Module Catalogue
for the Subject
Educational Science of Emotional and Behavioral Disorders
as vertieft studierte sonderpädagogische Fachrichtung
(specialisation in special education studied with a focus on
the scientific discipline)
with the degree "Erste Staatsprüfung für das Lehramt für Sonderpädagogik"

Examination regulations version: 2009
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education
## Contents

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  - Special Education as a science 2
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  - Introduction to educational science of emotional and behavioral disorders 2
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  - Theory of education in the context of emotional and behavioral disorders
  - Theory and praxis of education in the context of emotional and behavioral disorders
  - Teaching personality
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  - Emotional and behavioral disorders: project didactics
  - Introduction to Psychometrics and Standardized Tests
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  - Diagnostics of emotional and behavioral disorders
  - Counselling in context of emotional and behavioral disorders
  - Emotional and behavioral disorders: project educational science and psychology
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<td>Course-related Teaching Placement in Education for People with Emotional and Behavioral Disorders</td>
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Abbreviations used

Course types: 
- **E** = field trip, **K** = colloquium, **O** = conversatorium, **P** = placement/lab course, **R** = project, **S** = seminar, **T** = tutorial, **Ü** = exercise, **V** = lecture

Term: 
- **SS** = summer semester, **WS** = winter semester

Methods of grading: 
- **NUM** = numerical grade, **B/NB** = (not) successfully completed

Regulations: 
- **(L)ASPO** = general academic and examination regulations (for teaching-degree programmes), **FSB** = subject-specific provisions, **SFB** = list of modules

Other: 
- **A** = thesis, **LV** = course(s), **PL** = assessment(s), **TN** = participants, **VL** = prerequisite(s)

Conventions

Unless otherwise stated, courses and assessments will be held in German, assessments will be offered every semester and modules are not creditable for bonus.

Notes

Should there be the option to choose between several methods of assessment, the lecturer will agree with the module coordinator on the method of assessment to be used in the current semester by two weeks after the start of the course at the latest and will communicate this in the customary manner.

Should the module comprise more than one graded assessment, all assessments will be equally weighted, unless otherwise stated below.

Should the assessment comprise several individual assessments, successful completion of the module will require successful completion of all individual assessments.

In accordance with

the general regulations governing the degree subject described in this module catalogue:

**LASPO2009**

associated official publications (FSB (subject-specific provisions)/SFB (list of modules)):

**23-May-2013 (2012-56)**

This module handbook seeks to render, as accurately as possible, the data that is of statutory relevance according to the examination regulations of the degree subject. However, only the FSB (subject-specific provisions) and SFB (list of modules) in their officially published versions shall be legally binding. In the case of doubt, the provisions on, in particular, module assessments specified in the FSB/SFB shall prevail.
Thesis
(10 ECTS credits)

Preparation of a written Hausarbeit (thesis) in accordance with the provisions of Section 29 LPO I (examination regulations for teaching-degree programmes) is a prerequisite for teaching degree students to be admitted to the Erste Staatsprüfung (First State Examination). In accordance with the provisions of Section 29 LPO I, students studying for a teaching degree Sonderpädagogik may write this thesis in the subject they selected as sonderpädagogische Fachrichtung (special education specialization). Pursuant to Section 29 Subsection 1 Sentence 2 LPO I, students may also choose to write an interdisciplinary thesis.
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<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Thesis in Educational Science of emotional and behavioral disorders</td>
<td>06-V-HA-092-m01</td>
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<th>Module offered by</th>
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<tr>
<td>holder of the Chair of Special Education V</td>
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<tr>
<th>ECTS</th>
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<tr>
<td>10</td>
<td>numerical grade</td>
<td>Registration for assessment on a continuous basis as agreed upon with supervisor.</td>
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<thead>
<tr>
<th>Duration</th>
<th>Module level</th>
<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Registration for assessment on a continuous basis as agreed upon with supervisor.</td>
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### Contents

Independent scientific examination of a relevant topic of Education for People with Emotional and Behavioural Disorders. The guidelines of writing the Hausarbeit (thesis) according to § 29 LPO I are laid down in § 23 LASPO.

### Intended learning outcomes

Self- and social competence: By writing the Hausarbeit (thesis), the students have shown their ability to independently work on a topic of Education for People with Emotional and Behavioural Disorders. Methodological competence: The students are able to work on a question pertaining Education for People with Emotional and Behavioural Disorders according to scientific methods and to professionally discuss and present scientific findings and results. Subject and professional competence: By writing the Hausarbeit (thesis), the students have proved that they have advanced their subject and professional competence in a selected area of Education for People with Emotional and Behavioural Disorders.

### Courses

<table>
<thead>
<tr>
<th>(type, number of weekly contact hours, language — if other than German)</th>
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<tbody>
<tr>
<td>no courses assigned</td>
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### Method of assessment

<table>
<thead>
<tr>
<th>(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)</th>
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<tr>
<td>written thesis (approx. 50 pages)</td>
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### Allocation of places

| --                                                                                                                                 |

### Additional information

Additional information on module duration: 1 to 2 semesters.

### Referred to in LPO I

( examination regulations for teaching-degree programmes)
Scientific Discipline

(120 ECTS credits)
Compulsory Courses

(120 ECTS credits)
<table>
<thead>
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<td>06-I-SoWiA-092-m01</td>
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<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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<th>ECTS</th>
<th>Method of grading</th>
<th>Only after succ. compl. of module(s)</th>
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<tbody>
<tr>
<td>5</td>
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<th>Other prerequisites</th>
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<tr>
<td>1 semester</td>
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**Contents**

Based on the subject area of Special Education, this module shows the connections between its history, theories, institutions and disciplines. Furthermore, it gives an overview of the various and complex fields of action of preschool, school and extracurricular special educational practice.

**Intended learning outcomes**

This module provides an overview of the theoretical knowledge of the degree subject. Knowledge regarding special educational practice on different levels.

**Courses**

(type, number of weekly contact hours, language — if other than German)

V + V (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)

written examination (approx. 60 minutes)

**Allocation of places**

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**Additional information**

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

§ 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO
§ 95 (1) 1. Geistigbehindertenpäd. heil- und sonderpädagogische Grundlagen SO
§ 96 (1) 1. Körperbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
§ 97 (1) 1. Lernbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
Module title | Abbreviation
--- | ---
Special Education as a Science 2 | 06-I-SoWiB-101-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)
--- | --- | ---
5 | numerical grade | --

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

Contents
We discuss early theoretical concepts and their development or modification (for example Georgens/Deinhardt) in the context of current theories (for example WHO, inclusion) as well as their effects on scientific research. We examine society’s attitude towards disabilities and the development of individual and social identity in the context of disabilities (possibly in the context of specific types of disability). Furthermore, we talk about possibilities of social empathy and ways of improvement as well as aspects of attitude change.

Intended learning outcomes
Advanced knowledge of specific theoretical concepts, reflection competence in the context of disabilities and society, increasing problem awareness in the context of disabilities (possibly with a specific focus).

Courses (type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 06-I-SoWiB-1-101: S (no information on SWS (weekly contact hours) and course language available)
- 06-I-SoWiB-2-092: 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)
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-I-SoWiB-1-101: Theories of Special Education
- 2 ECTS, Method of grading: numerical grade
  - a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 20 minutes) and presentation (approx. 20 minutes). The grade of the written examination alone constitutes the grade of the module component.

