

Course code: ERA-872	Title of the course: Introduction to Special Education in Hungary
<i>Type of the course:</i> lectures and visits	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> mainly English, partly German
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Psychology or Social Work; good command of English and/or German	
<i>Notes:</i> <ul style="list-style-type: none"> • This course is <u>obligatory</u> for all exchange students who don't speak Hungarian! • The credits represent the rate of attendance. • The lectures will be held in one block of 3 weeks in September. The visits will take place primarily also in this period, but some of them may be organised during the semester as well. 	
<i>Instructor – given name and SURNAME:</i> Academic responsibility: Péter ZÁSZKALICZKY, Ph.D. Organiser and contact person: Vanda KATONA, Faculty Erasmus Coordinator	
<i>E-mail address:</i> erasmus@barczy.elte.hu	
<i>Faculty:</i> ELTE Bárczi Gusztáv Faculty of Special Education	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> The aim of the course is to provide exchange students with basic knowledge on the Hungarian society, on the educational system and on educational & rehabilitation services for persons with special needs. Basic issues of Hungarian special educational support are shortly presented in general and in relation to the different areas of disabilities. The lectures and discussions are held by members of the academic staff of the different departments. Additionally, visits to various schools and service centres are organised so that international students could gather some practical experience.	

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New trends in the education of and support for people with SEN modul
Beyond special education modul
Disability studies modul
Therapy and treatment methods modul

New trends in the education of and support for people with SEN modul

Course code: ERA-1024	Title of the course: Communication in Education
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Psychology or Social Work; good command of English	
<i>Instructors – given name and SURNAME:</i> Dr. Ágota, SZEKERES – Éva, PÉNZES	
<i>E-mail address:</i> agota.szekeres@barczy.elte.hu , eva.penzes@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of Hearing Impairment	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> This is a practical course, where we shall analyze communication through role-play, simulation of educational situations, other games and exercises. Topics: <ul style="list-style-type: none"> • communication in education • verbal and nonverbal communication • cooperation • confidence • creative games • development of self-knowledge and self-confidence 	
<i>Teaching and learning methods:</i>	
<i>Compulsory reading:</i>	
<i>Recommended reading:</i>	
<i>Assessment:</i>	

Course code: ERA-1043	Title of the course: Education and Support of Persons with Hearing Impairment
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English

<p><i>How to apply:</i> include this course in your Learning Agreement</p> <p><i>Prerequisites:</i> 30 credits in Special Education or Education or Psychology or Social Work; good command of English</p>
<p><i>Instructors – given name and SURNAME:</i> Ms. Yvonne CSÁNYI, Ph.D.; Ms. Márta ZSOLDOS, Ph.D.; Ms. Andrea PERLUSZ, Ph.D.; Ms. Tünde NÉMETH-BODOR, Ph.D.; Ms. Éva KERESZTESSY</p> <p><i>E-mail address:</i> perlusz@barczy.elte.hu</p>
<p><i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of Hearing Impairment</p> <p><i>The course is offered within the following programme:</i> Erasmus study programme</p>
<p><i>Course contents and learning outcome:</i> The goal of the course is to present the recent diagnostic, methodological and educational issues of the pedagogy of hearing impairment. During of the course, we will process the following topics in an interactive way: early diagnostic methods of hearing impairment, cochlear implantation as a modern way of improving hearing, natural auditory–verbal method in early intervention, special and integrated education of pupils with hearing impairment, dysphasia associated with hearing impairment – diagnostic and therapeutic possibilities.</p>
<p><i>Teaching and learning methods:</i></p>
<p><i>Compulsory reading:</i></p>
<p><i>Recommended reading:</i></p>
<p><i>Assessment:</i></p>

Course code (<i>kurzuskód</i>): ERA-1045 classrooms	Title of the course (<i>kurzuscím</i>): Cooperative structures and differentiation in integrated
Type of the course (<i>kurzus típusa</i>): seminar	Level of the course (<i>szintje</i>): BA / MA
ECTS credits (<i>kreditértéke</i>): 2-4	Language of instruction (<i>oktatás nyelve</i>): English
<i>How to apply (kurzus felvételének módja):</i> Learning Agreement	
<i>Prerequisites (előfeltétel):</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME (<i>oktató – keresztnév és VEZETÉKNÉV</i>):	

Ágota SZEKERES, PhD
E-mail address (<i>e-mailcíme</i>): agota.szekeres@barczy.elte.hu
Faculty and department (<i>kar, tanszék/intézet</i>): ELTE Bárczi Gusztáv Faculty of Special Education, Department of Intellectual Disabilities and Learning Difficulties
The course is offered within the following programme (<i>a kurzus az alábbi képzésben kerül meghirdetésre</i>): international exchange study programme
Course contents and learning outcome (<i>a kurzus tartalma és szakmai célja</i>): <u>Aims:</u> <ul style="list-style-type: none"> • to learn more about the techniques of differentiation, cooperative structures and learning strategies • to observe these methods in classrooms <u>Topics:</u> <ul style="list-style-type: none"> • The theory and the practice of the differentiation • Multiple intelligences, learning strategies • Cooperative techniques • Inclusion strategies in Hungarian schools
Teaching and learning methods (<i>oktatási és tanulási módszerek</i>): individualized work, pair work, group work, institution visit
Compulsory reading (<i>kötelező irodalom</i>): <ul style="list-style-type: none"> • Bellanca, J. (2009): 200+ Active Learning Strategies and Projects for Engaging Students' Multiple Intelligences. Corwin Press, California • Gore, M. C. (2010): Inclusion Strategies for Secondary Classrooms. Corwin Press, California • Heacox, D. (2002): Differentiating Instruction "in the Regular" Classroom: How To Reach and Teach All Learners, Grades 3-12. Free Spirit Publishing, Minneapolis • Mannix, D. (2009): Life Skills Activities for Secondary Students with Special Needs. Jossey-Bass, San Fransisco. • Kagan, S. & M. Kagan (2009): Kagan Cooperative Learning. San Clemente, Kagan Publishing, • Rief, S. F. – Heimburge, J. A. (2006): How to Reach and Teach All Children in the Inclusive Classroom. Jossey-Bass, San Fransisco. • Strichart, S. S. – Mangrum II C. T. (2002): Teaching Learning Strategies and Study Skills to Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs. Allyn and Bacon, Boston
Recommended reading (<i>ajánlott irodalom</i>): <ul style="list-style-type: none"> • Baglieri, S. & Shapiro, A. (2012): Disability Studies and the Inclusive Classroom. Routledge, New York
Assessment (<i>a számonkérés módja</i>): <ul style="list-style-type: none"> • active participation • written assignment

