

Module title		Abbreviation
Multiple disabilities including visual impairment		o6-B-SEHM-VQ-232-mo1
Module coordinator		Module offered by
holder of the Chair of Special Education VI		
ECTS	Method of grading	Only after succ. compl. of module(s)
5	numerical grade	--
Duration	Module level	Other prerequisites
1 semester	undergraduate	--
Contents		
<p>Characterisation of the target group people with multiple disabilities with visual impairments; diagnostic challenges in case of multiple disabilities with visual impairments; concepts and methods of early intervention for people with multiple disabilities with visual impairments; construction of the living environment; basal stimulation as a concept for educational, nursing and therapeutic work for people with multiple disabilities with visual impairments; active learning and spatial experience; concepts for initiating and promoting of basal communication; Augmentative and Alternative Communication in case of multiple disabilities with visual impairment; considerations on the implementation of general school standards, beyond the practice of living techniques as a guiding principle; concepts to promote movement and support mobility in familiar and unfamiliar spaces; concepts and aids to increase the possibilities for action in coping with daily living tasks with special consideration of multiple disabilities with visual impairment; basic nursing knowledge (preservation of dignity and autonomy, basic care; secretion management, help with food intake, help with excretion, mobilisation and positioning, etc.); Multi-Sensory Impairment and deafblindness as an independent educational quality; history of deafblindness in Germany and the world; personal and developmental implications of Multi-Sensory Impairments; basics of communication and possibilities of communication in Multi-Sensory Impairment and deafblindness; approaches to support language acquisition in deafblindness.</p>		
Intended learning outcomes		
<p>Students are able to explain the different phenomena of multiple disabilities with visual impairments in a medically oriented way and to link them to basic pedagogical implications; they are able to plan sessions for early intervention and to justify their decisions in a theory-based way; they are able to assess individual conditions of perception and to design, implement, evaluate and document individualized pedagogical measures based on this; they are able to explain strategies for initiating and realising communication, daily living activities and movement under the condition of multiple disabilities with visual impairment; they know specific strategies for initiating and realising communication for deaf-blind people; they know specific approaches for Augmentative and Alternative Communication for people with multiple disabilities with visual impairment.</p>		
Courses (type, number of weekly contact hours, language — if other than German)		
S (2) + Ü (1)		
Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)		
<p>1) written examination (approx. 60 minutes) or 2) portfolio (approx. 10 pages) or 3) oral examination of one candidate each (approx. 20 minutes) creditable for bonus</p>		
Allocation of places		
--		
Additional information		
--		
Workload		
150 h		

Teaching cycle

--

Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 98a I Nr. 2

§ 107a I Nr. 1

Module appears in

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (2023)

First state examination for the teaching degree Sonderpädagogik Special pedagogy in the context of visual impairment and blindness (Minor, 2023)