Assessment in module component 06-I-SoWiB-2-092: Sociology of disability
- 3 ECTS, Method of grading: numerical grade
  - a) written examination (approx. 60 minutes) or b) presentation (approx. 30 minutes) with written elaboration (minimum 10 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO
§ 95 (1) 1. Geistigbehindertenpäd. heil- und sonderpädagogische Grundlagen SO
§ 96 (1) 1. Körperbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
§ 97 (1) 1. Lernbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
Module title
Introduction to the philosophy of science and methods

Abbreviation
06-I-WiMe-101-m01

Module coordinator
Managing Director of the Institute of Special Education

Module offered by
Institute of Special Education

ECTS
5

Method of grading
Only after succ. compl. of module(s)

Numerical grade
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
Special Education as an academic discipline; subject and purpose of science and scientificity, scientific methods and systems, central and selected scientific-theoretical theories and methods of knowledge acquisition (especially: empirical-analytical approach, critical rationalism, phenomenology, hermeneutics, critical theory, constructivism and systems theory) as well as principles of scientific work -- also based on specific problems and topics of special educational theory, empirical research and practice.

Intended learning outcomes
The students are able to examine special educational problems in view of different scientific positions and perspectives (professional and methodological competence). They have advanced their basic knowledge of scientific theory on their own or in small groups (social, methodological and professional competence). By applying different learning techniques, the students extend their knowledge of scientific theory and learn to conduct systematic and methodological research; they are able to independently conduct and evaluate small scientific projects (methodological, social and self-competence).

Courses (type, number of weekly contact hours, language — if other than German)
V + 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. 60 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or f) term paper (approx. 10 pages) or g) written examination (approx. 30 minutes) and presentation (approx. 20 minutes). The grade of the written examination alone constitutes the grade of the module component.

Allocation of places
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Additional information
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Reflected in LPO I (examination regulations for teaching-degree programmes)
§ 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO
§ 96 (1) 1. Körperbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
§ 97 (1) 1. Lernbehindertenpäd. Allgemeine Heil- und Sonderpädagogik SO
§ 99 (1) 1. Sprachheilpäd. Sonderpädagogik und Bezugswissenschaften der Sprachheilpädagogik SO
## Module Catalogue for the Subject
### Educational Science of Emotional and Behavioral Disorders

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<th>Abbreviation</th>
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<td>06-I-KJP-092-m01</td>
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<th>Duration</th>
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<th>Other prerequisites</th>
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### Contents

- Principles and fundamental questions of child and adolescent psychiatry as well as psychotherapy; psychopharmacotherapy; ADHD; tic disorder & ADHD II; conduct disorder and addiction; depression and bipolar disorders; suicide, attempted suicide and self-injuring behaviour; personality disorders; dyslexia, dyscalculia, speech and motor development disorders; eating disorders; compulsion; anxiety disorders; dissociative and somatoform disorders; posttraumatic stress disorder, acute stress disorder, adaptive disorder; autism; mental disability; epilepsy and organic brain syndrome; psychoses; elimination disorders; sexual abuse and assessment of credibility; deprivation, attachment disorders and assessment of child access and custody

### Intended learning outcomes

The students acquire knowledge of epidemiology, aetiology, diagnosis, therapy and prognosis of mental disorders in childhood and adolescence. They know theories on the development of mental disorders in childhood and adolescence, they are able to identify these disorders and to adequately deal with them in class and in their future occupational field and can set up an appropriate therapy if necessary.

### Courses

- **V** (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

- written examination (approx. 90 minutes)

### Allocation of places

- --

### Additional information

- --

### Referred to in LPO I

- § 100 (1) 1. Pädagogik bei Verhaltensstörungen sonderpädagogische Grundlagen SO
- § 95 (1) 1. Geistigbehindertenpäd. heil- und sonderpädagogische Grundlagen SO
- § 97 (1) 4. Lernbehindertenpäd. Psychologie bei Lernbeeinträchtigungen SO
Module title
Introduction to educational science of emotional and behavioral disorders 1

Abbreviation
06-V-E1-092-m01

Module coordinator
holder of the Chair of Special Education V

Module offered by

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<th>Other prerequisites</th>
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<tr>
<td>7</td>
<td>numerical grade</td>
<td>Only after succ. compl. of module(s)</td>
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</tbody>
</table>

Duration
1 semester

Module level
undergraduate

Contents
Phenomena, terminology, criteria and norms, classification, epidemiology, institutions, historical aspects, legal basics, education and education difficulties, principles of didactics and teaching, basic explanatory perspectives, central influencing factors of behavioural disorders (especially aspects of family, school or society).

Intended learning outcomes
The students are able to apply basic knowledge to achieve a differentiated understanding of behavioural disorders (professional competence, self-competence). The students are able to conduct independent and extensive research on their own and in groups to advance their basic knowledge (professional competence, methodological competence). By acquiring differentiated basic knowledge, the students have gained first competencies in dealing with behavioural disorders (self-competence).

Courses
This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 06-V-E1-2-092: Ü (no information on SWS (weekly contact hours) and course language available)
- 06-V-E1-1-092: V + S (no information on SWS (weekly contact hours) and course language available)

Method of assessment
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-V-E1-2-092: Emotional and behavioral disorders: introduction to educational science 1 - consolidation
- 2 ECTS, Method of grading: numerical grade
- a) term paper (approx. 10 pages) or b) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages) or c) oral examination of one candidate each (approx. 15 minutes) or d) portfolio (approx. 10 pages)

Assessment in module component 06-V-E1-1-092: Introduction to educational science of emotional and behavioral disorders 1 - basics
- 5 ECTS, Method of grading: numerical grade
- written examination (approx. 90 minutes)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)

§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 5. Lernbehindertenpäd. Grundlagen der sonderpädagogischen Fachrichtungen Sprachheilpädagogik und Pädagogik bei Verhaltensstörungen SO
§ 99 (1) 1. Sprachheilpäd. Sonderpädagogik und Bezugswissenschaften der Sprachheilpädagogik SO
Module title
Introduction to educational science of emotional and behavioral disorders 2

Abbreviation
06-V-E2-092-m01

Module coordinator
holder of the Chair of Special Education V

Module offered by

ECTS
7

Method of grading
numerical grade

Only after succ. compl. of module(s)
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
--

Contents
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.

Intended learning outcomes
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).

Courses (type, number of weekly contact hours, language — if other than German)
This module comprises 2 module components. Information on courses will be listed separately for each module component.
- 06-V-E2-1-092: V + S (no information on SWS (weekly contact hours) and course language available)
- 06-V-E2-2-092: Ü (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)
Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-V-E2-1-092: Introduction to educational science of emotional and behavioral disorders 2 - phenomena and approach
- 5 ECTS, Method of grading: numerical grade
- written examination (approx. 60 minutes)

Assessment in module component 06-V-E2-2-092: Emotional and behavioral disorders: introduction to educational science 2 - consolidation
- 2 ECTS, Method of grading: numerical grade
- a) term paper (approx. 10 pages) or b) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages) or c) oral examination of one candidate each (approx. 15 minutes) or d) portfolio (approx. 10 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 5. Lernbehindertenpäd. Grundlagen der sonderpädagogischen Fachrichtungen Sprachheilpädagogik und Pädagogik bei Verhaltensstörungen SO
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<th>Module title</th>
<th>Abbreviation</th>
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<tr>
<td>Counseling in Special Education</td>
<td>06-I-SoBe-102-m01</td>
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<td>Managing Director of the Institute of Special Education</td>
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<th>Duration</th>
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<th>Other prerequisites</th>
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<td>1 semester</td>
<td>undergraduate</td>
<td>Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 80% of sessions offered).</td>
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**Contents**

Communication theories, interaction and group dynamics, psychological basics of special educational counselling, elements of conversation techniques, counselling and cooperation, elements of conversation techniques when talking to people that have difficulties with verbal expression, collegial counselling and supervision, counselling concepts (e.g. cooperative, solution-oriented, psychology of learning, systemic ...), methods of cooperation, counselling in crisis situations, counselling in the course of education and life planning.

