



Kursplan

för kurs på grundnivå

Special Education, Disability and Learning

Special Education, Disability and Learning

15.0 Högskolepoäng

15.0 ECTS credits

Kurskod:	UQ134F
Gäller från:	HT 2010
Fastställd:	2010-11-17
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 November 17, 2010.

This syllabus is valid as of autumn 2010.

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).

Kursens uppläggning

Provkod	Benämning	Högskolepoäng
MOM1	Special Education, Disability and Learning	15

Kursens innehåll

This course consists of:

- Overview of the most common disabilities and its educational consequences.
- 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.
- Alternative and Augmentative Communication and Assistive devices.
- Self-esteem and self-determination for pupils with special educational needs.

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: reflection papers, one written group report, one practicum assignment, and one individual written summative assessment paper.

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., Kuncie, L. J., & Schopler E. (2005). Working with families. In: F. R. Volkmar, R. Paul, A. Klin and D.J. Cohen (Eds). *Handbook of Autism and Pervasive Developmental Disorders, Diagnoses, Development, Neurobiology, and Behaviour (vol. 1)*. Hoboken, New Jersey: John Wiley & Sons Inc. (pp. 1055 - 1086). (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).

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

Smith, T. E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2004). *Teaching Students with Special Needs in Inclusive Settings, 4th ed.* Boston: Pearson/Allyn and Bacon. (624 p).

Sze, K. M., & Koegel, R. L. (2006). Ecocultural Theory and Cultural Diversity in Intervention Programs. In: R. L. Koegel, & L. K. Koegel (Eds). *Pivotal Response Treatments for Autism. Communication, Social, and Academic Development*. Baltimore: Paul H. Brookes. (9 p)

Snell, M.E., & Voorhees, M. D. (2006). On Being Labelled with Mental Retardation. In Switzky, H. N., & Greenspan, S. (Eds). *What is mental retardation?: ideas for an evolving disability in the 21st century*. Washington DC: American Association on Mental Retardation. (pp 61-80). (20 p).

Wehmeyer, M. L., Agran, M., & Hughes, C. (1999). *Teaching Self-determination to Students with Disabilities: basic skills for successful transition*. London: Paul H. Brookes. (Ch. 7). (16 p).

Articles and websites corresponding to 500 hundred pages will be added in conjunction with assignments.