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: 2020
Responsible: Faculty of Human Sciences
Responsible: Institute of Special Education
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Abbreviations used


Term: \textit{SS} = summer semester, \textit{WS} = winter semester

Methods of grading: \textit{NUM} = numerical grade, \textit{B/NB} = (not) successfully completed

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

Other: \textit{A} = thesis, \textit{LV} = course(s), \textit{PL} = assessment(s), \textit{TN} = participants, \textit{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:

\textbf{LASPO2015}

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

\textbf{23-Sep-2020 (2020-64)}

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.
Compulsory Courses
(90 ECTS credits)
Heil- und sonderpädagogische Grundlagen
(20 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Abbreviation</th>
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<tbody>
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<td>Special Education as a Science</td>
<td>06-I-SoWi-202-m01</td>
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<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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<td>1 semester</td>
<td>undergraduate</td>
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### Contents

History, theories, institutions and subareas of Special Education, including Inclusion. Overview of the manifold and complex fields of action of Special Education in preschool, school and school age and adulthood.

### Intended learning outcomes

Theoretical knowledge of the whole field of Special Education in an overview. Knowledge of Special Education practice on all levels.

### Courses

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

V (2) + V (2)

### Method of assessment

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

1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
§ 95 I Nr. 1
§ 96 I Nr. 1
§ 100 I Nr. 1
Module title: Basic questions of child and adolescent psychiatry

Abbreviation: 06-I-KJP-202-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: 2 semester

Module level: undergraduate

Other prerequisites: --

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 (2) + V (2)

Method of assessment:
1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) 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:
§ 22 II Nr. 4 i)
§ 95 I Nr. 1
§ 100 I Nr. 1
Module title: Sociology of special needs education
Abbreviation: 06-I-Soz-202-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

2.2.1 Sociology of special needs education (06-I-Soz-221)
(e.g. social differentiation of society (e.g. milieus and lifestyle groups), individual and group (e.g. the results of research on attitude, peer pressure and compliance, prejudices and stereotypes))

2.2.2 Sociological questions of special needs education (06-I-Soz-222)
(e.g. interaction in and between groups with impaired and not impaired people (also in relation to current political topics))

Intended learning outcomes

- Knowledge of central theories, terminology, practical methods and techniques of sociology as a reference sciences of special needs education;
- Understanding of structures and connections within communities and living spaces of disabled and not disabled people;
- Extension of the own view of disability / impairment and developing a position of heterogeneity / integration and inclusion;
- into the research of living together in a society or in a community.

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

V (2) + S (1)

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

Creditable for bonus

Allocation of places

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Additional information

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

§ 22 II Nr. 4 i)
§ 95 I Nr. 1
§ 96 I Nr. 1
§ 97 I Nr. 4
§ 100 I Nr. 1
# Module Catalogue for the Subject Educational Science of Emotional and Behavioral Disorders

## LA Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2020)

### Module title

| Introduction to the philosophy of science and methods | Abbreviation | 06-I-WiMe-202-m01 |

### Module coordinator

| Managing Director of the Institute of Special Education | Module offered by | Institute of Special Education |

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<td>1 semester</td>
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## Contents

Special Education as an academic discipline; subject and purpose of science and scientificity; theory and theory building; 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 basics, methodology and principles of scientific work in research and practice -- also based on specific problems and topics of special educational theory, empirical research and practice.

## Intended learning outcomes

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 (2) + S (1) |

## Method of assessment

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

1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus

## Allocation of places

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## Additional information

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

| § 95 I Nr. 2 |
| § 96 I Nr. 2 |
| § 98a I Nr. 2 |
| § 100 I Nr. 1 |
Pädagogik bei Verhaltensstörungen (einschließlich Förderdiagnostik)
(25 ECTS credits)
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<td>holder of the Chair of Education of behavioral disorder</td>
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**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), inclusion and exclusion in contexts of emotional and behavioural disorders.

