

SCHOOL OF EDUCATIONAL SCIENCES AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY AND SOCIAL WORK

(CIP file- Classification of instructional programs)

Course title:	Children with Special Educational Needs
Course code:	DLSPS502
Type of course:	Compulsory
Level of course:	Master (2 nd Cycle)
Year / Semester of study:	1 st / 1 st
Name of lecturer(s):	Dr. Nataly Loizidou Ieridou
A number of ECTS credits allocated:	10
Course Objectives	<p>The content of the course concerns the study of the characteristics of children with the most frequent special educational needs, such as children with mental disabilities, developmental disorders in the autistic spectrum, sensory impairments, that is, impairments-blind, with hearing impairments-deaf, motor difficulties and, with speech and language problems. Students become familiar with the definition and basic characteristics of children with special needs, as well as with the causes, frequency, and diagnostic criteria of each disorder/disability/difficulty.</p> <p>This course will present and analyze the special characteristics of people with sensory problems, movement problems, speech and language problems, cognitive problems, behavioral problems, mental disorders, and behavioral problems.</p> <p>For each disorder/difficulty/disability, a historical overview of society's attitude towards people with disabilities will be given, and a comparative presentation of terms and definitions in the international bibliography related to each disorder/disability/difficulty. Accordingly, a reference to the causes and diagnostic criteria of each disorder follows, with a relevant presentation concerning the most modern DSM.</p>
Learning outcomes of the course unit:	<p>This course focuses on familiarizing students with the different forms of special needs so that they can then be better able to undertake the part of inclusive pedagogy and differential approaches to special education. The course consists of thematic modules dealing with the causes, diagnosis, and, clinical picture of children with: sensory problems (vision and hearing), motor coordination problems and motor disabilities, mental retardation and syndromes affecting the cognitive development of the individual, pervasive developmental disorders, attention deficit disorder with/without hyperactivity, specific learning difficulties, mental disorders, speech and language</p>

	<p>disorders, multiple disabilities, etc. The course aims to impart appropriate knowledge regarding children with special educational needs. Emphasis will be placed on understanding each disorder/disability/difficulty in the context of the medical, psychological, and pedagogical model that has influenced and shaped the education of these individuals to follow the elaboration of contemporary trends and educational principles governing their education in subsequent courses.</p> <p>After completing the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Define the terms children with special educational needs and children with special educational needs. 2. Compare legislative frameworks concerning the education of children with special needs 3. Compare definitions historically presented concerning the following disabilities, disorders, syndromes 4. Evaluate the characteristics and difficulties of children who fall under the following themes: <ul style="list-style-type: none"> A Sensory Problems: Vision and Hearing Problems and known conditions of the visual and auditory systems that cause sensory problems and the characteristics of children with sensory problems. B Motor coordination problems, as well as the consequences of cerebral palsy and the various types of motor disabilities. C Mental retardation, and the levels of mental retardation, measurement of mental age, etc. D Down Syndrome as well as Williams Syndrome. E Pervasive developmental disorders (autism spectrum) F Attention Deficit Disorder: ADHD - ADHD G Gifted / Talented Children H Communication problems: Speech and language I Emotional and Behavioural Difficulties 		
Prerequisites:	None	Co-requisites:	None
Course contents:	<p>The content of the course concerns the study of the characteristics of children with the most common special educational needs, such as children with mental retardation, pervasive developmental disorders (autism spectrum), with visual-blindness, with hearing-deafness, motor difficulties, and with speech and language problems. Students become familiar with the definition and basic characteristics of children with special needs and the causes, prevalence, and diagnostic criteria for each disorder/disability/disability.</p> <p>This course will elaborate on and analyze the unique characteristics of individuals with sensory impairments, movement problems, speech and language problems, cognitive problems, behavioral problems, mental disorders, and behavioral problems. For each disorder/disability, a historical</p>		

