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| Module title | | Abbreviation |
| Special Educational fields | | o6-l-BA-HF-202-m01 |
| Module coordinator | | Module offered by |
| Managing Director of the Institute of Special Education | | Institute of Special Education |
| ECTS | Method of grading | Only after succ. compl. of module(s) |
| 10 | numerical grade | -- |
| Duration | Module level | Other prerequisites |
| 1 semester | undergraduate | -- |
| Contents | | |
| <p>Handling of the following three complexes of issues:</p> <p>Prevention and early intervention in special education/Early support programmes</p> <ul style="list-style-type: none"> • principles of prevention and early intervention in special education, • importance of early institutional care and education (day nurseries, nursery schools and compensatory education); • interdisciplinary early support programmes as a specific means of intervention in preschools and preparatory schools; • special needs diagnoses in the classroom and special education classes; • types of primary and secondary intervention in first and second grade (integrated teaching); • legal aspects of early support, intervention and education; <p>Disability, social deprivation and work</p> <p>Content of this module is the importance of work in society, the specific employment situation of people with disabilities, health impairments and disparities and their employment rights. This module also focuses on ways to interest young adults in work and to introduce young people to employment opportunities when reaching the end of compulsory education in school. Issues are also providing vocational orientation and preparing for employment, supporting institutions, pedagogical concepts and opportunities for vocational training to cope with the challenges of thresholds and transitional problems, specific supporting measures, integration management and living without socially valued and accepted work.</p> <p>Adult education and living</p> <p>The starting point of living equally and self-determined in a free society is to enable people with special needs to live independently and participate fully in all aspects of life. What does living mean within the socio-cultural context? What is the educational content of ADLs (Activities of daily living)? What are the housing options for people with disabilities? How do they organize their daily activities in residential institutions? What kind of support and financial aid is available to people with disabilities and what is the legal basis for financial contributions? How do institutional settings affect motivation regarding social participation and self-determination? Issues are also educational needs across the lifespan, such as moving out of the parental home, making friends and having partnerships, sexuality and the desire to have children, parental assistance, exploring community spaces and interacting with others (people with and without disabilities), transitioning into old age, coping with grief, the process of ceasing to live and dealing with death.</p> | | |
| Intended learning outcomes | | |
| <p>The students will learn something about the special situation of people with disabilities, health impairments and disparities within the context of prevention and intervention/early support programmes, disability, social deprivation and work as well as adult education and living. The students will become familiar with the options of customized support for people with disabilities (professional competence). They will learn how to gather topic-related information regarding the complex of issues mentioned above (methodical competence). They will further develop their basic knowledge and will be able to characterize and outline independently special education needs and participation needs (social competence, methodical competence and professional competence).</p> | | |
| Courses (type, number of weekly contact hours, language — if other than German) | | |
| S (2) + S (2) + S (2) | | |

Method of assessment (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) portfolio (approx. 10 pages)
- creditable for bonus

Allocation of places

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Additional information

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Workload

300 h

Teaching cycle

Teaching cycle: summer semester

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

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Module appears in

Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2020)
 Bachelor's degree (2 majors) Special Education (2020)
 Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2021)
 Bachelor's degree (2 majors) Special Education (2021)
 Bachelor's degree (1 major, 1 minor) Special Education (Minor, 2023)
 Bachelor's degree (2 majors) Special Education (2023)