Course code: ERA-1048	Title of the course: Deafblindness: education and rehabilitation aspects	
<i>Type of the course:</i> lecture+practice	<i>Level of the course:</i> BA	<i>ECTS credits:</i> 2-4
	<i>Language of instruction:</i> English	
<i>How to apply:</i>	<i>Prerequisites:</i>	

include this course in your Learning Agreement Psychology or Social Work;	30 credits in Special Education or Education or good command of English
<i>Instructor – given name and SURNAME:</i> Ms. Beáta PRÓNAY; and experts from the field	
<i>E-mail address:</i> pronaybea@gmail.com;	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Psychology of Special Needs	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> Definition – characteristics of the population belonging to this definition, demographics Legislation issues: international – Hungarian Causes (most common) of deafblindness Education, organizations working with the population Assessment, method of observation, trans-disciplinary model Planning Communication intervention addressing devers individual needs Psychological aspects Acquired deafblindness Practice: Visiting organizations working with deafblind individuals. Experiential practice of methods used by the special needs teacher.	
<i>Compulsory reading:</i> - Handouts - M. Riggio, B. McLetchie (2008) Deafblindness: Educational Service Guidelines. Perkins School for the Blind. Watertown, MA, USA. http://www.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf	
<i>Recommended reading:</i> http://nichcy.org/disability/specific/deafblindness	
<i>Assessment:</i> Assignment tasks: learning log, written essay, observation diary.	

Course code: ERA-1061	Title of the course: Motivational Issues in Special Education
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i>	

30 credits in Special Education or Education or Psychology or Social Work; good command of English
<i>Instructor – given name and SURNAME:</i> Ms. Beáta SZENCZI
<i>E-mail address:</i> szenczibea@gmail.com
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of Learning Difficulties and Disabilities
<i>The course is offered within the following programme:</i> Erasmus study programme
<i>Course contents and learning outcome:</i> <u>Aims:</u> The course provides a concise introduction to learning motivation theories, to basic learning motives and their role in the self-regulated learning of students with special educational needs. <u>Topics:</u> <ul style="list-style-type: none"> • Learning motivation and its relationship with school achievement • Motivational styles of SEN students • Self schema and special educational needs • Goal-orientation and classroom goal structures • Inclusion and motivation
<i>Teaching and learning methods:</i> The course comprises of a theoretical and a practical part. Accordingly, teaching and learning methods include presentations, explanations and analyses of research results as well as discussions, analyses of pedagogical situations and video classroom observations.
<i>Assessment:</i> oral presentation and written assignment

Course code: ERA-1062	Title of the course: School-based Strategies to Address the Emotional / Behavioral Issues of Students with Disabilities: Current Practices in the US
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: English
<i>How to apply:</i> Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Dr. Ann Vidolovits-Moore (guest lecturer)	
<i>E-mail address:</i> v-m.ann@t-online.de	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of Learning Difficulties and Disabilities	

The course is offered within the following programme:
international exchange study programme

Description: This course will focus on how behavioral and emotional issues of children with disabilities can be effectively addressed in the schools, including both prevention and intervention strategies. Topics will include: the impact of self-esteem on learning and a wide range of behavioral issues. A social skills training program which focuses on making choices will be presented.

Audience: Students of Pedagogy, Psychology and any other students who are interested in developing skills in the application of behavioral interventions in both educational and other settings.

Format: Seminar (maximum 15 students)

Requirements:

- Class attendance and participation
- Several classroom written assignments
- Reaction paper to be submitted by 02 November 2015
- Power Point Presentation 03 November 2015

Competencies: By the end of the course, the students should demonstrate knowledge of:

the impact of self-esteem and affective issues on school performance;

various systems/programmatic approaches to addressing mental health issues within the schools;

the impact of self-esteem and affective issues on school performance;

various systems/programmatic approaches to addressing mental health issues within the schools;
possible application of various models within their own countries.

Teaching and learning methods:

Videos and presentations, lectures, discussions, and classroom and home assignments.

Compulsory reading:

Handouts to be distributed in class or to be found on the given website

Assessment:

Based on class attendance and participation, several classroom written assignments, and reaction paper and power point

Course code: ERA-1078	Title of the course: Braille and Moon – tactile writings for the blind
Type of the course: lecture / <u>seminar</u>	Level of the course: <u>BA</u> / <u>MA</u>
ECTS credits:	Language of instruction: <u>English</u> / German
How to apply:	

Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Ms. Emese PAJOR	
E-mail address: emese.pajor@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Visual Impairment The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> • Tactile alphabets: - Valentin Haüy's system (in italic style) <ul style="list-style-type: none"> - James Gall's "triangular alphabet," - John Alston's system - Samuel Gridley Howe's Boston Line - New York Point, a system of points invented by William Bell Wait - Elia Chepaitis's ELIA Frame tactile alphabet etc. • Braille reading and writing • Moon reading and writing <u>Aims:</u> The course supplied is for students who want to read and write Braille and Moon on her/his <u>own language</u> . The goal of the seminar is that students can use both tactile systems on their own.	
Teaching and learning methods: Presentation, discussion; lots of practice.	
Compulsory reading: http://www.afb.org (American Foundation for the Blind) Cheadle, B. (1996) (Ed). Future Reflections. <i>The National Federation of the Blind Magazine for Parents and Teachers of Blind Children</i> . (15) 1. https://nfb.org/images/nfb/publications/fr/fr15/issue1/f1501tc.html http://www.moonliteracy.org.uk/whatis.htm	
Recommended reading : see: compulsory reading	
Assessment: Active participation in the seminars. Writing part: writing a short letter or a story in Braille and in Moon Reading part: reading words and sentences in Braille and in Moon	

Course code: ERA-1087	Title of the course: Blindness and rehabilitation.
Type of the course: lecture / <u>seminar</u>	Level of the course: BA / MA
ECTS credits: 2-4	Language of instruction: <u>English</u> / German
How to apply:	

Learning Agreement
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English
Instructor – given name and SURNAME: Beata Pronay
E-mail address: beata.pronay@barczy.elte.hu
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Psychology of Special Needs
The course is offered within the following programme: international exchange study programme
Course contents and learning outcome: Topics: <ul style="list-style-type: none"> • <u>Historical aspects of rehabilitation for those with blindness.</u> • <u>Service provisions for rehabilitation for those with blindness and vision impairment.</u> • <u>Main areas of rehabilitation.</u> • <u>Theoretical aspects and practice of orientation and mobility and activities daily living.</u> • <u>Special aids and modifications.</u> Aims: Introduction to blindness rehabilitation
Teaching and learning methods: 15 contact lessons: lecture, practice 15 individual student preparation: in given topics
Compulsory reading: Blash, B.B.; Welsh, R.L. and Wiener, W.R. (eds.) (1997) <i>Foundations of orientation and mobility</i> (2nd edition). New York AFB Press Ponchillia, P.,E.; Ponchillia, S.V. (1996) <i>Foundations of rehabilitation teaching with people who are blind or visually impaired</i> . New York AFB Press
Recommended reading :
Assessment: Active participation in classes, learning log + presentation and/or essay

Course code: ERA-1090	Title of the course: Dynamic Assessment: Theory and Practice. Paradigms and Practices of Dynamic and Contextual Assessment Systems
Type of the course: lecture / <u>seminar</u>	Level of the course: BA / MA both
ECTS credits: 2-4	Language of instruction: <u>English</u> / German
How to apply:	

<p>Learning Agreement</p> <p>Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English</p>
<p>Instructor – given name and SURNAME: Dr. Krisztina Bohács</p>
<p>E-mail address: bohacs.krisztina@barczy.elte.hu bohacskrisz@gmail.com</p>
<p>Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,</p> <p>The course is offered within the following programme: international exchange study programme</p>
<p>Course contents and learning outcome:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Assessment of students with retarded performance raises several theoretical and pragmatic questions. Challenges in the assessment of the low-performing child. • Comparison of static and dynamic testing procedures. • Dynamic Assessment Systems -- Theory • Types of DA systems (eg. Tzuriel's Cognitive Assessment Battery) • How to transfer DA results into the rehabilitation procedure (cognitive and behavioural modifications) <p><u>Aims:</u> Students are going to learn about dynamic assessment – which prove to be a more and more modern way of evaluating actual zone of development with tools to plan the intervention in a molecular and dynamic way.</p>
<p>Teaching and learning methods: Videos and lots of simulations with DA tools.</p>
<p>Compulsory reading:</p> <p>Kozulin, A. (2014). Dynamic Assessment in Search of Its Identity. In: A. Yasnitsky, R. Veer & M. Ferrari (Eds.), <i>The Cambridge Handbook of Cultural-Historical Psychology</i>. Cambridge: Cambridge University Press. 126-147.</p> <p>Lebeer, J., Birta-Székely, N., Demeter, K., Partanen, P., Bohács, K., Dawson, L., & Sonnesyn, G. (2011). Problematic Issues in Assessment. In: J. Lebeer, A. Candeias, & L. Gracio (Eds.), <i>With a Different Glance. Dynamic Assessment of Functioning of Children Oriented at Development and Inclusive Learning</i>. Antwerpen-Apeldoorn: Garant. 19-29.</p>
<p>Recommended reading :</p>
<p>Assessment: Home assignments</p>

Beyond special education modul

Course code: ERA-1049	Title of the course: Cognitive Development
Type of the course: Lecture	Level of the course: MA
ECTS credits: 5-7	Language of instruction: English
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Zoltán Jakab	
E-mail address: jakab.zoltan@barczi.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Psychology of Special Needs	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> (1) Perceptual development, Overview (2) Piaget's view of cognitive development, and Vygotsky's critique (3) The development of attention, memory, and problem solving (4) Language acquisition (5) Mentalization: early development of the self and social understanding (6) Theories of concepts in psychology (7) Fodor's paradox – what does it take to <i>learn</i> a concept? (8) Non-referring concepts, pretence and fiction (9) More on perceptual development, I: Sight restoration after early blindness (10) More on perceptual development II: The development of color vision (11) Core cognition and numerical cognition (12) The development of introspection and privileged access <u>Aims:</u> to provide a comprehensive (although brief) overview of the main topics in developmental psychology, and to look at some specific issues deeper (perceptual and conceptual development; the development of social understanding)	
Teaching and learning methods: Lecturing and discussion in class; help in writing a term paper (choosing topic; suggesting readings; reviewing drafts).	
Compulsory reading: Carey, S. (2009). <i>The Origin of Concepts</i> , Oxford University Press, Chs 4, 8.	