**Intended learning outcomes**

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

**Courses**

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<th>(type, number of weekly contact hours, language — if other than German)</th>
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<td>V (2) + S (1)</td>
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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)

written examination (approx. 60 minutes)

creditable for bonus

**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 I Nr. 2
§ 109 I Nr.1
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<td>Introduction to educational science of emotional and behavioral disorders 2</td>
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### 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 behavioral disorders in children, juveniles and adults 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

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### Method of assessment

- written examination (approx. 60 minutes)
- creditable for bonus

### 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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<td>Counseling in special needs education</td>
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**Contents**

Communication theories, interaction and group dynamics, psychological basics of special educational counseling, 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** (type, number of weekly contact hours, language — if other than German)

V (2) + S (1)

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

1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes) creditable for bonus

**Allocation of places**

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**Additional information**

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

§ 95 I Nr. 2
§ 96 I Nr. 2
§ 98a I Nr. 4
§ 99 I Nr. 4
§ 100 I Nr. 2
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<td>Theory of education in the context of emotional and behavioral disorders</td>
<td>06-V-Terz-VQ-202-m01</td>
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### 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

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

S (2) + S (1)

### Method of assessment

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

1) term paper (approx. 15 pages) or
2) encyclopedia contribution (approx. 10 pages) or
3) portfolio (approx. 25 pages)

creditable for bonus

### 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 I Nr. 2
§ 109 I Nr. 1
Module title
Theory and praxis of education in the context of emotional and behavioral disorders

Abbreviation
06-V-TPErz-V-202-m01

Module coordinator
holder of the Chair of Education of behavioral disorder

Module offered by

ECTS
5

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

Duration
1 semester

Module level
undergraduate

Other prerequisites

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. pedagogical action; goal levels and competencies; 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
(type, number of weekly contact hours, language — if other than German)
S (2) + S (1)

Method of assessment
(type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
2) term paper (approx. 15 pages) or
3) screencast (20 to 30 hours total)
creditable for bonus

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 I Nr. 2
Didaktik der Pädagogik bei Verhaltensstörungen (einschließlich Förderdiagnostik)
(25 ECTS credits)
<table>
<thead>
<tr>
<th>Module title</th>
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<tbody>
<tr>
<td>Emotional and behavioral disorders: didactics 1</td>
<td>06-V-Did1-V-202-m01</td>
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<thead>
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<tr>
<td>holder of the Chair of Education of behavioral disorder</td>
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<td>1 semester</td>
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</table>

**Contents**

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**

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

S (2) + S (1)

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

1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
2) screencast (20 to 30 hours total) or
3) term paper (approx. 15 pages)

creditable for bonus

**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 I Nr. 3
<table>
<thead>
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<td>Emotional and behavioral disorders: didactics 2</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

- (type, number of weekly contact hours, language — if other than German)
  - S (2) + S (1)

### Method of assessment

- (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
  1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
  2) screencast (20 to 30 hours total) or
  3) term paper (approx. 15 pages) creditable for bonus

### 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 I Nr. 3
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<td>Emotional and behavioral disorders: didactics 3</td>
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</table>

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

S (2) + Ü (1)

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

1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
2) scientific poster (20 to 30 hours total) or
3) term paper (approx. 15 pages)

creditable for bonus

**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 I Nr. 3
§ 109 I Nr. 2
Module title

Places of support and concepts of support

Abbreviation: 06-V-FK-V-202-m01

Module coordinator

holder of the Chair of Education of behavioral disorder

Module offered by

holder of the Chair of Education of behavioral disorder

ECTS: 5

Method of grading: numerical grade

Only after succ. compl. of module(s)

Duration: 1 semester

Module level: undergraduate

Other prerequisites: --

Contents

Overview of relevant support concepts in view of behavioural abnormalities; overview of the institutions relevant to Education for People with Emotional and Behavioural Disorders; 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.

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 (2) + S (1)

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

1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
2) scientific poster (20 to 30 hours total) or
3) term paper (approx. 15 pages)
credible for bonus

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 I Nr. 3

LA Sonderpädagogik Educational Science of Emotional and Behavioral Disorders (2020)
JMU Würzburg • generated 17-Jul-2021 • exam. reg. data record Lehramt Sonderpädagogik Pädagogik bei Verhaltensstörungen (vertieft) - 2020
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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 principles 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
(type, number of weekly contact hours, language — if other than German)

S (2) + Ü (1)

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

1) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
2) portfolio (approx. 25 pages) or
3) term paper (approx. 15 pages) creditable for bonus

### Allocation of places
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### Additional information
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### Referred to in LPO 1 (examination regulations for teaching-degree programmes)

§ 100 I Nr. 3
Psychologie und Soziologie bei Verhaltensstörungen
(20 ECTS credits)
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<td>Introduction to psychometrics and standardized tests</td>
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<tr>
<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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</table>

**Contents**

- Basis of diagnostics in Special Education, psychological diagnostics, basics of statistics, quality criteria of (quantitative) investigation and their importance, differentiated diagnostics in Special Education, intelligence theory, diagnostics of school achievement.

