Course code: ERA-872

Title of the course: Introduction to Special Education in Hungary

Type of the course: lectures and visits

Level of the course: BA and MA

ECTS credits: 2-4

Language of instruction: mainly English, partly German

How to apply:
include this course in your Learning Agreement

Prerequisites:
30 credits in Special Education or Education or Psychology or Social Work;
good command of English and/or German

Notes:
- This course is obligatory 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.

Instructor – given name and Surname:
Academic responsibility: Péter ZÁSZKALICZKY, Ph.D.
Organiser and contact person: Vanda KATONA, Faculty Erasmus Coordinator

E-mail address:
erasmus@barczi.elte.hu

Faculty:
ELTE Bárczi Gusztáv Faculty of Special Education

The course is offered within the following programme:
Erasmus study programme

Course contents and learning outcome:
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.

4 moduls:

- New trends in the education of and support for people with SEN modul
- Beyond special education modul
- Disability studies modul
- Methods in Intervention
New trends in the education of and support for people with SEN modul

<table>
<thead>
<tr>
<th>Course code:</th>
<th>Title of the course:</th>
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<tbody>
<tr>
<td>ERA-1048</td>
<td>Deafblindness: education and rehabilitation aspects</td>
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<thead>
<tr>
<th>Type of the course:</th>
<th>Level of the course:</th>
<th>ECTS credits:</th>
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<tr>
<td>lecture+practice</td>
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<tr>
<th>How to apply:</th>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>include this course in your Learning Agreement</td>
<td>30 credits in Special Education or Education or</td>
</tr>
<tr>
<td>Psychology or Social Work;</td>
<td>good command of English</td>
</tr>
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</table>

**Instructor – given name and SURNAME:**
Ms. Beáta PRÓNAY; and experts from the field

**E-mail address:**
pronaybea@gmail.com;

**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:**
Erasmus study programme

**Course contents and learning outcome:**
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.

**Compulsory reading:**
- Handouts

**Recommended reading:**
[http://nichcy.org/disability/specific/deafblindness](http://nichcy.org/disability/specific/deafblindness)

**Assessment:**
Assignment tasks: learning log, written essay, observation diary.
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<tr>
<th>Course code:</th>
<th>ERA-1046</th>
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<tbody>
<tr>
<td>Title of the course:</td>
<td>New empirical findings on general learning disabilities and behavioural problems</td>
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<table>
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<tr>
<th>Type of the course:</th>
<th>Level of the course:</th>
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<tbody>
<tr>
<td>lecture</td>
<td>BA / MA</td>
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<th>Language of instruction:</th>
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<tr>
<td>5-7</td>
<td>English</td>
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</table>

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:
Ágota, SZEKERES, PhD
Krisztina, STEFANIK, PhD
Márta, VARGA-MOLNÁR, PhD
Beáta, SZENCZI-VELKEY, PhD
Éva, HÖFFLER-PÉNZES
Anett, NAGY
Judit, KEREKI
Anita, VIRÁNYI

E-mail address:
agota.szekeres@barczi.elte.hu

Faculty and department:
ELTE Bárczi Gusztáv Faculty of Special Education, Department of Intellectual Disabilities and Learning Difficulties, Department of Psychopedagogy

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

Course contents and learning outcome:
Topics:
- Chronic illness and learning disability in childhood
- Executive function, figurative language and learning disability
- Learning and reading motivation of children with and without LD
- ICT and special education
- Social integration of children with mild intellectual disabilities in primary schools

Aims: 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 eight individual research programs
that investigate different aspects of special education. Therefore, as a result of the course design, by the end of the semester, students will gain insight into:

- the different type of chronic pediatric problems that have consequences in mental development, learn methods of biopsychosocial rehabilitation of children with chronic illness and their families
- the most important concepts, the difficulties and the development of executive functions and figurative language among children with learning disability
- the most important concepts and theories of learning and reading motivation and the characteristics of reading motivation among children with and without learning disabilities

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.

**Teaching and learning methods:**
Teaching and learning methods include presentations, explanations and analyses of research results.

**Compulsory reading:**


**Recommended reading:**


**Assessment:**
written assignment
## Course code: ERA-1049

### Title of the course: Cognitive Development

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<th>Type of the course:</th>
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<tr>
<td>Lecture</td>
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<tr>
<td>5-7</td>
<td>English</td>
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</table>

### 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:

#### Topics:

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 learn 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

#### Aims:

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:

Recommended reading:


Peter Carruthers (2011). The opacity of mind, Oxford University Press, Chs 1-3

David R. Shaffer (2009). Developmental Psychology: Childhood and Adolescence, Cengage Learning; chapters to be specified later


Assessment:

Term paper on a topic related to the course material

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<tr>
<th>Course code:</th>
<th>ERA-1064</th>
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<tbody>
<tr>
<td>Title of the course:</td>
<td>Introduction to Rehabilitation Medicine</td>
</tr>
<tr>
<td>Type of the course:</td>
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<tr>
<td>Level of the course:</td>
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<td>Language of instruction:</td>
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<td>How to apply:</td>
<td>Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration</td>
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<td>Prerequisites:</td>
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</table>
30 credits in Special Education or Education or Social Work or Psychology; good command of English

Instructor – given name and SURNAME:
Lajos, KULLMANN Dr. habil.