**Intended learning outcomes**

The students know basic aspects of human communication, conversation techniques, counselling and cooperation between the participants in the process of education and support, also especially regarding people that have difficulties with verbal expression. They acquire action and conversation competencies and are able to apply and observe conversation techniques, analyse conversation and counselling situations and develop proposals for continuation. They become acquainted with strategies to facilitate individual education and life planning and to overcome crisis situations of pedagogical importance.

**Courses**

(3 type, number of weekly contact hours, language — if other than German)

V + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(3 type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

written examination (approx. 40 minutes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(3 examination regulations for teaching-degree programmes)

$\S\ 100$ (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
$\S\ 95$ (1) 2. Geistigbehindertenpäd. Pädagogik bei geistiger Behinderung SO
$\S\ 96$ (1) 2. Körperbehindertenpäd. Pädagogik im Förderschwerpunkt körperliche und motorische Entwicklung SO
$\S\ 97$ (1) 2. Lernbehindertenpäd. Pädagogik bei Lernbeinträchtigungen SO
$\S\ 99$ (1) 5. Sprachheilpäd. schulische Handlungsfelder SO
### Module title
Theory of education in the context of emotional and behavioral disorders

### Abbreviation
06-V-TERz-102-m01

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<td>Admission prerequisite to assessment: regular attendance (minimum 80%) of courses (lectures excluded).</td>
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</table>

### Contents
Fundamental scientific-theoretical and philosophical questions of education; sociological, medical, neuroscientific and psychological aspects of education; fundamental problems of theory of Education for People with Emotional and Behavioural Disorders; critical discussion of individual aspects of education; fundamental questions of education (e.g. relationship, autonomy, solidarity, morality-norms-values, consequences, punishment).

### Intended learning outcomes
The students are able to evaluate and classify different theories of the individual disciplines of Education for People with Emotional and Behavioural Disorders according to their explanatory approaches (professional competence). They can discuss and apply scientific-theoretical principles of education in practice (methodological competence). They are able to discuss fundamental problems of theory of Education for People with Emotional and Behavioural Disorders in a theory- and practice-driven manner (social and self-competence).

### Courses
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### Allocation of places
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### Additional information
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### Referred to in LPO I
§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
### Module Catalogue for the Subject

**Educational Science of Emotional and Behavioral Disorders**

**LA Sonderpädagogik**

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<td>Admission prerequisite to assessment: regular attendance (minimum 80%) of courses (lectures excluded).</td>
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### Contents

Detailed discussion of fundamental questions of Education for People with Emotional and Behavioural Disorders in the conflict area of theory and practice; discussion of various aspects of education and of the fundamental problems of theory of Education for People with Emotional and Behavioural Disorders: e.g. discussion of aspects of pedagogical action; goal levels and competencies; aspects of international comparison of theory and practice of education.

### Intended learning outcomes

The students are able to discuss fundamental scientific-theoretical questions of education (professional competence). They can discuss fundamental problems of theory of Education for People with Emotional and Behavioural Disorders in view of philosophy, sociology, anthropology, medicine, neuroscience and psychology (methodological competence). They can argue in a theory- and practice-driven manner. They know possible problems of the implementation of pedagogical strategies in view of behavioural disorders (social and self-competence).

### Courses

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### Method of assessment

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### Allocation of places

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### Additional information

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### Referred to in LPO I

examination regulations for teaching-degree programmes

§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
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<td>1 semester</td>
<td>graduate</td>
<td>Modules 06-V-E1, 06-V-E2 are recommended.</td>
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</table>

### Contents

Evaluation of one's own personality in view of traits and competencies (also: behavioural habits and behavioural potential) regarding the profile of a teacher working in the support focus area of emotional and social development; reflection on self-experience in classroom situations (e.g. teaching language, explanatory skills, handling of methods); expansion of one's repertory of roles; basic knowledge and methods of managing social conflicts in school and class; examination of personal and possible strategies of dealing with inner conflicts and struggles; prevention of work-related burnout, health-related behaviour.

### Intended learning outcomes

Knowledge and employment of techniques of class organisation, knowledge of different approaches to conflict settlement, knowledge of theoretical approaches to burnout (professional competence). Giving and receiving feedback concerning own approaches to class organisation and conflict management (social competence). Self-experience in organising classes and managing conflicts (self-competence).

### Courses

S + Ü (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

a) term paper (approx. 10 pages) or b) written examination (approx. 60 minutes) or c) oral examination of one candidate each (approx. 15 minutes) or d) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
Module title | Abbreviation
---|---
Phenomena, concepts of support, institutions | 06-V-PhFkI-102-m01

Module coordinator | Module offered by
holder of the Chair of Special Education V

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<tr>
<td>1 semester</td>
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Contents

Overview of key and special phenomena of behavioural abnormalities; discussion of selected phenomena regarding manifestations, diagnostics and differential diagnostics, explanatory approaches (also: complexity of influencing factors) and especially regarding starting points, guidelines and concepts of pedagogical, therapeutic-pedagogical, psychosocial and psychotherapeutic prevention and intervention; overview of relevant support concepts in view of behavioural abnormalities; overview of the institutions relevant to Education for People with Emotional and Behavioural Disorders.

Intended learning outcomes

The examination of phenomena and their backgrounds promotes the students’ professional competence: They are able to recognize and evaluate problems in the context of behavioural disorders. At the same time, their methodological competencies are fostered: They can choose approaches and concepts according to practical problems and institutional contexts. In the practical parts of the module, the students advance their social competence of problem solving. They further develop self-competence by gaining confidence in dealing with behavioural abnormalities in pedagogical contexts and by increasing the ability to judge their own possibilities and limits in this area.

Courses (type, number of weekly contact hours, language — if other than German)

S + Ü (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) term paper (approx. 10 pages) or b) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages) or c) written examination (approx. 60 minutes) or d) oral examination of one candidate each (approx. 15 minutes)

Allocation of places

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Additional information

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

§ 100 (1) 2. Pädagogik bei Verhaltensstörungen Pädagogik bei Verhaltensstörungen SO
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<td>Emotional and behavioral disorders: didactics 1</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

### Contents

Social and institutional framework conditions of educational assistance in school and of the support focus area emotional and social development; support of emotional and social competencies in class; basic elements of didactic action: pedagogical relations, building of teacher-student relationships, strengthening of the student’s personality, learning in the context of didactics for people with emotional and behavioural disorders; elements of "good teaching", specific clinical pictures and individual problem-situations as well as their consequences for the people affected, conflict situations in class -- causes and intervention possibilities, significance of the role and personality of a teacher, teacher-student interactions in the context of behavioural disorders; didactic theories, also in view of their suitability for Education for People with Emotional and Behavioural Disorders.

### Intended learning outcomes

The students are able to discuss social and institutional framework conditions (professional competence). They know the special importance of learning (methodological competence). They are able to identify specific clinical pictures and individual problems and can estimate the consequences for the people affected. They know the basic elements of didactic action and "good teaching" (e.g. supporting the student’s personality). They are able to put these elements into practice (methodological competence). They can provide suitable didactic learning programmes for people with emotional and behavioural disorders and can control learning processes. They can analyse conflict situations in class and identify coping strategies and are able to critically evaluate their own role and personality as a teacher (social and self-competence).

### Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- **06-V-Did1-1-102**: Emotional and behavioral disorders 1 - basics
  - 4 ECTS, Method of grading: numerical grade
  - a) compilation of placement-related documents (Praktikumsmappe, approx. 15 pages) and written preparation of class (approx. 7 pages) or b) term paper (approx. 15 pages) or c) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages) or d) written examination (approx. 60 minutes) or e) portfolio (approx. 15 pages)

- **06-V-Did1-2-102**: Emotional and behavioral disorders: didactics 1 - accompaniment to the internship
  - 2 ECTS, Method of grading: (not) successfully completed
  - a) compilation of placement-related documents (Praktikumsmappe, approx. 10 pages) and written preparation of class (approx. 7 pages) or b) term paper (approx. 10 pages) or c) presentation (approx. 45 minutes) with written elaboration (approx. 5 pages) or d) written examination (approx. 45 minutes) or e) portfolio (approx. 10 pages)

### Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

**Assessment in module component 06-V-Did1-1-102**: Emotional and behavioral disorders 1 - basics

- 4 ECTS, Method of grading: numerical grade
  - a) compilation of placement-related documents (Praktikumsmappe, approx. 15 pages) and written preparation of class (approx. 7 pages) or b) term paper (approx. 15 pages) or c) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages) or d) written examination (approx. 60 minutes) or e) portfolio (approx. 15 pages)

**Assessment in module component 06-V-Did1-2-102**: Emotional and behavioral disorders: didactics 1 - accompaniment to the internship

- 2 ECTS, Method of grading: (not) successfully completed
  - a) compilation of placement-related documents (Praktikumsmappe, approx. 10 pages) and written preparation of class (approx. 7 pages) or b) term paper (approx. 10 pages) or c) presentation (approx. 45 minutes) with written elaboration (approx. 5 pages) or d) written examination (approx. 45 minutes) or e) portfolio (approx. 10 pages)
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**Referred to in LPO I** (examination regulations for teaching-degree programmes)

§ 100 (1) 3. Pädagogik bei Verhaltensstörungen Didaktik bei Verhaltensstörungen SO
Module title: Emotional and behavioral disorders: didactics 2  
Abbreviation: 06-V-Did2-102-m01

Module coordinator: holder of the Chair of Special Education V

ECTS: 5  
Module level: graduate  
Method of grading: Only after succ. compl. of module(s)

Contents
Examination and analysis of general and specific concepts of teaching people with behavioural disorders, also in the range of pedagogic-didactic and therapeutic-pedagogical concepts; utilisation of subject-didactic and technical knowledge and skills to implement didactic action in the support focus area.

Intended learning outcomes
Professional competence: The students can critically discuss didactic theories. They can establish and evaluate interdisciplinary connections between these theories and other sciences. They are able to evaluate research results and contents in view of the future occupational field and can evaluate their relevance for didactics for people with emotional and behavioural disorders. Methodological competence: The students acquire subject-didactic and technical knowledge and skills and are able to apply these. Self- and social competence: The students can apply concepts of planning, implementing, evaluating and observing classes.

Courses
S + Ü (no information on SWS (weekly contact hours) and course language available)

Method of assessment
a) term paper (approx. 10 pages) or b) written examination (approx. 60 minutes) or c) oral examination of one candidate each (approx. 15 minutes) or d) presentation (approx. 60 minutes) with written elaboration (approx. 5 pages)

Allocation of places
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Additional information
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Referred to in LPO I
§ 100 (1) 3. Pädagogik bei Verhaltensstörungen Didaktik bei Verhaltensstörungen SO
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</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>graduate</td>
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</tbody>
</table>

### Contents

The students collect information on the current state of research and theory of didactics in the context of behavioural disorders and examine this information on the basis of specific goals and questions. Their studies might result in an empirical study, the development of a theory-oriented concept, the development of teaching sequences, an exemplary, evaluation-based application in class, a reader or journal article etc. A cooperation with a practice institution is also possible.

### Intended learning outcomes

By closely studying the contents of a didactic project, the students have acquired general and specific knowledge of didactic questions (professional competence) and are able to find own approaches to scientific questions; they are acquainted with possibilities of theoretical and empirical data research (methodological competence). They are able to review complex problems in group work whilst sticking to a self-developed work plan in a target-oriented manner (social competence). They can independently plan and complete the execution of a complex task in a project-oriented manner.

### Courses

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**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) oral examination in groups (groups of 3, approx. 20 minutes per candidate) with presentation (approx. 10 slides) or
- b) term paper (approx. 20 pages) or
- c) presentation without slides (approx. 60 minutes) with written elaboration (approx. 10 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I

§ 100 (1) 3. Pädagogik bei Verhaltensstörungen Didaktik bei Verhaltensstörungen SO
### Module Catalogue for the Subject
#### Educational Science of Emotional and Behavioral Disorders

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<td>undergraduate</td>
<td>Admission prerequisite to assessment: regular attendance of seminar/seminars (minimum 80% of sessions offered).</td>
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</table>

### Contents

Scientific-theoretical and methodological knowledge of special educational psychological diagnostics, practice-oriented examination of qualitative and quantitative methods.

### Intended learning outcomes

Knowledge of the scientific-theoretical principles of diagnostic methods of human and social sciences; advanced knowledge of statistical and methodological principles of diagnostics; basic knowledge and orientational knowledge of special educational diagnostic work; knowledge of phenomenological and hermeneutic techniques in the context of educational sciences and psychology; ability of self-reflection regarding the requirements of diagnostic work in special educational contexts.

### Courses

(V + S (no information on SWS (weekly contact hours) and course language available)

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### Method of assessment

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<td>a) written examination (approx. 60 minutes) or b) presentation (approx. 20 minutes) and written elaboration (approx. 10 pages) or c) written examination (approx. 30 minutes) and presentation (approx. 30 minutes)</td>
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### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 100 (1) 4. Pädagogik bei Verhaltensstörungen Psychologie bei Verhaltensstörungen SO
§ 95 (1) 4. Geistigbehindertenpäd. Psychologie bei geistiger Behinderung SO
§ 96 (1) 4. Körperbehindertenpäd. Psychologie im Förderschwerpunkt körperliche und motorische Entwicklung SO
§ 97 (1) 4. Lernbehindertenpäd. Psychologie bei Lernbeeinträchtigungen SO
§ 99 (1) 2. Sprachheilk. diagnostisches Hintergrundwissen und spezifische Diagnostik in den Förderschwerpunkten Sprache, Lernen, emotionale und soziale Entwicklung SO
Module title

Psychology of emotional and behavioral disorders

Abbreviation

06-V-Psy-102-m01

Module coordinator

holder of the Chair of Special Education V

Module offered by

ECTS

Method of grading

Only after succ. compl. of module(s)

7

numerical grade

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Duration

Module level

Other prerequisites

1 semester

undergraduate

Admission prerequisite to assessment: regular attendance (minimum 80%) of courses (lectures excluded).

Contents

Psychology as a basis for special educational action; introduction to Special Education and especially to Education for People with Emotional and Behavioural Disorders; relevant aspects of psychological subdisciplines: especially psychology of learning, personality psychology, clinical psychology, diagnostic psychology and social psychology as well as motivation and emotion; in-depth study of selected individual topics.

Intended learning outcomes

The students can apply psychological knowledge to special educational contexts (professional and methodological competence). Furthermore, they have acquired the competence to apply this knowledge to their own actions in social contexts (initiated social competence). They have learned to independently improve their psychological knowledge and are able to utilize it to evaluate their own personality and actions (self-competence).