<p>Mitchell, P., Teucher, U., Bemmett, M., Ziegler, F., Wyton, R. (2009). Do Children Start Out Thinking They Don't Know Their Own Minds? <i>Mind and Language</i>, 24 (3) 328-346.</p> <p>Kovács I. (ed.): Visual integration: development and impairments, Akadémiai Kiadó, 2004, 59-84</p> <p>Peter Carruthers (2011). The opacity of mind, Oxford University Press, Chs 1-3</p> <p>David R. Shaffer (2009). Developmental Psychology: <i>Childhood and Adolescence</i>, Cengage Learning; chapters to be specified later</p>
<p>Recommended reading:</p> <p>Knut Nordby: What Is This Thing You Call Color: Can a Totally Color-Blind Person Know about Color? In Torin Alter & Sven Walter (eds.) (2007): <i>Phenomenal concepts and Phenomenal Knowledge</i> Oxford University Press</p> <p>Cosmides L., Tooby, J. (2000). Consider the Source: The Evolution of Adaptations for Decoupling and Metarepresentation, in Dan Sperber (ed.): <i>Metarepresentations – A Multidisciplinary Perspective</i>, Oxford University Press, Oxford</p> <p>DeVilliers, J., G, DeVilliers, P., A. (2003). Language for Thought: Coming to Understand False Beliefs, in: Dedre Gentner and Susan Goldin-Meadow (ed.) <i>Language in Mind</i>, Cambridge Mass. MIT Press</p> <p>Flavell, J., Green, F., L., Flavell, E., R., Lin, N., T. (1999). Development of Children's Knowledge about Unconsciousness, <i>Child Development</i>, 70 (2) 396-412.</p> <p>Hulme, S., Mitchell, P., Wood, D. (2003). Six-year-olds' difficulties handling handling intensional contexts, <i>Cognition</i>, 87, 73-99</p> <p>Gergely, G. (2002). The development of understanding self and agency. (pp. 26-46) In U. Goshwami (Ed.) <i>Blackwell Handbook of Childhood Cognitive Development</i>, Oxford: Blackwell.</p> <p>Leslie, A. (1994). Pretending and believing: issues in the theory of ToMM, <i>Cognition</i>, 50, 211-238</p> <p>Leslie, A. (2000). How to Acquire a Representational Theory of Mind, in Dan Sperber (ed.): <i>Metarepresentations – A Multidisciplinary Perspective</i>, Oxford University Press, Oxford</p> <p>Leslie, A. (2000). "Theory of Mind" as a Mechanism of Selective Attention. In Michael S. Gazzaniga (ed.), <i>The New Cognitive Neurosciences</i>, Cambridge Mass. MIT Press</p> <p>Leslie, A. (2002). Pretense and Representaion Revisited, in Nancy L. Stein, Patricia J. Bauer, Mitchell Rabinowitz (ed.): <i>Representation, Memory and Development – Essays in Honor of Jean Mandler</i>, Lawrence Erlbaum Associates, Mahwah, NJ, London</p>
<p>Assessment:</p> <p>Term paper on a topic related to the course material</p>

Course code:	Title of the course:
ERA-1089	Environmental modifications
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 2-4	Language of instruction: English
How to apply: Learning Agreement	
Prerequisites:	

30 credits in Special Education or Education or Social Work or Psychology; good command of English
Instructor – given name and SURNAME: Beáta Prónay and Judit Gombás
E-mail address: pronaybea@gmail.com ; gombas.judit@gmail.com
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Psychology of Special Needs and Department of Visual Impairment
The course is offered within the following programme: international exchange study programme
Course contents and learning outcome <u>Topics:</u> <ul style="list-style-type: none"> • Theoretical background of accessibility (empowerment, self-advocacy) and introduction to Universal Design, Design for All, etc. • Legislation and equal opportunities, internationally and in Hungary. • Principals of designing and developing tactile maps, useful equipments for daily living activities: analysis and demonstration, examples of good and not good signage • Good practices in accessible exhibitions and public transportation • Definition, aim, principles and levels of modification • Adaptation of the learning environment • Adaptation of the learning material (enlarging, tactile, the English Braille Gr.I.) • Optical and electronic devices • Verbal description and narration <u>Aims:</u> <ul style="list-style-type: none"> • To achieve basic knowledge on the use of environmental modification for persons with visual impairment - theory • To gain competencies in how to adapt the physical and info-communication environment for persons with visual impairment - practical experience
Teaching and learning methods: <ul style="list-style-type: none"> • Interactive lectures, practical work under blindfold and low vision simulation, pairwork, teamwork with cooperative and project methods
Compulsory reading: <ul style="list-style-type: none"> • http://www.independentliving.org/docs3/stileng.html • B.L.Bentzen: Orientation aids; Environmental accessibility In: Blasch, B. – Wiener W. - Welsh, R. – (1997): Foundations of Orientation and Mobility, p. 284- 356. New York, AFB • Arter, C.: The Primary School Child. In: Mason, H. – McCall, S. (2001): Visual Impairment, p. 97-109. London, David Fulton Publishers • Bennett, D.: Low vision devices for children and young people with a visual impairment. In: Mason, H. – McCall, S. (2001): Visual Impairment, p. 64-75. London, David Fulton Publishers •
Recommended reading (<i>ajánlott irodalom</i>): <ul style="list-style-type: none"> • Rex, E. – Koenig, A. – Wormsley, D. – Baker R. (1994): Foundations of Braille Literacy AFB, New York p. 5-33. • http://www.worldofinclusion.com/res/internat/Inclusion_Empowerment.pdf • http://www.independentliving.org/ratzka.html

Assessment:

- Log-book – personal reflection
- Presentation of the project work in team
- Resume on an optional article on this topic
- Photo documentation and written analysis of a given environment