E-mail address:
lajos.kullmann@barczi.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

Course contents and learning outcome:

**Topics:**
- Characteristics of PRM, the PRM team, competences of team members
- Assessment in PRM: 1) body functions and structures – 2) activities and participation – 3) environmental factors – 4) quality of life
- Problem oriented rehabilitation plan
- Selected therapeutic methods in PRM: 1) Physiotherapy – 2) Occupational therapy – 3) Provision with assistive products – 4) Brief introduction to additional therapeutic interventions
- Legal aspects, financing and services provision in PRM
- International trends; quality and efficiency

**Aims:**
- To get acquainted with the International Classification of Functioning Disability and Health (ICF), to become able to interpret the three dimensions of human life, additionally based on practicing to develop skills in recognising problem areas both in functioning and in the environment.
- To get acquainted with the concept of quality of life and develop attitudes recognising its importance.
- To learn selected methods of physical and rehabilitation medicine (PRM), and the competence of the relevant team members, to become able of participating in the PRM team, to initiate actions, develop rehabilitation plans and co-operate within the team.
- To get familiar with the institutional background of PRM, with its legal environment, and with the international trends of development.

Teaching and learning methods:
presentations, own reading, case histories,

**Compulsory reading:**

**Recommended reading:**

**Assessment:** essay on selected topics (if unsuccessful oral examination)
According to the choice of the study group: written essay chosen from selected topics (after return to home country) or oral examination (before 12th December)
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:
- 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:

<table>
<thead>
<tr>
<th>Recommended reading:</th>
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<tbody>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>active participation in the seminars</td>
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<tr>
<td>oral presentation</td>
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Disability studies modul

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<tr>
<th>Course code:</th>
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<tbody>
<tr>
<td>ERA-1054</td>
<td>Fundamentals of Disability Studies</td>
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<td>Lecture/seminar</td>
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<th>Prerequisites:</th>
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<tr>
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<tr>
<td>good command of English</td>
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<thead>
<tr>
<th>Instructor – given name and SURNAME:</th>
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<tbody>
<tr>
<td>György KÖNCZEI, PhD and the members of Disability Studies Doctoral Workshop</td>
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<table>
<thead>
<tr>
<th>E-mail address:</th>
<th><a href="mailto:konczeigyorgy@yahoo.com">konczeigyorgy@yahoo.com</a></th>
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<tr>
<th>Faculty and department:</th>
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<tr>
<td>ELTE Bárczi Gusztáv Faculty of Special Education, Research Group for Vocational Rehabilitation</td>
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<tr>
<th>The course is offered within the following program:</th>
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<tr>
<td>international exchange study program</td>
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<tr>
<th>Course contents and learning outcome:</th>
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<tbody>
<tr>
<td>Topics (examples):</td>
<td></td>
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<tr>
<td>1-2 Introduction + The Question of Power: the History of Disability; Kőnczei</td>
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<tr>
<td>3-4 Disability Memoir; Maria Flamich &amp; Rita Hoffmann</td>
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<tr>
<td>5-6 Music and Disability; Maria Flamich + Disability in Fiction; Rita Hoffmann</td>
<td></td>
</tr>
<tr>
<td>7-8 Paradigms: Disability Studies (DS), Feminist Disability Studies (FDS), Critical Disability Studies (CDS); Epistemology, ontologies, methodologies, research ethics; + Inclusive research: Katalin Heiszer</td>
<td></td>
</tr>
<tr>
<td>9-10 The phenomenon and experience of disability through the lens of cultural anthropology; Zsuzsanna Kunt + Sociology and DS; Vanda Katona</td>
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<tr>
<td>13-14 Student’s &amp; Tutor’s Conference: Presentations on behalf of the students.</td>
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<table>
<thead>
<tr>
<th>Aims:</th>
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<tr>
<td>understanding the questions, the view and research problems those one of the newest discipline of critical social science works with.</td>
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<tr>
<th>Teaching and learning methods:</th>
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<tbody>
<tr>
<td>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.</td>
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<tr>
<th>Reading list (all or almost all items of this list will be available in an electronic format):</th>
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<tbody>
<tr>
<td>1 Disability History Touring Exhibit (Students will visit it in person) + Konczei on the history of disability</td>
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<td>2</td>
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<tr>
<td>3 Disability Memoir:</td>
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<tr>
<td>4 Disability in Fiction:</td>
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</table>
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 in 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!
<table>
<thead>
<tr>
<th><strong>Course code:</strong></th>
<th><strong>Title of the course:</strong></th>
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<tbody>
<tr>
<td>ERA-1095</td>
<td>Disability in Fiction, Disability in Music and Disability as An introduction to Cultural Disability Studies</td>
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<tr>
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<th><strong>Level of the course:</strong></th>
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<tr>
<td>lecture / seminar</td>
<td>BA / MA</td>
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<th><strong>Language of instruction:</strong></th>
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<tr>
<td>2.4</td>
<td>English / German</td>
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</table>