Courses (type, number of weekly contact hours, language — if other than German)

S + Ü + T (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) term paper (approx. 15 pages) or b) presentation (approx. 60 minutes) with written elaboration (approx. 10 pages) or c) written examination (approx. 90 minutes) or d) oral examination of one candidate each (approx. 20 minutes)

Allocation of places

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Additional information

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

§ 100 (1) 4. Pädagogik bei Verhaltensstörungen Psychologie bei Verhaltensstörungen SO
### Module title
Diagnostics of emotional and behavioral disorders

### Abbreviation
06-V-Diag-102-m01

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<td>Modules 06-V-Psy and 06-I-KJP are recommended. Regular attendance (minimum 80%) of courses (lectures excluded) is an admission prerequisite to assessment.</td>
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### Contents
Diagnostic tasks in the context of behavioural disorders; basic diagnostic approaches to assessment and judgment (person, situation, interaction, perception); approaches and diagnostic techniques in the context of behavioural disorders, especially anamnesis and conversation, behavioural observation, questionnaire methods, test methods, projective methods, sociometric methods, situation analysis and analysis of action regulation; drawing up of medical reports including proposals for support.

### Intended learning outcomes
The students know and are able to apply different methods of evaluating behavioural disorders. Their knowledge of various relevant diagnostic procedures enables them to choose a suitable one (professional competence, methodological competence). They are able to deal with diagnostic tasks in a critical manner (professional competence, self-competence). They have acquired basic skills in carrying out a special educational assessment regarding behavioural disorders. They are able to develop proposals for support on the basis of diagnostic findings (professional competence, methodological competence). They are able to constructively discuss diagnostic questions in a team, choose approaches and find solutions (social competence).

### Courses
(type, number of weekly contact hours, language — if other than German)
S + Ü (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) term paper (approx. 15 pages) or b) presentation (approx. 60 minutes) with written elaboration (approx. 10 pages) or c) written examination (approx. 90 minutes) or d) oral examination of one candidate each (approx. 20 minutes)

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 100 (1) 4. Pädagogik bei Verhaltensstörungen Psychologie bei Verhaltensstörungen SO
### Module Catalogue for the Subject

**Educational Science of Emotional and Behavioral Disorders**

**LA Sonderpädagogik**

<table>
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<td>Counselling in context of emotional and behavioral disorders</td>
<td>06-V-Ber-102-m01</td>
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</table>

### Contents

Principles of counselling in the context of behavioural disorders: Framework conditions of professional counselling in the context of behavioural disorders, qualifications of the counsellor regarding behavioural disorders, basic knowledge of subject-specific counselling: disorder-specific counselling, support systems for school and extracurricular problems in the context of behavioural disorders; counselling in theory and practice. Communication models, conversation techniques, theory and practice of at least one counselling approach; guidance of students during their work placement in a school that focuses on supporting emotional and social development or possibly in a regular school with pupils with special educational needs in the area of emotional and social development, specific questions during the work placement in a school that focuses on supporting emotional and social development or possibly in a regular school with integrated pupils with special educational needs in the area of emotional and social development.

### Intended learning outcomes

The students have advanced their professional competence by acquiring profound basic skills and knowledge of counselling in the context of behavioural disorders. They have advanced their methodological and self-competence by testing a counselling method in practice and analysing their own behaviour on the basis of the counselling model. Furthermore, they are skilled in evaluating self- and external perception during counselling. By working in various social forms (partner work, group work, etc.) and reflecting different contents, situations and processes in the group, the students' social competence is promoted.

### Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 06-V-Ber-1-102: S + Ü (no information on SWS (weekly contact hours) and course language available)
- 06-V-Ber-2-102: S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

#### Assessment in module component 06-V-Ber-1-102:

- Basics of counselling in context of emotional and behavioral disorders
  - 5 ECTS, Method of grading: numerical grade
  - a) term paper (approx. 15 pages) or b) written examination (approx. 60 minutes) or c) presentation (approx. 60 minutes) with written elaboration (approx. 10 page) or d) portfolio (approx. 15 pages)

#### Assessment in module component 06-V-Ber-2-102:

- Praxis advice in context of emotional and behavioral disorders
  - 1 ECTS, Method of grading: (not) successfully completed
  - a) term paper (approx. 5 pages) or b) presentation (approx. 10 minutes) with written elaboration (approx. 3 pages) or c) oral examination of one candidate each (approx. 10 minutes) or d) portfolio (approx. 5 pages) or e) compilation of placement-related documents (Praktikumsmappe, approx. 7 pages)

### Allocation of places

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### Additional information

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

§ 100 (1) 4. Pädagogik bei Verhaltensstörungen Psychologie bei Verhaltensstörungen SO
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<td>Emotional and behavioral disorders: project educational science and psychology</td>
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<td>1 semester</td>
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**Contents**

After collecting information on the state of research and theory of a selected topic of pedagogy and/or psychology, the students independently examine this topic on the basis of specific goals and questions and carry out a sub-project with a specific result. This might result in an empirical study, the development of a theory-oriented concept, the development of a pedagogical or therapeutic-pedagogical concept, an exemplary, evaluation-based application in class, the writing of a reader or journal article etc. A cooperation with a practice institution is also possible. The content as well as the result of the project is supposed to consist of a report in the form of a project study. The contents of the module are related to the module 06-V-ProjPPA.

**Intended learning outcomes**

The students know and are able to apply approaches to scientific questions (professional and methodological competence); they have advanced problem-specific knowledge of pedagogical questions and psychological perspectives regarding behavioural disorders (professional competence); they know possibilities of theoretical and empirical data research (methodological competence); they are able to review complex problems in group work whilst sticking to a self-developed work plan in a target-oriented manner (social competence); they independently execute a complex task over a longer period of time with a high level of self-learning (self-competence).

**Courses**

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(a) oral examination in groups (groups of 3, approx. 20 minutes per candidate) with presentation (approx. 10 slides) or (b) term paper (approx. 20 pages) or (c) presentation without slides (approx. 60 minutes) with written elaboration (approx. 10 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

§ 100 (1) 4, Pädagogik bei Verhaltensstörungen Psychologie bei Verhaltensstörungen SO
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<td>1 semester</td>
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**Contents**

Terms and problems: historical and current; history of the subject (developments in pedagogy, didactics, forms of special educational support); current status of Education for People with Learning Disabilities; social circle: Aetiology and genesis, medical, psychological, sociological aspects; introduction to special educational work fields in the context of learning disabilities; general principles of didactics and methods of teaching in the context of learning disabilities; didactic models and teaching concepts; principles and forms of teaching in the context of learning disabilities; socialization background, child development and learning

**Intended learning outcomes**

Basic knowledge of education for people with learning difficulties; basic reflection competence in view of different disciplinary aspects; methodological competence: Examination of fundamental scientific texts of pedagogy (understanding central information, lines of argument and contexts).

**Courses**

V + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

a) written examination (approx. 60 minutes) or b) presentation (approx. 20 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or f) term paper (maximum 15 pages) or g) written examination (approx. 30 minutes) and presentation (approx. 20 minutes)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

§ 100 (1) 5. Pädagogik bei Verhaltensstörungen Grundlagen der sonderpädagogischen Fachrichtungen Lernbehindertenpädagogik und Sprachheilpädagogik SO
§ 95 (1) 5. Geistigbehindertenpäd. Grundlagen von zwei weiteren sonderpädagogischen Fachrichtungen SO
§ 96 (1) 6. Körperbehindertenpäd. zwei weitere sonderpädagogische Fachrichtungen SO
§ 97 (1) 2. Lernbehindertenpäd. Pädagogik bei Lernbeeinträchtigungen SO
§ 99 (1) 1. Sprachheilpäd. Sonderpädagogik und Bezugswissenschaften der Sprachheilpädagogik SO
Module title | Abbreviation
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Specific aspects of teaching with learning disabilities | 06-L-SpDid-101-m01

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Contents

Selected teaching concepts in the context of learning disabilities (e.g. cooperative learning, autonomous work - EVA, discovery learning etc.); selected teaching principles in the context of learning disabilities (e.g. differentiation, structuring, activation, motivation etc.); specific subject-didactic aspects for teaching in the context of learning disabilities (e.g. in Maths, German, Science and Social Studies etc.)