**Intended learning outcomes**

- The students know the basics of diagnostics in Special Education, psychological diagnostics, its statistical basis and the quality criteria of (quantitative) investigation. They acquire knowledge about differentiated special education diagnostics, intelligence theory and the diagnostic of school achievement. They learn to reflect their diagnostic approach in Special Education.

**Courses**

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

V (2) + S (1)

**Method of assessment**

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

1) written examination (approx. 60 minutes) or
2) portfolio (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes)

*creditable for bonus*

**Allocation of places**

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**Additional information**

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

§ 95 I Nr. 4
§ 99 I Nr. 2
§ 100 I Nr. 4
Module title
Psychology of emotional and behavioral disorders
Abbreviation
06-V-Psy-VQ-202-m01

Module coordinator
holder of the Chair of Education of behavioral disorder

Module offered by

ECTS
5

Method of grading
numerical grade

Only after succ. compl. of module(s)

Duration
1 semester

Module level
undergraduate

Other prerequisites

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, differential and personality psychology, clinical psychology, social psychology, psychological assessment as well as motivation and emotion; in-depth study of selected 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 psychological knowledge in social contexts (initiated social competence). They have learned to independently improve their psychological knowledge and are able to utilize it to reflect their own personality and actions (self-competence).

Courses (type, number of weekly contact hours, language — if other than German)
V (2) + S (1)

Method of assessment (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 60 minutes) or
2) encyclopedia contribution (approx. 10 pages) or
3) oral examination of one candidate each (approx. 15 minutes)

creditable for bonus

Allocation of places

Additional information

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 100 I Nr. 4
§ 109 I Nr. 1
## Module Catalogue for the Subject
### Educational Science of Emotional and Behavioral Disorders

#### LA Sonderpädagogik

<table>
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<td>Diagnostics of emotional and behavioral disorders</td>
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</table>

### Contents

Diagnostic tasks in the context of behavioural disorders; basic diagnostic approaches of assessment and judgement (person, situation, interaction, perception); approaches and diagnostic techniques in the context of behavioural disorders, especially anamnesis and interview, 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 diagnostic knowledge enables them to judge and to choose relevant diagnostic procedures (professional competence, methodological competence). They are able to deal with diagnostic tasks in a competent and reflective 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

<table>
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<tr>
<th>(type, number of weekly contact hours, language — if other than German)</th>
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<td>S (2) + Ü (1)</td>
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### Method of assessment

1) preparing an assessment of special educational need (approx. 15 pages) or
2) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
3) scientific poster (20 to 30 hours total)

creditable for bonus

### 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 I Nr. 4
### Module title
Counselling in the context of emotional and behavioral disorders

### Abbreviation
06-V-Ber-V-202-m01

### Module coordinator
holder of the Chair of Education of behavioral disorder

### Module offered by

### ECTS
5

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

### Duration
1 semester

### Module level
undergraduate

### Other prerequisites
--

### Contents
Principles of counseling in the context of behavioural disorders: Framework conditions of professional counseling in the context of behavioural disorders, qualifications of the counselor 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 counseling 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 counseling 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 counseling 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
(type, number of weekly contact hours, language — if other than German)

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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)

1) written examination (approx. 60 minutes) or
2) presentation (approx. 45 minutes) with term paper (approx. 10 pages) or
3) scientific poster
creditable for bonus

### 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 I Nr. 4
Course-related Teaching Placement in Education for People with Developmental and Intellectual Disabilities (accompanied study 1) (5 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).
Module title
Course-related internship 1 in educational science of emotional and behavioral disorders
Abbreviation
06-V-Prakt1-V-202-m01

Module coordinator
holder of the Chair of Education of behavioral disorder

Module offered by

ECTS
2

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

(not) successfully completed
--

Duration
1 semester

Module level
undergraduate

Other prerequisites
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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 pupils 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 (type, number of weekly contact hours, language — if other than German)
P (0)

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

Proof of having completed placement (1 to 2 pages)

Allocation of places
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Additional information
Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); Implementation of the tasks and study goals as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes) as specified by placement school.

Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 93 I Nr. 5
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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 pupils 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**

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

P (0)

**Method of assessment**

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

Proof of having completed placement (1 to 2 pages)

**Allocation of places**

--

**Additional information**

Contents and duration of placement as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes); Implementation of the tasks and study goals as specified in Section 93 Subsection 1 No. 5 LPO I (examination regulations for teaching-degree programmes) as specified by placement school.

