Module title | Prevention and early intervention
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Abbreviation | 06-S-Präv-092-m01

Module coordinator | holder of the Chair of Special Education III
Module offered by | Chair of Special Education III: Speech and Language Pathology

ECTS | 9
Method of grading | numerical grade
Only after succ. compl. of module(s) | --

Duration | 1 semester
Module level | undergraduate
Other prerequisites | --

Contents
General aspects of prenatal development and birth, relevant information on early childhood development (cognitive, sensomotoric and socio-emotional development), aetiogenesis (risk factors) and symptomatology of disorders in early childhood development; milestones of pre-linguistic and early linguistic development, risk factors for language acquisition disorders, identification of early indicators and diagnostic possibilities, term definition and definition of prevention and early intervention, concepts of prevention and approaches to early intervention in the field of language

Intended learning outcomes
Self- and social competence: The students have worked in groups to advance their knowledge of the module's relevant topics. In doing so, they have advanced their knowledge of contents and have learned to discuss them during the seminar. Methodological competence: The students are able to critically examine scientific studies on pre-linguistic and early linguistic development. They become acquainted with computer-based analysis of pre-linguistic and first vocal utterances. Subject and professional skills: The students have knowledge of general pre- and postnatal development (especially aetiology and risk factors, symptomatology) and of pre-linguistic and early linguistic development. Furthermore, they are able find connections between language acquisition and other (cognitive, sensomotoric and socio-emotional) areas of early childhood development. The students advance their professional competencies regarding diagnostics and possibilities of early intervention in Speech and Language Pathology.

Courses
(Object, number of weekly contact hours, language — if other than German)
$S + S + S$ (no information on SWS (weekly contact hours) and course language available)

Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
a) written examination (approx. 80 minutes) or b) term paper (approx. 18 pages) or c) presentation (approx. 40 minutes) with written elaboration (approx. 10 pages) or d) presentation (approx. 40 minutes) and written examination (approx. 40 minutes) or e) oral examination of one candidate each (approx. 20 minutes) or f) oral examination in groups (groups of 3, approx. 20 minutes per candidate)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 99 (1) 5. Sprachheilpäd. schulische Handlungsfelder SO

Module appears in
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2013)
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2009)