Course code: ERA-1077	Title of the course: Using digital technologies in assessment, support and education in disabilities
Type of the course: seminar	Level of the course: BA/MA
ECTS credits: 2-4	Language of instruction: English
How to apply: Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Dr. Miklós Gyóri associate professor, director of institute	
E-mail address: gyorimiklos@elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Physical Disabilities	
The course is offered within the following programme: international exchange study programme	
<p>The aim of the course is to give an introduction to the most important concepts, methods and trends in using digital technologies for the purpose of assessment, support and/or education in case of people with disabilities, with a special emphasis on the evidence-based ways of development and application of these technologies.</p> <p>As the field is broad and keeps developing swiftly, we'll focus partly on the key concepts partly on important examples. From among disabilities autism spectrum conditions, intellectual disability (learning disability in UK terminology) and visual impairments will give the main foci.</p> <p>As a learning outcome, students who fulfill course requirement are expected to understand the key pros and cons about using digital technologies in in assessment, support and education in disabilities;</p> <p>how evidence-based practices in innovation and application can reduce risks and maximise benefits;</p> <p>what are the main current trends in digital technological innovations in these fields.</p> <p>Main topics will be organised around the three points above.</p>	
Teaching and learning methods: presentations, own reading	
Compulsory reading:	

<ul style="list-style-type: none"> • J. Mintz, M. Gyori, M. Aagaard, eds, 2012, Touching the Future Tech for Autism? Lessons from the HANDS Project. (Volume 15 in Ambient Intelligence and Smart Environments series.) Amsterdam: IOS Press. • + selected journal papers, depending on group interest.
Recommended reading:
Assessment: Requirements for the credits: active participation in the seminars an oral presentation of a paper (in one of the seminars) + submission of presentation files a written presentation of a paper (by the end of the semester).

Course code ERA-1079 : Title of the course: Recreation, Leisure and free time Activities in the Lives of Persons with Disabilities	
Type of the course: seminar	Level of the course: BA/MA
ECTS credits: 2-4	Language of instruction: English
How to apply: Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Judit Gombás	
E-mail address: gombas.judit@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education The course is offered within the following programme: international exchange study programme	
During the course students get a deeper understanding of the concepts of recreation and leisure and brainstorm on how participation levels among individuals with disabilities can be increased. Students are provided the fundamentals of theory, creative tasks and also a visit to an adapted sport session. Topics: <ul style="list-style-type: none"> - Recreation/leisure, legislative background - Overall benefits of recreation and particular advantages for individuals with disabilities - Non-disabled volunteers' role in promoting participation for their disabled peers in recreation and leisure activities - Guidelines of accessibility - Hands-on experience: adapting theatre/cinema/museum visits - Outdoor activities: hiking/sport activities 	
Teaching and learning methods:	

theory, 'own experience' via simulation, observation.

Compulsory reading:

Peniston L. C. (1998): Developing Recreation Skills in Persons with Learning Disabilities. Selected excerpts, Sagamore Publishing

<http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities>.

Packer J., Vizenor K., Miele J. (2015): A. An Overview of Video Description: History, Benefits and Guidelines. Journal of Visual Impairment & Blindness. March-April 2015, 93.

Mandell J. (2013): The circle of Inclusion. American Theatre. May/June 2013, vol. 30, issue 5, p66-69.

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Recommended reading:

Assessment:

active participation in the seminars

oral presentation

Disability studies modul

Course code: ERA-1054	Title of the course: Fundamentals of Disability Studies
Type of the course: Lecture/seminar	Level of the course: BA/MA
ECTS credits: 5-7	Language of instruction: English
How to apply: Learning Agreement Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: György KÖNCZEI, PhD and the members of Disability Studies Doctoral Workshop	
E-mail address: konczeigyorgy@yahoo.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Research Group for Vocational Rehabilitation The course is offered within the following program: international exchange study program	
Course contents and learning outcome: <u>Topics</u> (examples): 1-2 Introduction + The Question of Power: the History of Disability; Könczei 3-4 Disability Memoir; Maria Flamich & Rita Hoffmann 5-6 Music and Disability; Maria Flamich + Disability in Fiction; Rita Hoffmann 7-8 Paradigms: Disability Studies (DS), Feminist Disability Studies (FDS), Critical Disability Studies (CDS); Epistemology, ontologies, methodologies, research ethics; + Inclusive research: Katalin Heiszer 9-10 The phenomenon and experience of disability through the lens of cultural anthropology; Zsuzsanna Kunt + Sociology and DS; Vanda Katona 11-12 Is there a pathway for the Discipline of Law from a Traditional toward a Radical Way of Thinking? I. Administrative and Social law issues of disability. Is there a pathway for the Discipline of Law from a Traditional toward a Radical Way of Thinking? II. Civil and Labor Law issues of disability. Nora Jakab & Istvan Hoffman & Sandor Gurbai 13-14 Student's & Tutor's Conference: Presentations on behalf of the students. <u>Aims:</u> understanding the questions, the view and research problems those one of the newest discipline of critical social science works with.	
Teaching and learning methods: The course embraces a variety of teaching and offers range of learning methods. Lectures held by the instructors (and potentially by students), class discussions, analyses of textual, visual and audible resources, team works and debates are core methods of the dissemination. Since the course is held by different instructors these methods are altered and extended by the choice of the actual instructor and by the preference of students. These teaching and learning manners aim to initiate the permanent discourse among the participants of the class.	
Reading list (all or almost all items of this list will be available in an electronic format): 1 Disability History Touring Exhibit (Students will visit it in person) + Konczei on the history of disability 2 3 Disability Memoir: Couser, G. Thomas (2009) Signifying Bodies - Disability in Contemporary Life. Writing; 1. Introduction: The Some Body Memoir. The University of Michigan. Press. pp.1-15. Greally, Lucy (1994) Autobiography of a Face. Boston: Houghton Mifflin Company. Karinthy, Frigyes (Release date: 2008) A Journey Round My Skull. New York Review Books Classics. Excerpts. 4 Disability in Fiction: Couser, G. Thomas (2009) Signifying Bodies - Disability in Contemporary Life. Writing; 2.Paradigms Cost: Disability and Cultural Representations. The University of Michigan Press. pp16-30.	

