

<b>Module title</b>		<b>Abbreviation</b>
Multiple disabilities including visual impairment		o6-B-SEHM-VQ-212-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education VI		
<b>ECTS</b>	<b>Method of grading</b>	<b>Only after succ. compl. of module(s)</b>
5	numerical grade	--
<b>Duration</b>	<b>Module level</b>	<b>Other prerequisites</b>
1 semester	undergraduate	--
<b>Contents</b>		
<p>Neurological and neuroscientific basics in the context of visual and auditory perception as well as motor and cognitive development; specific manifestations of cerebrally induced visual impairment and related pedagogical implications; auditory visual impairment and deaf-blindness as an own pedagogical quality; basic nursing knowledge; considerations on the implementation of the general educational requirement, beyond the practice of life technique as a guiding principle; development of individual support concepts and interdisciplinary interventions; concepts and methods of prevention and early intervention in multiple disabilities including visual impairment; concepts to promote movement and support mobility in known and unfamiliar spaces; concepts to increase the possibilities of action in coping with everyday practical tasks; selection and adaptation of individual aids; approaches to support language acquisition with deaf-blindness; communication possibilities with hearing and visual impairment or deaf-blindness; concepts for initiating and promoting basal communication; supported communication with multiple disabilities including visual impairment.</p>		
<b>Intended learning outcomes</b>		
<p>Students are able to explain the different phenomena of multiple disabilities including visual impairment in a medically oriented way and connect them with basic pedagogical implications; they are able to plan units for early intervention and justify their decisions in a theory-based way; they are able to appreciate individual conditions of perception and design, execute, evaluate, and document individualised educational offers on this basis; they are able to explain strategies for initiating and realising communication and movement under the condition of multiple disabilities including visual impairment; they know specific strategies for initiating and realising communication for deaf-blind people; they know specific approaches to aided communication with multiple disabilities including visual impairment.</p>		
<b>Courses</b> (type, number of weekly contact hours, language – if other than German)		
S (2) + Ü (1)		
<b>Method of assessment</b> (type, scope, language – if other than German, examination offered – if not every semester, information on whether module is creditable for bonus)		
1) written examination (approx. 60 minutes) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus		
<b>Allocation of places</b>		
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<b>Additional information</b>		
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<b>Workload</b>		
150 h		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 98a I Nr. 3 § 107a I Nr. 1		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2021)		

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2021)