**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:**
Maria FLAMICH, Rita HOFFMANN

**E-mail address:**
flamich.maria@gmail.com
hoffmann.mariarita@gmail.com

**Faculty and department:**
ELTE Bárczi Gusztáv Faculty of Special Education,

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

**Course contents and learning outcome:**

**Topics:**

1. Introducing disability studies, critical disability studies, cultural disability studies: the theoretical background
2. Mis/understanding, mis/interpreting disability: disability in various cultures: models and submodels of disability
3. Disability-related stereotypes
4. Disability in fairy tales
5. Disability in fiction
6. Disability in music
7. Disability memoir and disability memoir in music
8. Ethics of life-writing
9. Performing disability versus performing and disability
10. Disability and Theater
11. Accessible Arts
12. Disability in the Media
13. Humor and disability
14. A course-ending conference: students oral presentations
Aims: we designed and aimed the course to provide a deeper understanding of the diverse nature of disability and its effects on dis/abled people’s lives. We will analyze and discuss questions and possibilities of social inclusion through sharpening your critical thinking skills of disability in fiction and disability described as lived experience.

Teaching and learning methods:
Lecture, seminar: discussion, project work, video

Compulsory reading:


Supplied by the instructors

Recommended reading:
Supplied by the instructors

Assessment:
Assignments will include a short (5-8 page) critical essay and an oral individual or group presentation or project work.

Course code: ERA-1096
Title of the course: Die Darstellung der historischen Entwicklung der Behinderung in den großen Religionen

Type of the course: lecture / seminar
Level of the course: BA / MA

ECTS credits: 5-7
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 (German)

Instructor – given name and SURNAME:
Dr. Berzsenyi Emese (Ph.D.)

E-mail address:
emese@berzsenyi.com

Faculty and department:
ELTE Bárczi Gusztáv Faculty of Special Education,
The course is offered within the following programme:

international exchange study programme

Course contents and learning outcome:

Topics:

My topic is 'The representation of the historical development of the situation for women, children and persons with disabilities in major religions'; I explore the history of disability from the perspective of a historian of religion. I examine the history of disability as a historian of religion, in the context of social sciences and religious studies and in light of the different cultures of civilizations influenced by major religions. Disability History has only become a stand-alone discipline in the recent years. Even though the topic has been examined in many different ways, it was always subjected to the values and interests of other disciplines. This led to the fact that nowadays crucial fragments of the topic can be found in almost any discipline yet little, if any, attempt was made to collect and unite these fragments into cohesive works. Due to my research at the University of Vienna I mainly focus on German literature.

Aims:

In most cases, disability history was written by those experts who are in some ways connected to the different fields of disability science. The religious aspects of disability history are generally examined by experts adept in the teachings of a chosen religion. And they, either because of personal or scientific drive, are able to fuse together these different kinds of expertise in their person. All of these are exceptionally valuable works; many of them explore the chosen topic with painstaking attention to detail and with scientific professionalism. Departing from these viewpoints, as a historian of religion I want to show disability history from a different perspective in my thesis, focusing on comparison. Knowing full well that I cannot immerse myself in every detail, I still wish to illustrate, as thoroughly as possible, how major religions handled disability and what they taught, said and preached about. As my focus is on comparison, based on the available sources I attempt to follow the crucial characteristics of disabilities from prehistoric roots to nowadays still valid teachings.

Teaching and learning methods:


Recommended reading:


Assessment:
### Methods in Intervention modul

<table>
<thead>
<tr>
<th>Course code:</th>
<th>Title of the course:</th>
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<tbody>
<tr>
<td>ERA-1066</td>
<td>Drama in Education</td>
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<th>Type of the course:</th>
<th>Level of the course:</th>
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<tr>
<td>seminar</td>
<td>BA and MA</td>
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<tr>
<th>ECTS credits:</th>
<th>Language of instruction:</th>
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<td>2-4</td>
<td>English</td>
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**How to apply:**
include this course in your Learning Agreement

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

**Instructor – given name and SURNAME:**
Mr. Géza Máté NOVÁK

**E-mail address:**
mate.geza.novak@gmail.com

**Faculty and department:**
ELTE Bárczi Gusztáv Faculty of Special Education, Department of General Studies in Special Education

**The course is offered within the following programme:**
Erasmus study programme

**Course contents and learning outcome:**
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?

**The possibilities of this drama course:**
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.

**Compulsory reading:**

**Assessment:**
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.

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<th>Course code:</th>
<th>Title of the course:</th>
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<tr>
<td>ERA-1068</td>
<td>Ergänzende Fördermaßnahmen bei Menschen mit geistiger Behinderung</td>
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</tbody>
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| Type of the course: |
| seminar |

| ECTS credits: |
| 5-7 |

| Level of the course: |
| BA / MA |

| 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@barczi.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:
Topics:
- 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

Aims: 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:

Assessment: Referat; aktive Teilnahme