Bronte, Charlotte: Jane Eyre (Excerpt) In: Thompson Ibrahim, Christy (ed.) 2011 An Anthology of Disability Literature. Carolina Academic Press. Durham, North Carolina. pp181-215.
Cabr , Jaume (2009) Winter Journey (Translated by Patricia Lunn) - Ballad. Swan Isle Press, Chicago. Pp. 112-115.

Music and Disability:

Straus, Joseph N. (2011) Extraordinary Measures. Oxford University Press. Introduction. pp3-15.

Chapter 1. Composers With Disabilities and the Critical Reception of Their Music. pp15-45

5 Law:

Dhanda, Amita (2007): Legal Capacity in the Disability Rights Convention: Stranglehold of the past or Lodestar for the future? Syracuse J. Int'l L. & Com., (34), 429-462.

I Hoffman, G Konczi 2010. Legal Regulations relating to the Passive and Active Legal Capacity of Persons with Intellectual and Psychosocial Disabilities in Light of the Convention on the Rights of Persons with Disabilities and the Impending Reform of the Hungarian Civil code

<http://scholar.google.hu/scholar?oi=bibs&hl=hu&cluster=10999592718653697582&btnI=Lucky>. *LA Int'l & Comp. L. Rev.*, 2010, 143)

J. Rehman: International Human Rights Law, Harlow: Pearson 2010, pp. 600-640.6

7-8 Will be provided a bit later

9-10 Sociology and DS:

Campen, Cretien; Iedema, Jurjen (2007): Are persons with physical disabilities who participate in society healthier and happier? Structural equation modelling of objective participation and subjective well-being. *Quality of Life Research*. May2007, Vol. 16 Issue 4, p635-645. 11p. 8 Charts, 1 Graph. DOI: 10.1007/s11136-006-9147-3.

Goodley, Dan (2011): *Society: Sociological Disability Studies In Goodley, Dan: Disability Studies. An Interdisciplinarity Introduction*. Sage, London. 48- 65.

Janus, L. Alexander (2009): Disability and the transition to adulthood. *Social Forces* 88 (1) 99-120.

Kanter, Arlene S., *The Law: What's Disability Studies Got to Do with it or An Introduction to Disability Legal Studies* (April 25, 2011). *Columbia Human Rights Law Review*, Vol. 42, No. 2, Winter 2011. [p://www3.law.columbia.edu/hrlr/hrlr_journal/42.2/Kanter.pdf](http://www3.law.columbia.edu/hrlr/hrlr_journal/42.2/Kanter.pdf)

11 Kasnitz, Devva and Shuttleworth Russell. P. (2001) Introduction: Anthropology in Disability Studies. *Disability Studies Quarterly* Vol.21 No.3. <http://dsq-sds.org/article/view/289/327>

Goodley, D. 2011. *Disability Studies. An Interdisciplinary Introduction*. London, Sage, 157-176

Albrecht, Gary L. (2005) *Encyclopedia of Disability*. Chicago, University of Illinois; "Disability Culture"

Course requirements:

Assessment in the course is based primarily on a *research paper* **and** on an *oral presentation* depending on the students' choice. Beyond developing a paper or a presentation students are required to read the compulsory texts and to contribute to the class with active co-thinking and regular participation.

Research paper

Students are requested to choose a 'question', a 'problem' or a 'theme' introduced and discussed in the class and encouraged to consult with the responsible instructor to gain access to further resources regarding their chosen field. The paper should be 8-10 pages long, double spaces, 12-pt font, Times New Roman, 1.5 inch margin on the sides.

It can be written individually or by a team of two students.

Oral presentation

Students who choose to hold an oral presentation are required to prepare and present a 'question', a 'problem' or a 'theme' from the content of the course in front of the class. They are encouraged to consult with the actual instructor to gain deeper insight concerning their interest. A presentation should not take more than 20 minutes, multimedia devices can be used.

The presentation should be developed individually or by a team of two students. Each presentation is complemented with a short (4-5 min.) critical reflection by a fellow student.

BUT there will be changes in the description!

Course code: ERA-1055 Lernschwierigkeiten	Title of the course: Selbstbestimmung und Empowerment bei Menschen mit
Type of the course: seminar	Level of the course: BA and MA
ECTS credits: 5-7	Language of instruction: German
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of German	
Instructor – given name and SURNAME: Ms. Anikó SÁNDOR	
E-mail address: sandoraniko0411@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Learning Difficulties and Intellectual Disabilities	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> • Einblick in die Vielfalt der Begriffe und Definitionen (Selbstbestimmung, Empowerment, Self-Advocacy, Autonomie, Unabhängigkeit usw.) • Geschichte der Self-Advocacy und Empowerment Bewegungen. • Konzeptionen zur Selbstbestimmung. • Selbstbestimmung von Menschen mit einem hohen Unterstützungsbedarf. • Theorie und Praxis der Unterstützten Entscheidungsfindung (Supported Decision Making). • Pädagogische Möglichkeiten der Förderung von Selbstbestimmungsfähigkeiten. • Die veränderte Rolle der Pädagogen, Selbstbestimmung unterstützende Assistenzformen. <u>Aims:</u> Das Kennenlernen von Theorie und Praxis der Selbstbestimmung, aus verschiedenen Perspektiven; kritische Selbstreflexion der eigenen Rolle als Pädagoge	
Teaching and learning methods: discursive seminars	
Compulsory reading: Theunissen, Georg (2009): Empowerment und Inklusion behinderter Menschen. Lambertus Freiburg. Wehmeyer, Michael L. (2005): Self-Determination and Individuals with Severe Disabilities: Re-examining Meanings and Misinterpretations. <i>Research and Practice for Persons with Severe Disabilities</i> , 30/3, 113-120.	
Recommended reading: Carey, Allison C. (2011): On the margins of citizenship. Intellectual Disability and Civil Rights in Twentieth-Century America. Temple University Press.	

