



# Kursplan

för kurs på grundnivå

**Special Education, Disability and Learning**  
**Special Education, Disability and Learning**

**15.0 Högskolepoäng**  
**15.0 ECTS credits**

Kurskod:	UQ130F
Gäller från:	HT 2009
Fastställt:	2009-06-10
Institution	Specialpedagogiska institutionen
Ämne	Specialpedagogik

## Beslut

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

This syllabus was approved by the board of the Department of Special Education on June 10, 2009.

This syllabus is valid as of autumn 2009.

Beslut om upphävande är fattat av institutionsstyrelsen vid specialpedagogiska institutionen den 2020-12-08.

## Förkunskapskrav och andra villkor för tillträde till kursen

A good command of written and spoken English (upper secondary school leaving certificate, TOEFL-test or equivalent), and successful completion of: Special Education, Basic Course, 15 ECTS.

## Kursens uppläggning

Provkod	Benämning	Högskolepoäng
DK01	Special Education, Disability and Learning	15

## Kursens innehåll

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

Core 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)

## **Förväntade studieresultat**

Upon completion of the course, students are expected to:

- describe the most common disabilities as well as their educational consequences
- 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 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

## **Undervisning**

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, for example educational, will be related to the content of the course.

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

## **Kunskapskontroll och examination**

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

For the course, 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.

If students receive the grade Fx or F, 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 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.

## **Kurslitteratur**

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. (31 p)

Moinan, F. (2006). The construction of Identity on the Internet; Oops I've left my diary open to the whole world to see. *Childhood*, 13 (1), 49-68. (19p)

Putman, J. W. (1998). Cooperative Learning And Strategies for Inclusion : Celebrating Diversity in The Classroom. Baltimore: Brookes Publisher. (288 p).

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*, 22, (4), 409-424. (15 p)

Smith, T. E. C., Polloway, E. A., Patton, J. R., Dowdy, C. A. (2004). Teaching Students with Special Needs in Inclusive Settings, forth Edition. Pearson/Allyn and Bacon. (624 p).

Switsky, H. N. & Greenspan, S. (Eds) Schalock, R. L. & Smith, D. (2003) What is mental retardation?

AAMR Books and Research monographs (selected parts 56 p)

Sze, K. & Koegel, 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. (9 p)

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

Articles and web-sites corresponding to 500 hundred pages will be added in conjunction with assignments.