. Nr 14. Göteborgs universitet: Institutionen för specialpedagogik. (129 s).

Reichenberg, M. (2000). *Röst och kausalitet i lärobokstexter: en studie av elevers förståelse av olika textversioner*. Göteborgs Universitet: Acta Universitatis Gothoburgensis. Göteborg Studies in Educational Sciences. (287 s).

Snow, C. E., Burns, S. & Griffin, P. (Eds.) (1998). *Preventing Reading Difficulties*. Washington D. C.: National Academy Press. (432 s).

Skolverket (2007). *Nationella Prov, år 5 och 9*. Stockholm: Skolverket. (40 s).

Sundblad, B., Rudqvist, M. & Allard, B. (2001). *Nya LUS-boken - En bok om läsutveckling*. Stockholm: Bonniers Förlag. (175 s).

In addition to the above-named literature there are web-based materials (e.g. current government bills and legal documents), as well as articles and possibly film materials.

Development of mathematical skills, possibilities and challenges, 7.5 ECTS

Ahlberg, A. (2001). *Lärande och delaktighet*. Lund: Studentlitteratur. (173 s).

Löwing, M. & Kilborn, W. (2002). *Baskunskaper i matematik*. Lund: Studentlitteratur. (372 s).

Magne, O. (1999). Den nya specialpedagogiken i matematik – En utmaning i läroplanstänkande. *Pedagogisk-psykologiska problem, Nr 655*. Malmö: Malmö Högskola, Institutionen för pedagogik. (72 s).

Malmer, G. (1999). *Bra matematik för alla - nödvändig för elever med inlärningssvårigheter*. Lund: Studentlitteratur. (239 s).

Skolverket (2001). *Analysschema i matematik för skolåren före skolår 6*. Stockholm: Skolverket. (44 s).

Alternativt:

Skolverket (2002). *Analysschema i matematik för skolåren 6-9*. Stockholm: Skolverket. (61 s).

Skolverket (2002). *Analysschema i matematik för grundskolorna. Komplettering till "Analysschema i matematik för skolåren före skolår 6"*. Stockholm: Skolverket. (19 s).

Sterner, G. & Lundberg, I. (2002). *Läs- och skrivsvårigheter och lärande i matematik*. Göteborg: NCM rapport nr 2002:2. (108 s).

In addition to the above-named literature there are web-based materials (e.g. current government bills and legal documents), as well as articles and possibly film materials.

Learning disabilities – Development planning, 7.5 ECTS

Andersson, F. (2007). *Att utmana erfarenheter*. Stockholm: Stockhols universitet. (50 s).

Andreasson, I. (2007). *Elevplanen som text - om identitet, genus, makt och styrning i skolans elevdokumentation*. Göteborg: Göteborgs Universitet: Acta Universitatis Gothoburgensis Göteborg studies in educational sciences 259. (186 s).

Fred, G. (2005). *Handbok i föräldrasamtal*. Stockholm: Mareld. (128 s).

Skolverket (SKOLFS 2008:25). *Allmänna råd för arbetet med åtgärdsprogram*. Stockholm: Skolverket. (28 s). Finns tillgänglig på Internet (2008-06-16): <http://www.skolverket.se/publikationer/>

Skolverket (2003). *Kartläggning av åtgärdsprogram och särskilt stöd i grundskolan*. Stockholm: Skolverket. (96 s). Finns tillgänglig på Internet (2008-06-16):
<http://www.skolverket.se/publikationer/>

Skolverket (2005). *Allmänna råd och kommentarer : Den individuella utvecklingsplanen*. Stockholm: Skolverket. (20 s). Finns tillgänglig på Internet (2008-06-16):
<http://www.skolverket.se/publikationer/>

Göransson, K. (2004). *Barn som blir elever – Om olikheter, undervisning och inkludering*. Stockholm: Stiftelsen ALA. (s 119–235). (116 s).