

<b>Module title</b>		<b>Abbreviation</b>
(Specific) language impairment/(developmental) language disorder - introduction and intervention 2		o6-S-Interv2-V-202-mo1
<b>Module coordinator</b>		<b>Module offered by</b>
holder of the Chair of Special Education III		Chair of Special Education III: Speech and Language Pathology
<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>		
Theoretical principles of language profiling in successive multi-language acquisition and the diagnosis of (specific) language acquisition disorders in multilingualism; Theoretical principles of diagnosis of pragmatic disorders; informal and standardised treatments, differential diagnostics, diagnostic methods, evaluation (qualitative and quantitative), interpretation and deduction of therapeutic goals on the basis of exemplary cases.		
<b>Intended learning outcomes</b>		
Self- and social competence: By examining diagnostic methods, the students have acquired a high level of diagnostic competence. This includes a responsible and client-oriented handling of diagnostic tools as well as the critical evaluation of own diagnostic actions. Methodological competence: Based on their knowledge of diagnostics and evaluation methods, the students are able to methodically plan and conduct disorder-specific examinations and analyse and interpret their findings. Subject and professional competence: The students know relevant informal and standardized (differential-) diagnostic methods of evaluating language competences in bilingualism and pragmatics. They are able to critically evaluate methods in view of quality criteria and to estimate limits and possibilities of diagnostics.		
<b>Courses</b> (type, number of weekly contact hours, language — if other than German)		
S (1) + S (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) portfolio (approx. 10 pages) 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>Teaching cycle</b>		
Teaching cycle: every year, summer semester		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 2		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2020)		