	<p>review of society's attitude towards people with disabilities will be given and a comparative presentation of terms and definitions in the international literature related to each disorder/disability will be given. This is followed by a reference to each disorder's causes and diagnostic criteria with a relevant presentation relating to the most recent DSM.</p> <p>Students become familiar with the definition and basic characteristics of children with special educational needs/ special characteristics, as well as the causes, frequency, and diagnostic criteria of each disorder/disability/difficulty. This module will elaborate and analyze the specific characteristics of individuals with sensory, movement, speech, language, cognitive, behavioral, mental, and behavioral problems. For each disorder/difficulty/disability, a historical review of society's attitude towards people with disabilities will be given, and a comparative presentation of terms and definitions in the international literature related to each disorder/disability/difficulty. Accordingly, there follows a reference to each disorder's causes and diagnostic criteria with a relevant presentation relating to the most up-to-date Diagnostic Statistical Manual of the American Society.</p> <p>This thematic section focuses on familiarizing students with the different forms of special educational needs so that they can then better undertake the part of inclusive pedagogy and differential approaches to special education. The course consists of thematic modules dealing with causes, diagnosis, and characteristics of children with: sensory difficulties (vision and hearing), motor coordination problems and motor disabilities, mental retardation and syndromes affecting the cognitive development of the individual, autistic spectrum disorders, attention deficit disorder with/without hyperactivity, specific learning difficulties, mental disorders, speech, and language disorders, multiple disabilities, etc.</p>
<p>Recommended and/or required reading:</p>	<ul style="list-style-type: none"> • Martin, A., Sperling, A., & Newton, K. (2020). Handbook of Educational Psychology and Students with Special Needs. Routledge. • Hallberg, U. & Klinberg, G. (2023). Children with special needs: An overview of knowledge on disability. Springer. • McGindley, V. & Alexander, M. (2018). Parents and Families of Students With Special Needs: Collaborating Across the Age Span. Sage Publications. • Ο Περί Αγωγής και Εκπαίδευσης Παιδιών με Ειδικές Ανάγκες Νόμος. (1999, 28 Ιουλίου). <i>Επίσημη Εφημερίδα της Δημοκρατίας, Παρ. Ι(Ι) Αρ. 3340, Ν. 113(1)/ 1999, 338-350.</i> • Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων (2008). Εκπαιδευτικός νόμος για την Ειδική Αγωγή και την Εκπαίδευση Ατόμων με Αναπηρία ή με Ειδικές Εκπαιδευτικές Ανάγκες (Υπ' Αριθμ. 3699, ΦΕΚ Α' §§ 199-1-37). Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων. • Kirk, S., Gallaher, J. & Coleman, M. R. (2021). Εκπαιδεύοντας παιδιά

με ιδιαιτερότητες. Υπορία Εκδόσεις ΕΠΕ.

- Στασινός, Δ. (2016). Η Ειδική Εκπαίδευση 2020 Plus. Εκδόσεις: Παπαζήση.
- Heward, W. L. (2011). Παιδιά με ειδικές ανάγκες. Μια εισαγωγή στην ειδική εκπαίδευση. (Επιστημονική Επιμέλεια: Δαβάζογλου και Κόκκινος). Αθήνα: Εκδόσεις Τόπος.
- Διακήρυξη της Σαλαμάνκα και Πλαίσιο Δράσης για την Εκπαίδευση Ατόμων με Ειδικές Ανάγκες
- Στασινός, Δ. (2016). Η Ειδική Εκπαίδευση 2020 Plus. Εκδόσεις: Παπαζήση.
- Πολυχρονοπούλου-Ζαχαρογεώργα, Σ. (2012). Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες. Ιδιωτική Έκδοση. Διαθέσιμο στο http://paroutsas.jmc.gr/spec_ag.htm . «Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες»
- Αδαμόπουλος, Π. (2002). Δυσλεξία. Εκδόσεις: Σαββάλας.
- Reid, G. (2003). Δυσλεξία (βοηθητικό εγχειρίδιο). Εκδότης: Παρισιάνου Α.Ε.
- Σκουνητή, Μ., Αϋφαντή Ε. (2010). Δυσλεξία στην πράξη, Δοκιμάκης Εκδόσεις.
- Κουρκούτας, Η. (2011). Προβλήματα συμπεριφοράς στα παιδιά: Παρεμβάσεις στο πλαίσιο της οικογένειας και του σχολείου. Αθήνα: Τόπος
- Κουρκούτας, Η., Μαμαλίκου, Μ. & Κομματά. Μ. (2013). Παρεμβάσεις για εξωτερικευμένα προβλήματα συμπεριφοράς σε συνδυασμό με παρεμβάσεις για τη σχολική-μαθησιακή ποστήριξη. Στο Η. Κουρκούτας & Θ. Θάνος (Επιστ. Επιμ.). Σχολική Βία και Παραβατικότητα: Ψυχολογικές, Κοινωνιολογικές Παιδαγωγικές διαστάσεις. Ενταξιακές παρεμβάσεις (σ. 263-236). Αθήνα: Τόπος.
- Συριοπούλου, Δ. (2017). Εκπαίδευση και ειδική αγωγή ατόμων με διαταραχή φάσματος αυτισμού. Εκδόσεις: Εκδόσεις Πανεπιστημίου Μακεδονίας.
- ΔΕΠΥ - Χατζηαγοράκης Δημήτριος (2015, Πανεπιστήμιο Θεσσαλίας) ΚΕΦΑΛΑΙΟ Ι ΕΙΣΑΓΩΓΗ Η Διαταραχή Ελλειμματικής Προσοχής/ Υπερκινητικότητας (ΔΕΠ-Υ)
- Murdoch, B. (2008). Προβλήματα λόγου και ομιλίας, Εκδότης: Έλλην.
- Δράκος, Γ. (2003). Ειδική παιδαγωγική προβλημάτων λόγου και ομιλίας. Εκδόσεις: Αθήνα.