Weingärtner, Christian (2009): Schwer geistig behindert und selbstbestimmt. Eine Orientierung für die Praxis. Lambertus, Freiburg

Assessment:

active participation and an oral presentation

5 credits: aktive Teilnahme

6 credits: Vortrag in Gruppen

7 credits: Verschriftlichung des Vortrags

Course code: ERA-1086 **Title of the course: Reaching equality via universal design**

Type of the course:

lecture / seminar

Level of the course:

BA / MA

ECTS credits:

2-4

Language of instruction:

English / German

How to apply:

Learning Agreement

Prerequisites:

30 credits in Special Education or Education or Social Work or Psychology;
good command of English

Instructor – given name and SURNAME:

Orsolya Mikola dr. jur.

E-mail address:

orsolya.mikola@gmail.com

Faculty and department:

ELTE Bárczi Gusztáv Faculty of Special Education,

The course is offered within the following program:

international exchange study program

Course contents and learning outcome:

Topics:

- Disability and Human Rights
- The UN Convention on the Rights of Persons with Disabilities and its Paradigm Shift
- Equality models
- Discrimination
- 'Protected grounds'
- Reasonable accommodation/adjustment and its perspective
- Universal design and its perspective
- International regulation and the principle of equality
- Legal regulation of reasonable accommodation and universal design
- 'Good practice' and 'what we can do'

Aims:

Putting the concept of 'disability' in a human rights context, we are going to analyze the questions of equality, focusing on the possible role of universal design and of reasonable accommodation.

I. Theoretical ground. Human rights system, antidiscrimination law and equality.

II. Legal background and practical application of the reasonable accommodation and universal design.
III. 'Good practice', possible solutions.

The aim of the course is the improvement of the critical way of thinking and the realization of possible solution in connection with reasonable accommodation and universal design.

Teaching and learning methods:

Students are required to read the materials before each class. Lectures are held by the instructor, class discussions, analyses of textual, visual and audible resources, team works and debates are core methods.

Compulsory reading:

1. UN General Assembly, Convention on the Rights of Persons with Disabilities: resolution / adopted by the General Assembly, 24 January 2007, A/RES/61/106 <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
2. Hoffman, István – Konczi, Gyorgy (2010) Legal Regulations relating to the Passive and Active Legal Capacity of Persons with Intellectual and Psychosocial Disabilities in Light of the Convention on the Rights of Persons with Disabilities and the Impending Reform of the Hungarian Civil code *LA Int'l & Comp. L. Rev.*, 143 <http://scholar.google.hu/scholar?oi=bibs&hl=hu&cluster=10999592718653697582&btnI=Lucky>
3. Lawson, Anna: *Disability and Equality Law in Britain – The Role of Reasonable Adjustment* Oxford, Portland, Oregon, Hart Publishing. 2008. 15-62. <http://libgen.io/ads.php?md5=289233047DE08618612F0DAEE1CAC3DC>
4. Traustadóttir, Rannveig: Disability Studies, the Social Model of Legal Developments In: Oddny Mjöll – Quinn, Gerard (ed.): *The United Nations Convention on the Rights of Persons with Disabilities: European and Scandinavian perspectives*. Leiden, Martinus Nijhoff, 2009. 3-16.
5. Mark Bell: *Anti-Discrimination Law and the European Union*, Oxford University Press, 2002.
6. Janet E. Lord – Rebecca Brown: *The Role of Reasonable Accommodation in Securing Substantive Equality for Persons with Disabilities: The UN Convention on the Rights of Persons with Disabilities* In Marcia H. Rioux – Lee Ann Bassler – Melinda Jones (ed.): *Critical Perspectives on Human Rights and Disability Policy*. The Hague, Martinus Nijhoff, 2011.
7. MDAC: Three disability 'firsts' in a European Court of Human Rights Case. 2009. június 2. Internetes elérhetőség: <http://www.mdac.info/en/news/three-disability-%E2%80%98firsts%E2%80%99-european-court-human-rights-case>
8. Disability Rights: EU and the Ratification of the UN Convention on the Rights of Persons with Disabilities. Press Release. MEMO/10/198. http://europa.eu/rapid/press-release_MEMO-10-198_en.htm?locale=en
9. C-335/11 és C-337/11. sz. egyesített ügyek. *Jette Ring nevében eljáró HK Danmark kontra Dansk almennyttigt Boligselskab és Lone Skouboe Werge kontra Dansk Arbejdsgiverforening képviselőtében Pro Display A-S*. 2013. április 11-én hozott ítélet. [ECLI:EU:C:2013:222] <http://curia.europa.eu/juris/document/document.jsf?jsessionid=9ea7d2dc30d5bff297ff3c924d8aa1c081a12c3f055a.e34KaxiLc3qMb40Rch0SaxyKbN90?text=&docid=136161&pageIndex=0&doclang=HU&mode=lst&dir=&occ=first&part=1&cid=559330>

Recommended reading :

- European Union Agency for Fundamental Rights: Handbook on European non-discrimination law. Council of Europe, 2010. http://fra.europa.eu/sites/default/files/fra_uploads/1510-FRA-CASE-LAW-HANDBOOK_EN.pdf
- Waddington, Lisa: When it is Reasonable for Europeans to be Confused: Understanding When a Disability Accommodation is "Reasonable" from a Comparative Perspective. *Comparative Labor Law and Policy* Vol. 29. No. 3. (2008) 318., 333.
- Stein, Michael Ashley – Lord, Janet E.: Monitoring the Convention on the Rights of Persons with Disabilities: Innovations, Lost Opportunities, and Future Potential. *Human Rights Quarterly*. Vol. 32 No. 689. (2010) 18.

