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|---|--------------------------|---|
| <b>Module title</b>   |                          | <b>Abbreviation</b>                         |
| Introduction to educational science of emotional and behavioral disorders 2   |                          | 06-V-PBV2-152-m01                           |
| <b>Module coordinator</b>   |                          | <b>Module offered by</b>                    |
| holder of the Chair of Special Education V  |                          |   |
| <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>   |                          |   |
| Basic perspectives for the explanation of behavioural disorders; key and selected psychological and sociological approaches to the explanation of behavioural disorders in view of medico-biological aspects; key and selected phenomena in the context of behavioural disorders; introduction to scientific work.  |                          |   |
| <b>Intended learning outcomes</b>   |                          |   |
| The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders, also in view of specific explanation concepts and specific selected problems (professional competence, self-competence). This knowledge enables them to classify and understand behavioural disorders in children and juveniles and to develop first ideas for dealing with behavioural disorders (professional competence, self-competence, methodological competence). The students have basic knowledge and skills in acquiring, selecting and processing information in the context of scientific work; they can apply their knowledge and skills to the utilization of study group resources (professional competence, methodological competence, social competence). |                          |   |
| <b>Courses</b> (type, number of weekly contact hours, language — if other than German)  |                          |   |
| V (2) + S (2)   |                          |   |
| <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) term paper (approx. 20 pages) or 3) presentation (approx. 60 minutes) with written elaboration (approx. 10 pages) or 4) portfolio (approx. 25 pages) or 5) oral examination of one candidate each (approx. 30 minutes)<br>creditable for bonus  |                          |   |
| <b>Allocation of places</b>   |                          |   |
| --  |                          |   |
| <b>Additional information</b>   |                          |   |
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| <b>Workload</b>   |                          |   |
| 150 h   |                          |   |
| <b>Referred to in LPO I</b> (examination regulations for teaching-degree programmes)  |                          |   |
| § 95   Nr. 5<br>§ 96   Nr. 6<br>§ 97   Nr. 5  |                          |   |
| <b>Module appears in</b>  |                          |   |
| Bachelor's degree (2 majors) Special Education (2015)<br>First state examination for the teaching degree Sonderpädagogik Educational Science of Developmental and Intellectual Disabilities (2015)<br>First state examination for the teaching degree Sonderpädagogik Educational Science of Physical and Complex Disabilities (2015)<br>First state examination for the teaching degree Sonderpädagogik Educational Science of Learning Disabilities (2015)  |                          |   |

