

Basic information about the subject (independent of the cycle)

Module name	Students with specific education needs (SEN) 15CA
Erasmus code	
ISCED code	
Language of instruction	English
Website	
Prerequisites	Basic knowledge in clinical psychology of child
ECTS points hour equivalents	<p>Contact hours (work with an academic teacher) 15</p> <p>Consultations with an academic teacher 15</p> <p>Total number of hours with an academic teacher 30</p> <p>Number of ECTS points with an academic teacher 1</p> <p>Non-contact hours (students' own work) 60</p> <p>Total number of non-contact hours 60</p> <p>Number of ECTS points for non-contact hours 2</p> <p>Total number of ECTS points for the module 3</p>
Educational outcomes verification methods	coursework: ppt on the one topic, chosen from the list by the student, presented to the group for further discussion; specific guidelines will be provided during the course.
Description	<p>The aim of the module is to equipped the students with the knowledge on special education needs in different school environment and educational systems. Groups and types of SEN students, their characteristics and symptoms will be discussed. European and national regulations for education of different types of SEN students will be analysed. Gifted students' place in school environment will be considered. Students will analysed special educational support for dyslexia and dyscalculia pupils. The ADHD students and their SEN school support will be carefully considered. Students will analyse the pupils with learning disabilities' place in mainstream education. They will discussed the educational support and adjustment for the sight and hearing impaired children in the widely available school setting. They will also consider the school and educational support for the movement disabled pupils.</p>
Reading list	<p>1. Blackemore S-J., Frith U. (2005). The Learning Brain. Lessons for Education. London: Blackwell Publishing.</p> <p>2. Carpio C., Amérigo M., Duran M. (2017). Study of an</p>

	<p>inclusive intervention programme in pictorial perception with blind and sighted students. <i>European Journal of Special Needs Education</i>, 32, 4, 525-542.</p> <p>3. Denne L., Hastings R., Pages C. (2017). UK parents' beliefs about applied behaviour analysis as an approach to autism education. <i>European Journal of Special Needs Education</i>, 32, 4, 543-555.</p>
Educational outcomes	<p>KNOWLEDGE - student knows:</p> <ol style="list-style-type: none"> 1.the theoretical background of special education needs 2. the main groups of children with SEN and the European law regulations for their school settings and support in education system. <p>SKILLS - student is able to:</p> <ol style="list-style-type: none"> 1. identify SEN children in primary education 2. implement the knowledge on assessment and intervention into educational practice <p>ATTITUDES - student:</p> <ol style="list-style-type: none"> 1. understands his/her need of self-development in gaining knowledge related to education
Practice	

Information about classes in the cycle

Website	
Educational outcomes verification methods	<p>coursework: ppt on the one topic, chosen from the list by the student, presented to the group for further discussion; specific guidelines will be provided during the course</p>
Comments	Contact: u.oszwa@umcs.pl
Reading list	<ol style="list-style-type: none"> 1. Blackemore S-J., Frith U. (2005). The Learning Brain. Lessons for Education. London: Blackwell Publishing. 2. Carpio C., Amérigo M., Duran M. (2017). Study of an inclusive intervention programme in pictorial perception with blind and sighted students. <i>European Journal of Special Needs Education</i>, 32, 4, 525-542. 3. Denne L., Hastings R., Pages C. (2017). UK parents' beliefs about applied behaviour analysis as an approach to autism education. <i>European Journal of Special Needs Education</i>, 32, 4, 543-555.
Educational outcomes	

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A list of topics	<ol style="list-style-type: none"> 1. Special education needs in different school environment and educational systems. 2. Groups and types of SEN students - characteristics and symptoms. 3. European and national regulations for education of different types of SEN students. 4. Gifted students in school environment. 5. Special educational support for dyslexia and dyscalculia students. 6. ADHD students and their SEN school support. 7. Students with learning disabilities in mainstream education. 8. Educational support and adjustment for the sight impaired students. 9. Students with hearing impairment in widely available school setting. 10. School and educational support for the movement disabled students.
Teaching methods	seminar, group discussion, project, interactive lecture, explanation
Assessment methods	<p>coursework: ppt on the one topic, chosen from the list by the student, presented to the group for further discussion; specific guidelines will be provided during the course</p>