Intended learning outcomes

Advanced knowledge of teaching and learning processes as well as competencies in organising and guiding learning processes for pupils with learning difficulties; advanced methodological competence in selecting different concepts and principles that are suitable for the respective situation; profound knowledge of exemplary subject-didactic principles of schooling and education regarding the special requirements of pupils with learning difficulties, ability to evaluate and adapt to individual learning support; advanced principles of intervention for specific learning difficulties (e.g. dyslexia, dyscalculia etc.).

Courses

This module comprises 2 module components. Information on courses will be listed separately for each module component.

- 06-L-SpDid-1-101: S (no information on SWS (weekly contact hours) and course language available)
- 06-L-SpDid-2-101: S (no information on SWS (weekly contact hours) and course language available)

Method of assessment

Assessment in this module comprises the assessments in the individual module components as specified below. Unless stated otherwise, successful completion of the module will require successful completion of all individual assessments.

Assessment in module component 06-L-SpDid-1-101: Teaching concepts and principles for teaching with learning disabilities

- 2 ECTS, Method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages)

Assessment in module component 06-L-SpDid-2-101: Specific aspects of teaching with learning disabilities

- 3 ECTS, Method of grading: numerical grade
- a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 30 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, 10 minutes per candidate) or f) term paper (approx. 10 pages)

Allocation of places

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Additional information

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<td>Introduction to speech and language pathology</td>
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**Module coordinator**

holder of the Chair of Special Education III

**Module offered by**

Chair of Special Education III: Speech and Language Pathology

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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

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**Contents**

Knowledge of the historical development of Speech and Language Pathology; advanced knowledge of the pre-conditions of language and speech; principles of language acquisition and theories; introduction to the main clinical pictures of language and speech in the context of learning disabilities and behavioural abnormalities

**Intended learning outcomes**

Self- and social competence: The students concentrate on studying contents of Speech and Language Pathology and neighbouring disciplines. Methodological competence: The students methodically acquire professional knowledge of Speech and Language Pathology and neighbouring disciplines and critically evaluate these disciplines in view of their application possibilities and requirements in theory and practice. Subject and professional competence: The students acquire indispensable basic knowledge of theory construction in Speech and Language Pathology, which is always interdisciplinary. They especially learn about pronunciation (respiration, phonation, articulation) and forms of dysarthria relevant to Speech and Language Pathology. Based on these principles, the students acquire knowledge of speech disorders in the context of learning disabilities and behavioural abnormalities.

**Courses**

(type, number of weekly contact hours, language — if other than German)

V + 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. 60 minutes) or b) term paper (approx. 12 pages) or c) presentation (approx. 30 minutes) with written elaboration (approx. 8 pages) or d) presentation (approx. 30 minutes) and written examination (approx. 30 minutes) or e) oral examination of one candidate each (approx. 15 minutes) or f) oral examination in groups (groups of 4, approx. 15 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)

§ 100 (1) 5. Pädagogik bei Verhaltensstörungen Grundlagen der sonderpädagogischen Fachrichtungen Lernbehindertenpädagogik und Sprachheilpädagogik SO

§ 97 (1) 5. Lernbehindertenpäd. Grundlagen der sonderpädagogischen Fachrichtungen Sprachheilpädagogik und Pädagogik bei Verhaltensstörungen SO
Freier Bereich (general as well as subject-specific electives)
(0-15 ECTS credits)

Teaching degree students must take modules worth a total of 15 ECTS credits in the area Freier Bereich (general as well as subject-specific electives) (Section 9 LASPO (general academic and examination regulations for teaching-degree programmes)). To achieve the required number of ECTS credits, students may take any modules from the areas below.

Freier Bereich -- interdisciplinary: The interdisciplinary additional offer for a teaching degree can be found in the respective Annex "Ergänzende Bestimmungen für den "Freien Bereich" im Rahmen des Studiums für ein Lehramt".
Education for People with Emotional and Behavioral Disorders
(ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)
### Module title

**Practice related aspects in Special Education 1**

### Abbreviation

06-I-FB-Anw1-092-m01

### Module coordinator

Managing Director of the Institute of Special Education

### Module offered by

Institute of Special Education

### ECTS

2

### Method of grading

Only after succ. compl. of module(s)

### (not) successfully completed

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### Duration

1 semester

### Module level

undergraduate

### Other prerequisites

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### Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

### Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

### Courses

S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

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**Contents**

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

**Intended learning outcomes**

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

**Courses**

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

(a) written examination (approx. 30 minutes) or b) presentation (approx. 10 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 25 minutes) or d) oral examination of one candidate each (approx. 5 minutes) or e) oral examination in groups (groups of 6, approx. 5 minutes per candidate) or f) term paper (approx. 8 pages)

**Allocation of places**

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**Additional information**

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

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## Module Catalogue for the Subject

**Educational Science of Emotional and Behavioral Disorders**

### LA Sonderpädagogik

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### Contents

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

### Intended learning outcomes

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

### Courses

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**Educational Science of Emotional and Behavioral Disorders**

LA Sonderpädagogik

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<td>06-I-FB-For3-092-m01</td>
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**Contents**

Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

**Intended learning outcomes**

Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

**Courses**

(type, number of weekly contact hours, language — if other than German)

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. 60 minutes) or b) presentation (approx. 25 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 50 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or f) term paper (approx. 12 pages)

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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### Contents
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

### Intended learning outcomes
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

### Courses
(no information on SWS (weekly contact hours) and course language available)

### Method of assessment
(a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or f) term paper (approx. 12 pages)

### Allocation of places
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### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)
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Module title | Abbreviation
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Research-related aspects of Special Education 5 | 06-I-FB-For5-092-m01

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Contents
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

Courses (type, number of weekly contact hours, language — if other than German)
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. 60 minutes) or b) presentation (approx. 25 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 50 minutes) or d) oral examination of one candidate each (approx. 15 minutes) or e) oral examination in groups (groups of 4, approx. 15 minutes per candidate) or f) term paper (approx. 12 pages)

Allocation of places
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Additional information
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Referred to in LPO I (examination regulations for teaching-degree programmes)
--
Module title: Research-related aspects of Special Education 6

Abbreviation: 06-I-FB-For6-092-m01

Module coordinator: Managing Director of the Institute of Special Education

Module offered by: Institute of Special Education

ECTS: 5

Method of grading: Only after succ. compl. of module(s)

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

Contents:
Different contents referring to fields of school and teaching and further (work) fields of Special Education (e.g. subject-didactic, methodological and specific contents of practice)

Intended learning outcomes:
Subject and professional competence in the corresponding area, methodological competence regarding individual aspects of the professional field of Special Education.

Courses:
S (no information on SWS (weekly contact hours) and course language available)

Method of assessment:
a) written examination (approx. 60 minutes) or b) presentation (approx. 45 minutes) with written elaboration (approx. 10 pages) or c) presentation (approx. 90 minutes) or d) oral examination of one candidate each (approx. 20 minutes) or e) oral examination in groups (groups of 3, approx. 20 minutes per candidate) or f) term paper (approx. 15 pages)

Allocation of places:
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Additional information:
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Referred to in LPO I (examination regulations for teaching-degree programmes):
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### Module title

**Studyworkshop: Mathematical understanding and arithmetic operations of the prenumerical area up to the written arithmetic procedures**

| Abbreviation | 06-I-FB-Lws-MA-102-m01 |

### Module coordinator

head of studyworkshop of the Institute of Special Education

### Module offered by

Institute of Special Education

### ECTS

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### Contents

Overview of subject-didactic approaches in maths; active discovery learning in maths; structure- and level-oriented learning in maths; maths classes for heterogeneous groups; knowledge of the corresponding didactic means

### Intended learning outcomes

Subject and professional competence in teaching maths to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

### Courses

(type, number of weekly contact hours, language — if other than German)

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. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

### Allocation of places

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.

### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

--
**Module title**

Studyworkshop: Spelling education in heterogeneous learning groups

**Abbreviation**

06-I-FB-Lws-RSch-102-m01

**Module coordinator**

head of studyworkshop of the Institute of Special Education

**Module offered by**

Institute of Special Education

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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

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**Contents**

Overview of the models of spelling acquisition in pupils; detailed insights into selected models; promotion of spelling competencies; peculiarities of German spelling rules; spelling classes for heterogeneous groups; knowledge of the corresponding didactic means

**Intended learning outcomes**

Subject and professional competence in teaching spelling to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means

**Courses**

(type, number of weekly contact hours, language — if other than German)

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. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

**Additional information**

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

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**Contents**

Overview of the models of literacy acquisition; detailed insights into selected models; preschool skills; peculiarities of the German language; literacy acquisition in heterogeneous groups; knowledge of the corresponding didactic means

**Intended learning outcomes**

Subject and professional competence in promoting literacy acquisition in children with and without special educational needs; organisation of learning processes for heterogeneous groups; possibilities of using didactic means

**Courses** (type, number of weekly contact hours, language — if other than German)

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. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

**Additional information**

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

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**Contents**

Overview of different topics of Science and Social Studies; experiments in Science and Social Studies; detailed insights into a selected topic area; inclusive learning in heterogeneous groups; knowledge of the corresponding didactic means; project offers for school groups

**Intended learning outcomes**

Subject and professional competence in teaching science and social studies to children with and without special educational needs; organisation of learning processes for heterogeneous groups; competencies in using didactic means; organisation and implementation of project offers

**Courses**

(type, number of weekly contact hours, language — if other than German)

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) presentation (approx. 30 minutes) with written elaboration (approx. 10 pages) or b) presentation (approx. 30 minutes) with contribution to project

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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**Contents**

Learning in heterogeneous groups; realisation possibilities in fields of action in the context of school; conflict area subject didactics - special educational needs. Analysis and structuring of teaching materials; creating teaching materials; combining theoretical considerations and practical exercises; different forms of open learning for individual and differentiated learning.

**Intended learning outcomes**

Professional competence: The students know possibilities and materials for individualised and differentiated classes. They are able to analyse and organise school and preschool learning areas. They know organisation forms and pedagogical implications of learning in heterogeneous groups. Social competence: The students are able to work in teams, share responsibilities and discuss the presentation of results. Self-competence: The students are able to transfer results of scientific work to school processes, evaluate the use of means in school and evaluate or create learning materials. They are able to present and defend their own work results.

**Courses**

S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

a) presentation (approx. 20 minutes) with written elaboration (approx. 12 pages) or b) presentation of materials (materials and approx. 10 minutes)

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.

**Additional information**

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

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### Module Catalogue for the Subject
Educational Science of Emotional and Behavioral Disorders

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**Contents**

Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

**Intended learning outcomes**

Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

**Courses**

(No information on SWS (weekly contact hours) and course language available)

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**Method of assessment**

(No information on whether module is creditable for bonus)

a) written examination (approx. 45 minutes) or b) presentation (approx. 15 minutes) with written elaboration (approx. 5 pages) or c) presentation (approx. 35 minutes) or d) oral examination of one candidate each (approx. 10 minutes) or e) oral examination in groups (groups of 6, approx. 10 minutes per candidate) or f) term paper (approx. 10 pages)

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

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**Contents**

Principles of open learning; principles of inclusive learning; detailed insights into a selected topic area; evaluation and consideration of learners' prior knowledge; creating and presenting didactic means; implementing didactic plans.

**Intended learning outcomes**

Subject and professional competence in organising and modifying lessons; consideration of learners' prior knowledge; planning of learning processes; planning and creation of didactic material.

**Courses**

S + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

presentation (approx. 40 minutes) with written elaboration (approx. 10 pages)

**Allocation of places**

Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor's and teaching degree subjects) being given preferential consideration.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes) --
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**Contents**

- Criteria of using software; media-didactic principles; subject-didactic connections; implementation into class; selected software

**Intended learning outcomes**

- Subject and professional competence in using software for teaching children with and without special educational needs; ability to evaluate the quality characteristics of software; skills in adapting software to specific requirements

**Courses** (type, number of weekly contact hours, language — if other than German)

- 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)

- presentation (approx. 40 minutes) with written elaboration (approx. 12 pages)

**Allocation of places**

- Number of places: maximum 15. Places will be allocated by lot with students of Sonderpädagogik (Special Education) (both Bachelor’s and teaching degree subjects) being given preferential consideration.

**Additional information**

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

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Module title | Abbreviation
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Theory of and practice in deprived areas (project) | 06-V-ProjsozBP-092-m01

Module coordinator | Module offered by
holder of the Chair of Special Education V | 

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<td>Admission prerequisite to assessment: practical work: participation in project teams.</td>
</tr>
</tbody>
</table>

Duration | Module level | Other prerequisites |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>2 semester</td>
<td>undergraduate</td>
<td></td>
</tr>
</tbody>
</table>

Contents

Selected problems of Education for People with Emotional and Behavioural Disorders, group processes and processes of social learning, violence prevention, intercultural competencies in working with families with a migrant background, alternating prioritisation under the guidance of subject specialists, pedagogical support for children and juveniles from deprived areas; gender- and age-homogeneous youth group work; interest-specific group work with children and juveniles

Intended learning outcomes

The students can independently plan, organise and hold group sessions and are able to apply legal basics such as duty of supervision in practice. They are able to work in a team and acquire leadership skills by independently cooperating with fellow students and by communicating with children and their families (self- and social competence). By combining theory and practice, the students are able to critically evaluate pedagogical theories and learn to scrutinise their own actions.

Courses

<table>
<thead>
<tr>
<th>Type, number of weekly contact hours, language — if other than German</th>
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</thead>
<tbody>
<tr>
<td>S + S + S (no information on SWS (weekly contact hours) and course language available)</td>
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Method of assessment

<table>
<thead>
<tr>
<th>Type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus</th>
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</thead>
<tbody>
<tr>
<td>a) term paper (approx. 10 pages) or b) oral examination in groups of 4 (approx. 20 minutes per group, approx. 5 minutes per candidate)</td>
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</tbody>
</table>

Language of assessment: Usually German. However, the module lecturer(s) or thesis supervisor(s) and examination candidate(s) can also agree upon another language.

Allocation of places

Number of places: maximum 20. Places will be allocated by lot.

Additional information

Referred to in LPO I (examination regulations for teaching-degree programmes)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
<tr>
<td>Intercultural competences</td>
<td>06-Ik-Komp-102-m01</td>
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<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tbody>
<tr>
<td>holder of the Chair of Special Education V</td>
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</tbody>
</table>

### Contents

Principles and theories of intercultural competence, acquisition of basic terms, intercultural communication and conflicts (in theory and practice), intercultural competence training, multifactorial backgrounds of "migration-induced behavioural abnormalities", prevention and intervention measures against racism and xenophobia.

### Intended learning outcomes

The students have basic knowledge of intercultural action and can independently apply theoretical principles of multicultural work in a reflected manner. In doing so, the students develop awareness of the effects of social changes and framework conditions on migrants and of interpersonal relationships and professional work in heterogeneous, intercultural fields of action.

