

Course code: F_EN23-2009 behavioural problems	Title of the course: New empirical findings on general learning disabilities and behavioural problems
Type of the course: lecture	Level of the course: BA / MA
ECTS credits: 7	Language of instruction: English
<p>How to apply:</p> <ul style="list-style-type: none"> • For any international/exchange students: Please, add this course to your Online Learning Agreement and to your e-learning system (Neptun) • For any Hungarian students: Please, add this course to your Neptun <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:</p> <p>Beáta, SZENCZI-VELKEY, PhD Ágota, SZEKERES, PhD Kornélia, PONGRÁCZ, PhD Melinda, SZENTPÉTERY-NAGY Éva, BANK</p>	
<p>E-mail address: szenczi.beata@barczy.elte.hu</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"> • current practices and approaches of involving special needs students in large-scale educational assessments • the social integration of children with MID in general education classrooms • behaviour management • Roma people in special education <p><u>Aims:</u> The aim of the course is to provide an overview on some of the most current research topics and empirical findings concerning the education and development of children with general learning disabilities and behavioural problems. The course comprises of the introduction of five individual research programs that investigate different aspects of special education. As the individual research programs use various research methods and design, students will also get an introduction to the different techniques of empirical research in the field of special education.</p>	
<p>Teaching and learning methods: Teaching and learning methods include presentations, explanations and analyses of research results.</p>	
<p>Compulsory reading:</p> <ul style="list-style-type: none"> • Szekeres Ágota (2011): Social integration of children children with mild intellectual disabilities in 4th, 5th and 6th grade primary schools, Thesis, ELTE-PPK, Budapest http://pszichologia.phd.elte.hu/vedesek/tezisfuzet_Szekeres_angol.pdf 	

- Dolan, R. P. and Hall, T. E. (2001). "Universal Design for Learning: Implications for Large-Scale Assessment." *IDA Perspectives* 27(4): 22-25.
- etc.

Recommended reading:

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Assessment:

written assignment