

<b>Module title</b>		<b>Abbreviation</b>
Prevention and early intervention		o6-S-Präv-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>		
<p>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.</p>		
<b>Intended learning outcomes</b>		
<p>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.</p> <p>Methodological competence: The students are able to critically examine scientific literature and questions about pre-linguistic and early linguistic development. By examining scientific findings about prevention, the students have acquired know-how and a basis for reflection for their future occupation in the different fields of action of Speech and Language Pathology.</p> <p>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.</p>		
<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)		
<p>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</p>		
<b>Allocation of places</b>		
--		
<b>Additional information</b>		
--		
<b>Workload</b>		
150 h		
<b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)		
§ 99 I Nr. 4		
<b>Module appears in</b>		
First state examination for the teaching degree Sonderpädagogik Speech and Language Pathology (2020)		