- Quinn, Gerard: Closing: Next Steps -Towards a United Nations Treaty on the Rights of Persons with Disabilities, In: Peter David Blanck (ed.): *Disability Rights*. Burlington, VT: Ashgate Pub., 2005. 519, 541.

Assessment:

Students are required to read the materials before each class. Assessment is based on in-class contribution (50% - 30% participation, 20% presentation), and the final seminar paper (50% - 2500 words).

Therapy and treatment methods modul

Course code: ERA-1066	Title of the course: Drama in Education
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Psychology or Social Work; good command of English	
<i>Instructor – given name and SURNAME:</i> Mr. Géza Máté NOVÁK	
<i>E-mail address:</i> mate.geza.novak@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of General Studies in Special Education	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> Try to show an interactive way of teaching/learning, discover drama in education as an active, creative, productive learning process; it stimulates and provokes thinking through a story and practices. What is the goal of drama curriculum regarding to skills, teaching/learning methods, and roles of (drama) teacher? How can we deal with problems in special education using dramatic forms and how can we link it with art methods? <i>The possibilities of this drama course:</i> We use 'learning through actions' in our workshops. Partnership, Protection and Participation – are the frame of drama work. Drama must have a role in enhancing the helpful attitude of peers and group. Drama can be an effective and powerful tool if it is used to ask questions about the quality of relationships at the school. Find principles for working in drama with students with special needs.	
<i>Compulsory reading:</i> <ul style="list-style-type: none"> • BOLTON, GAVIN (1988): <i>Acting in Classroom Drama – a critical analysis</i>. University of Central England, 1998. • BOAL, AUGUSTO. (1979, 2000): <i>Theatre of the Oppressed</i>. Pluto Press, London. • KEMPE, ANDY (Ed.) (1996): <i>Drama Education and Special Needs</i>, Stanley Thornes (Publishers) Ltd., pp. 130-154. • PRENTKI, T. & PRESTON, S. (EDS.) (2009): <i>The Applied Theatre Reader</i>. London and New York: Routledge. pp: 7-17; 28-33; 41-47; 94-100; 200-217 • NOVÁK GÉZA MÁTÉ (2011): <i>The Effect of Drama on Teenagers' Value Orientation: a Theatre in Education Project in the Hungarian Classroom</i>. Practice and Theory in Systems of Education, Volume 6 Number 1 2011, pp: 27-38. 	
<i>Assessment:</i> ECTS criterion of Drama in education (2-4)	

2 ECTS: reflective diary writing;
 3 ECTS: reflective diary writing AND drama booklet writing in pair using the course experiences;
 4 ECTS: reflective diary writing; drama booklet writing in pair using the course experiences AND short presentation by leading the learnt drama exercises in the group.

Course code: ERA-1067	Title of the course: Puppenspieltherapie
Type of the course: seminar	Level of the course: BA
ECTS credits: 4	Language of instruction: German
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of German	
Instructor – given name and SURNAME: Gabriella, PAPP PhD	
E-mail address: gabriella.papp@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Learning Disability	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> • Therapie für Kinder • Kunsttherapie • Die Sonne in der Kinderzeichnung, Sonnentest • Bildsprache der Märchen • Puppenspieltherapie nach Käthy Wütrich <u>Aims:</u> Einführung in die Puppenspieltherapie	
Teaching and learning methods: Referat, Puppenspiel, Figurenherstellung, kooperative Arbeit	
Compulsory reading: <ul style="list-style-type: none"> • Iten, Andreas: Die Sonne in der Kinderzeichnung und ihre psychologische Bedeutung Verlag H. R. Balmert, Zug, 1974. • Gauda, Gudrun: Therapie für Kinder. Wann ist sie sinnvoll, wie läuft sie ab, welche Kosten entstehen? Ein Ratgeber für Eltern. Kösel, München 1994. • Wütrich, Käthy – Gauda, Gudrun: Botschaften der Kinderseite. Puppenspiel als Schlüssel zum Verständnis unserer Kinder. Kösel, München 1990. 	

Recommended reading:
<ul style="list-style-type: none"> • Rambert, L., Madeleine: Das Puppenspiel in der Kinderpsychotherapie. Ernst Reinhardt Verlag München Basel, 1988. • Friedel, L.: Bildsprache der Märchen. Urachhaus, Stuttgart, 2003.
Assessment:
Teilnehmen an der Kontaktstunde, Portfolio zusammenstellen

Course code: ERA-1068	Title of the course: Ergänzende Fördermaßnahmen bei Menschen mit geistiger Behinderung
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: German
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of german	
Instructor – given name and SURNAME: Ms. Betty BARTHEL	
E-mail address: barthel@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Intellectual Disabilities	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> • Ganzheitliches, erlebnisorientiertes Unterricht mit Elementen der Motopädagogik, der psychomotorischen Förderung. Wandern und Orientierungsübungen als Freizeit- und Förderprogramm. • Die "Grundaufbauende Therapie"; ein Förderprogramm auf motorischer Basis. Es wird bei verschiedenen Lernstörungen erfolgreich eingesetzt Laut Erfahrungen der TherapeutInnen kann es auch in der Förderung einiger - vor allem die Kommunikationsfähigkeit treffende - Teilleistungen bei Kindern mit geistiger Behinderung mit gutem Erfolg als indirekte Vorgehensweise eingesetzt werden. • Tanz als Mittel im (Sport)Unterricht. • Weitere Initiativen in Ungarn: theoretische Grundlagen der Neurohabilitation, der Pető-Methode <u>Aims:</u> Präsentieren Fördermaßnahmen, die vor allem in Ungarn entwickelt wurden und verbreitet sind; Anregung zum Thema „anders“ fördern.	
Teaching and learning methods: Presentation and discussion; practice	

Compulsory reading:

Recommended reading:

Developmental Pedagogy: <http://www.matsuishi-lab.org/developmentalpedagogy.pdf>

Assessment: Referat; aktive Teilnahme