	<ul style="list-style-type: none"> • ΔΙΑΓΝΩΣΤΙΚΗ ΠΡΟΒΛΗΜΑΤΙΚΗ ΤΩΝ ΔΙΑΤΑΡΑΧΩΝ ΛΟΓΟΥ, ΟΜΙΛΙΑΣ, ΕΠΙΚΟΙΝΩΝΙΑΣ Εισηγήτρια: Γιαννετοπούλου Αγγελική. Τεστ Επικοινωνιακής Ανάπτυξης (TEA) - Κλίμακες για την πρώτη εκτίμηση της επικοινωνιακής και γλωσσικής ανάπτυξης αιδίων ηλικίας 8-30 μηνών: Πιλοτικά δεδομένα και βασικές ψυχομετρικές ιδιότητες Αλεξάνδρα Καρούσου Δημοκρίτειο Πανεπιστήμιο Θράκης Κωνσταντίνος Πετρογιάννης, 2014 • Αντωνίου, Α. (2009). Χαρισματικά και ταλαντούχα παιδιά. Εκδότης: Ιατρικές εκδόσεις Π.Χ. Πασχαλίδης. • Συννοσηρότητα Μαθησιακών Δυσκολιών και κοινωνικών/ψυχοσυναισθηματικών διαταραχών σε παιδιά σχολικής ηλικίας Ζακοπούλου, Β , Ζωσιμίδου, Ο , Γεωργίου, Γ , Μυλωνά, Α (2013) • Σχιζοφρένεια σε παιδιά και εφήβους: Συνάφεια και ετερότητα προς τη σχιζοφρένεια των ενηλίκων Χ. Ανδρούτσος (2012)
Planned learning activities and teaching methods:	<p>The teaching methods are based on the principles of the e-learning processes which emphasize the use of direct and indirect communication, synchronized and unsynchronized methods among the participants (teleconference, online meetings, PowerPoint presentations, narrative presentations, forums for discussion, wikis for group work, etc). All the above-mentioned materials are uploaded to the platform which has been constructed for t -learning teaching (LMS). Students are encouraged to communicate through the platform with other students and the teacher to discuss, pose their questions, and communicate actively. In specific weeks they have to pose their suggestions and concepts on specific issues which are posed for discussion (through the forum). Their evaluation involves different types of assignments, peer-evaluation methods, and self-evaluation methods.</p>
Assessment methods and criteria:	<ul style="list-style-type: none"> • Two Written Assignments 2*10 =20% • One Quiz 10% • Two interactive activities 2*10= 20% • Written Final Examination 50%
Language of instruction:	Greek
Work placement(s):	None