

Syllabus

for course at first level

Neuropsychological Disorders and Education in Practice

**Neuropsykiatriska funktionsnedsättningar och praktisk pedagogik -
ingår i Lärarfortbildningen**

15.0 Higher Education

Credits

15.0 ECTS credits

Course code: UQ111U
Valid from: Autumn 2008
Date of approval: 2008-06-10
Department Department of Special Education
Subject Special Education

Decision

This course is given as a commissioned education within the campaign for education of teachers by the Swedish National Agency for Education (Government decision II:(8 Ministry of Education U2007/3168/S). The subject area is special education.

The target groups are students who intend to work as teachers for younger children or older students in pre-school classes or in the compulsory school system.

This syllabus was approved by the Head of the Department of Special Education on June 10, 2008. This syllabus is valid as of Autumn 2008.

Prerequisites and special admittance requirements

The students must fulfil basic requirements for admittance at the university and have completed their teacher education.

Course structure

Examination code	Name	Higher Education Credits
DK11	The Impact of the Disability on Learning and Development	5
DK12	Education in Practice	10

Course content

Overview of developmental functions necessary for learning (executive functions, memory, mentalisation, strategies for processing information, development of abstraction, concentration, etc).

Developmental dysfunction – educational consequences.

The concept of disability.

Persons diagnosed within the autism spectrum- educational consequences and adaptations.

Persons diagnosed with AD/HD, ADD – educational consequences and adaptations

Persons with an intellectual disability – educational consequences and adaptations.

Overview of other common syndromes in this area – educational consequences and adaptations.

Comorbidity – educational consequences and adaptations.

Special educational strategies and adaptations from the more specific to the more common.

The impact of disability on the family system.

Collaboration with parents/families.

Attitudes in the school environment and concrete work with spreading knowledge and positive attitudes and interactions.

Overview of medical causes and of the support system in the Swedish society.

Computers as an assistive device.

How can the schools as organisations benefit from the adaptations made to create participation for pupils/students with neuro psychiatric disabilities.

Learning outcomes

The overall goals are to provide knowledge about the meaning of the disabilities and to provide tools for assessment, adaptations and intervention from the perspective of the individual and the environment.

Upon completion of the course, students are expected to:

- describe neuropsychiatric disabilities and analyse the consequences for learning and development,
- formulate relevant goals for learning and development in relation to individual abilities and the demands in the environment,
- analyse how special educational adaptations and methods can be put into practice in teaching in relevant subjects and stages for persons with neuro psychiatric disability,
- analyse how theories about creating a good environment for learning can be put into practice.

Education

Instruction is generally given in the form of lectures, lessons, literature seminars and practical exercises.

Forms of examination

The course is examined as follows: through written and oral group reports and two written individual examinations.

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 and:

Active participation in all forms of education and prescens at at least 80% of the scheduled days during the course.

If students fail a course unit and receive the grade Fx or F on an examination, they are allowed to retake the examination up to four times, as long as the course is still provided, in order to obtain a grade of E or higher.

Students who receive a grade of E or higher on an examination may not retake the examination to attain a higher grade.

If students receive the grade Fx or F on an examination twice by the same examiner, they are entitled to have another examiner appointed to determine the grade on the examination, unless there are any specific reasons against it. Such a request should be addressed to the Board of the Department.

Interim

If this course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus one year after the discontinuation of the course.

Required reading

Funktionsnedsättningarnas betydelse för lärande och utveckling, 5 hp

Autismforums kunskapsdokument. (Valda delar om ca. 50 s). www.autismforum.se

Socialstyrelsen (2002). *ADHD hos barn och vuxna*. Stockholm: Socialstyrelsen. (285 s). Finns tillgänglig via Internet (2008–06–03):
<http://www.socialstyrelsen.se>

Adolfsson, I., Carlsson-Kendall, G., Dahlström, K. & Fernell, E. (2002). Svag begåvning – normalt men inte problemfritt. *Läkartidningen Nr 16*, Vol 99. (3 s).

Andersson, B. & Thorsson, L. (2007). *Därför inkludering*. Stockholm: Specialpedagogiska Institutet. (175 s).

Andersson, I. (2004). Barn i behov av särskilt stöd. I: Andersson, I. *Lyssna på föräldrarna – om mötet mellan hem och skola*. Stockholm: Liber. (s 196–207).

Bejerroth, S. (2002). *Tvångssyndrom OCD: nycklar på bordet*. Stockholm: Cura förlag. (247 s).

Drugli, M-B. (2003). *Barn vi bekymrar oss om*. Stockholm: Liber. (189 s).

Mörner, K. (2006). *Lättförståelig föreläsningsserie om ICF*. Video. Stockholm: Specialpedagogiska Institutet.

Nilsson, K. & Pelling, H. (1999). *Tourettes syndrom. Symtom, samsjuklighet och behandling*. Stockholm: Riksförbundet Attention. (53 s). Finns tillgängligt via Internet (2008–06–03):
<http://www.attention-riks.se/site/tourettessyndrom.phtml>

Utöver detta tillkommer en skönlitterär bok som beskriver egna erfarenheter, material från nätet samt valbar litteratur som väljs i samråd med kursledare.

Praktisk pedagogik, 10 hp

Andersson, B. (2003). *Vägledning*. Ängelholm: Birgitta Andersson AB. (196 s).

Eikeseth, S. & Svardal, F. (2007). *Tillämpad beteendeanalys*. Lund: Studentlitteratur. (Kap. 10–13; 109 s).

Ferrer-Wrede, L. & Stattin, H. (2005). *Framgångsrika preventionsprogram för barn och unga. En forskningsöversikt*. Stockholm: Gothia Förlag. (Kap. 5, s 145–189). (44 s).

Hellström, A. (2007). *Att undervisa och pedagogiskt bemöta elever med AD/HD*. Stockholm: ADHD-center. (18 s). www.habilitering.nu

Mesibov, G., Shea, V. & Schopler, E. (2004). *TEACCH vid autismspektrumstörning hos barn och vuxna*. Lund: Studentlitteratur. (Valda delar om ca. 200 s).

Måhlberg, K. & Sjöblom, M. (2006). *Lösningssinriktad pedagogik*. Stockholm: Bokförlaget Mareld. (155 s).

Lundkvist, G. (2003). *När tålamodsburken rinner över*. Stockholm: Specialpedagogiska Institutet. (95 s).

Ries, S. (2005). *How to reach and teach children with ADD/ADHD*. Hoboken, USA: Jossey-Bass / John Wiley & Sons, Inc. (436 s).

Utöver detta tillkommer material från nätet samt valbar litteratur som väljs i samråd med kursledare.