### Courses

S + S (no information on SWS (weekly contact hours) and course language available)

### Method of assessment

a) term paper (approx. 12 pages) or b) presentation (approx. 20 minutes) with written elaboration (approx. 8 pages) or c) written examination (approx. 60 minutes)

### Allocation of places

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### Additional information

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### Referred to in LPO I

( examination regulations for teaching-degree programmes)
### Module title
Intercultural spheres of activities

### Abbreviation
06-Ik-Hf-102-m01

<table>
<thead>
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<tbody>
<tr>
<td>2 semester</td>
<td>undergraduate</td>
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</table>

### Contents
Theoretical basics of integration and acculturation of people with a migrant background as well as biculturally socialised children and juveniles, introduction of multicultural fields of practice and action, especially those relevant to pedagogy, e.g. intercultural education in educational and extracurricular institutions as well as intercultural counselling.

### Intended learning outcomes
The students are aware of potential migration-induced behavioural abnormalities as well as psychosocial stress reactions in migrants and are able to critically think, reflect and independently apply their knowledge in practice. Furthermore, they are able to apply and refine existing concepts.

### Courses
(S + S (no information on SWS (weekly contact hours) and course language available)

<table>
<thead>
<tr>
<th>Method of assessment</th>
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### Allocation of places
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### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)

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<table>
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<td>Education by experience 1</td>
<td>06-V-EPäd1-101-m01</td>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
<td>Admission prerequisite to assessment: attendance (minimum 80%) of courses (lectures excluded).</td>
</tr>
</tbody>
</table>

**Contents**

History of experiential education; psychology of experiencing, sociology of experiencing, neurological contexts, relevant contexts: Perception, reality, development and crisis, body, fantasy, emotion and experiencing, reflexive experience-based learning, experiential education and Special Education, gender issues.

**Intended learning outcomes**

Norms of current discussion; competencies in discussing pedagogical contexts; transferring competence in practice.

**Courses**

S + S (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

a) term paper (approx. 15 pages) or b) essay (approx. 15 pages) or c) oral examination in groups (groups of 4, approx. 5 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)

--
**Module title**

**Education by experience 2 - team leader training**

**Abbreviation**

06-V-EPäd2-101-m01

**Module coordinator**

holder of the Chair of Special Education V

**Module offered by**

ECTS

4

Method of grading

only after succ. compl. of module(s)

(3) successfully completed 06-V-EPäd1

**Duration**

2 semester

**Module level**

undergraduate

**Other prerequisites**

06-V-EPäd2-1S1 has to be taken prior to 06-V-EPäd2-1S2. Admission prerequisite to assessment: attendance (min. 80%) of courses (lectures excluded).

**Contents**

Basic conditions for an experiential-educational field of action; the group as an experiential-educational medium; group work; management tasks; psychology of management; the concept of changes in perception; city bound; working with the "topics"; safety standards; media; methods of reflection; first aid; law; working with metaphors; crisis intervention; planning and implementation of a practice group.

**Intended learning outcomes**

Leading a group (social competence); variable application of different methods; reflection competence; competencies in teamwork.

**Courses**

(type, number of weekly contact hours, language — if other than German)

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) term paper (approx. 15 pages) or b) essay (approx. 15 pages) or c) oral examination in groups (groups of 4, approx. 5 minutes per candidate)

**Allocation of places**

Number of places: maximum 12. Places will be allocated by lot among all students of different specialisations who applied within the registration period.

**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

--
Course-related Teaching Placement in Education for People with Emotional and Behavioral Disorders

(6 ECTS credits)

Students studying for a teaching degree in special education must complete placements pursuant to Section 93 Subsection 1 Nos. 4 and 5 LPO I (examination regulations for teaching-degree programmes). Students who successfully completed the respective modules are awarded ECTS credits that, pursuant to Section 22 Subsection 2 No. 5 Letter f) LPO I (examination regulations for teaching-degree programmes), are a prerequisite for admission to the Erste Staatsprüfung (First State Examination).
<table>
<thead>
<tr>
<th>Module title</th>
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<tr>
<td>Course-related placement 1 in educational science of emotional and behavioral disorders</td>
<td>06-V-Prakt1-102-m01</td>
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**Contents**

The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (mSH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

**Intended learning outcomes**

Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Education for People with Emotional and Behavioural Disorders. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Emotional and Behavioural Disorders. They utilize these competencies to plan, conduct and evaluate teaching attempts.

**Courses**

P (no information on SWS (weekly contact hours) and course language available)

**Method of assessment**

prerequisite for successful completion: regular attendance of placement, participation in mandatory teaching practice, completion of all set tasks

Language of assessment: German, English

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

§ 93 (1) 5. Studienbegleitendes sonderpädagogisches Praktikum
### Module title
Module placement in educational science of emotional and behavioral disorders

### Abbreviation
06-V-Prakt2-102-m01

<table>
<thead>
<tr>
<th>Module coordinator</th>
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<tr>
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<tr>
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<td>Module 06-V-Prakt1 is recommended.</td>
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</table>

### Contents
The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (mSH) and mobile special education services (MSD); classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

### Intended learning outcomes
Self- and social competence: The students are able to discuss and evaluate their own and other students’ teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially subject-specific criteria of Education for People with Emotional and Behavioural Disorders. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Emotional and Behavioural Disorders. They utilize these competencies to plan, conduct and evaluate teaching attempts.

### Courses
(P no information on SWS (weekly contact hours) and course language available)

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)</th>
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<tbody>
<tr>
<td>prerequisite for successful completion: regular attendance of placement, participation in mandatory teaching practice, completion of all set tasks</td>
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<td>Language of assessment: German, English</td>
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### Allocation of places
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### Additional information
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### Referred to in LPO I
(examination regulations for teaching-degree programmes)

§ 93 (1) 4. Sonderpädagogisches Blockpraktikum
Module title

Course-related placement 2 in educational science of emotional and behavioral disorders

Abbreviation

06-V-Prakt3-112-m01

Module coordinator

holder of the Chair of Special Education V

Module offered by

ECTS

Method of grading

Only after succ. compl. of module(s)

2 (not) successfully completed

Duration

Module level

Other prerequisites

1 semester

undergraduate

Contents

The students are introduced to school practice of the individual support focus areas of special-needs schools as well as to practice and special educational organisation of the individual subjects at an early stage. After a period of classroom observation, the students plan their own classes, implement special educational support measures and make multiple teaching attempts. Furthermore, they take on the following tasks: Knowledge of special educational tasks and goals of the curriculum for the individual grades of the respective form of special-needs school including support in preschool institutions; mobile special education assistance (mSH) and mobile special education services (MSD), classroom observations regarding different approaches to achieve learning goals as well as regarding media use and possibilities of monitoring learning progress, determination of special educational needs of individual children and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology.

Intended learning outcomes

Self- and social competence: The students are able to discuss and evaluate their own and other students' teaching plans and attempts in a methodological and critical manner. They make own teaching attempts to test themselves as teachers and therefore develop pedagogical competencies and learn to critically evaluate their own pedagogical actions. Methodological competence: The students are able to independently plan long-term or medium-term lesson stages and to plan, carry out and critically evaluate classes according to technical, subject-didactic, general and special educational criteria, especially criteria of Education for People with Emotional and Behavioural Disorders. Subject and professional competence: In the lectures on didactics, the students have acquired knowledge of general didactics, instructional psychology and didactic approaches and methods of Education for People with Emotional and Behavioural Disorders. They utilize these competencies to plan, conduct and evaluate teaching attempts.

Methods of assessment

(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)

prerequisite for successful completion: regular attendance of placement, participation in mandatory teaching practice, completion of all set tasks

Language of assessment: German, English

Allocation of places

Additional information

Referred to in LPO I

§ 93 (1) 5. Studienbegleitendes sonderpädagogisches Praktikum