**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

§ 93 I Nr. 5
School internship in educational science of emotional and behavioural disorders

**Module title**

Abbreviation

06-V-Prakt3-V-202-m01

**Module coordinator**

holder of the Chair of Education of behavioral disorder

**Module offered by**

holder of the Chair of Education of behavioral disorder

**ECTS**

2 (not) successfully completed

**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

--

**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 several multiple teaching attempts. Furthermore, they take on the following tasks: Acquisition of 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 pupils and formulation of diagnosis-oriented education plans; knowledge of possibilities of individual support in the context of pedagogy and psychology; insight in diverse departments in case of complex institutions.

**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**

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

P (0)

**Method of assessment**

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

Proof of having completed placement (1 to 2 pages)

**Allocation of places**

--

**Additional information**

Contents and duration of placement as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes); Implementation of the tasks and study goals as specified in Section 93 Subsection 1 No. 4 LPO I (examination regulations for teaching-degree programmes) as specified by placement school.

**Referred to in LPO I**

§ 93 I Nr. 4
Thesis
(4 ECTS credits)

Students studying for a teaching degree in special education must complete a "aditives Modul". This module is offered by the respective studied special education subject. The module is grouped and the ECTS credits obtained are counted in the subject Erziehungswissenschaften pursuant to Section 10 Subsection 4 LASPO (general academic and examination regulations for teaching-degree programmes).
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<thead>
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<td>Emotional and behavioral disorders: project psychology and educational science</td>
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**Module coordinator**

holder of the Chair of Education of behavioral disorder

**ECTS**

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<th>Duration</th>
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<th>Other prerequisites</th>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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</table>

**Contents**

For a selected topic of pedagogy and/or psychology students review the state of research and theory, develop and examine their own research questions and report their results. 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 an institution in the field is also possible. 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** (type, number of weekly contact hours, language — if other than German)

S (1)

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

1) screencast (20 to 30 hours total) or
2) presentation (approx. 90 minutes) or
3) scientific poster creditable for bonus

**Allocation of places**

--

**Additional information**

--

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

§ 32
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 Developmental and Intellectual Disabilities
(ECTS credits)

(Freier Bereich (general as well as subject-specific electives) -- subject specific)
## Module Catalogue for the Subject

**Educational Science of Emotional and Behavioral Disorders**

### Module title

**Practice-related aspects in Special Education 1**

### Abbreviation

06-I-FB-Anw1-202-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

--

### 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 (1)**

### Method of assessment

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
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**Module coordinator**
Managing Director of the Institute of Special Education

**Module offered by**
Institute of Special Education

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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 (2)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

**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**
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**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 (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)
credible for bonus

**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

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<td>S (1) + S (1)</td>
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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)

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

### Allocation of places

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### Additional information

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

§ 22 II Nr. 4 i)
### 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**

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

| S (1) + S (2) |

**Method of assessment**

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

creditable for bonus

**Allocation of places**

--

**Additional information**

--

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

§ 22 II Nr. 4 i)
### Module Catalogue for the Subject
#### Educational Science of Emotional and Behavioral Disorders

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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 (2) + S (2) |

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages) creditable for bonus

### Allocation of places
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### Additional information
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### Referred to in LPO I (examination regulations for teaching-degree programmes)
§ 22 II Nr. 4 i)
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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)

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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)

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

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

S (2)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

**Allocation of places**

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**Additional information**

--

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

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**Module coordinator**  
Managing Director 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**  
--

### 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 (2)

### Method of assessment

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

1) written examination (approx. 45 minutes) or  
2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or  
3) portfolio (approx. 8 pages)  
creditable for bonus

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

| S (1) + S (1) |

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)
creditable for bonus

**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

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

S (1) + S (2)

### Method of assessment

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
### Module title
Profession-related aspects in Special Education 6

### Abbreviation
06-I-FB-Ber6-202-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 successfully completed module(s)

### 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
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1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

### Creditable for bonus

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

S (1)

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

1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

**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** (type, number of weekly contact hours, language — if other than German)
S (2)

**Method of assessment** (type, scope, language — if other than German, examination offered — if not every semester, information on whether module is creditable for bonus)
1) written examination (approx. 30 minutes) or
2) presentation (approx. 10 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)
credible for bonus

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

S (2)

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

**Allocation of places**

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**Additional information**

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

§ 22 II Nr. 4 i)
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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 (1) + S (1) |

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

1) written examination (approx. 45 minutes) or
2) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
3) portfolio (approx. 8 pages)

creditable for bonus

### 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**

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

S (1) + S (2)

**Method of assessment**

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

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages) creditable for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
### Module title
Research-related aspects in Special Education 6

### Abbreviation
06-I-FB-For6-202-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
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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)

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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)

1) written examination (approx. 60 minutes) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) portfolio (approx. 10 pages)

Creditable for bonus

### 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**

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 (2)

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

1) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) term paper (approx. 15 pages) creditable for bonus

**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**

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 (2) |

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

1) presentation (approx. 15 minutes) with term paper (approx. 5 pages) or
2) written examination (approx. 45 minutes) or
3) term paper (approx. 10 pages) creditable for bonus

**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**

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 (2) |

**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. 15 minutes) with term paper (approx. 5 pages) or written examination (approx. 45 minutes) or term paper (approx. 10 pages) creditable for bonus

**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**

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 (2) |

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

1) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) term paper (approx. 15 pages) creditable for bonus

**Allocation of places**

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**Additional information**

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<tr>
<td>Managing Director of the Institute of Special Education</td>
<td>Institute of Special Education</td>
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<tr>
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<tbody>
<tr>
<td>1 semester</td>
<td>undergraduate</td>
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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 organization 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

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

S (2)

### Method of assessment

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

1) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) term paper (approx. 15 pages)

creditable for bonus

### Allocation of places

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### Additional information

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### Referred to in LPO I

(examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
<table>
<thead>
<tr>
<th>Module title</th>
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<tr>
<td>Studyworkshop: Software in special education</td>
<td>06-I-FB-Lws-Soft-202-m01</td>
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</table>

**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 (2)

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

1) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) term paper (approx. 15 pages)
credible for bonus

**Allocation of places**
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**Additional information**
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(examination regulations for teaching-degree programmes)
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<td>Other prerequisites</td>
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<tr>
<td>Contents</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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<tr>
<td>Intended learning outcomes</td>
<td></td>
</tr>
<tr>
<td>Subject and professional competence in organising and modifying lessons; consideration of learners' prior knowledge; planning of learning processes; planning and creation of didactic material.</td>
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<td>Courses (type, number of weekly contact hours, language — if other than German)</td>
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<tr>
<td>Studyworkshop: Inclusive learning in heterogeneous learning groups</td>
<td>06-I-FB-Lws-GemsU-202-m01</td>
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**Module coordinator**

Managing Director of the Institute of Special Education

**Module offered by**

Institute of Special Education

**ECTS** | **Method of grading** | **Only after succ. compl. of module(s)** |
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**Duration**

1 semester

**Module level**

undergraduate

**Other prerequisites**

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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 (2)

**Method of assessment**

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

1) project (preparing, presentation, conduction and evaluation of student lab, 70-90 hours total) or
2) written examination (approx. 60 minutes) or
3) term paper (approx. 15 pages)

credible for bonus

**Allocation of places**

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**Additional information**

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**Referred to in LPO I**

(examination regulations for teaching-degree programmes)

§ 22 II Nr. 4 i)
## Intercultural competences

### Module title
- **Abbreviation:** 06-Ik-Komp-202-m01

<table>
<thead>
<tr>
<th>Module coordinator</th>
<th>Module offered by</th>
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<tr>
<td>holder of the Chair of Education of behavioral disorder</td>
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<tr>
<td>2 semester</td>
<td>undergraduate</td>
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</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

<table>
<thead>
<tr>
<th>Type, number of weekly contact hours, language — if other than German</th>
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### Method of assessment

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<tbody>
<tr>
<td>1) term paper (approx. 12 pages) or 2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or 3) written examination (approx. 60 minutes) creditable for bonus</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)

§ 22 II Nr. 4 i)
### Module title

**Intercultural spheres of activities**

| Abbreviation | 06-Ik-Hf-202-m01 |

### Module coordinator

holder of the Chair of Education of behavioral disorder

### ECTS

5

### Method of grading

(only) successfully completed

### Duration

2 semester

### Module level

undergraduate

### Other prerequisites

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### 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

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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)

1) term paper (approx. 12 pages) or
2) presentation (approx. 20 minutes) with term paper (approx. 8 pages) or
3) 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)

§ 22 II Nr. 4 i)
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.
<table>
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<td>Thesis in Educational Science of emotional and behavioural disorders</td>
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Courses (type, number of weekly contact hours, language — if other than German)

no courses assigned

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

term paper as specified in Section 29 LPO I (examination regulations for teaching-degree programmes) (approx. 50 pages)
Language of assessment: German; exceptions pursuant to Section 29 Subsection 4 LPO I (examination regulations for teaching-degree programmes)

Allocation of places

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Additional information

Registration for assessment on a continuous basis as agreed upon with supervisor.

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

§ 29