

## CCOURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF CLASSICS AND HUMANITIES STUDIES		
<b>DEPARTMENT</b>	GREEK PHILOLOGY		
<b>LEVEL OF STUDIES</b>	PG LEVEL 7		
<b>COURSE CODE</b>	4401	<b>SEMESTER</b>	C
<b>COURSE TITLE</b>	Intervention Programs in Special Education		
<b>TEACHING ACTIVITIES</b>	<p>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</p>		
	Lectures/ Seminars	3	5
	Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		
<b>COURSE TYPE</b>	Scientific Area, Skill Development		
	Background, General Knowledge, Scientific Area, Skill Development		
<b>PREREQUISITES:</b>			
<b>TEACHING &amp; EXAMINATION LANGUAGE:</b>	Greek		
<b>COURSE OFFERED TO ERASMUS STUDENTS:</b>	NO		
<b>COURSE URL:</b>	<a href="https://eclass.duth.gr/courses/4401">https://eclass.duth.gr/courses/4401</a>		

### 2. LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p>Purpose of the course is students learning about the principles of intervention programs and be able to plan specific Individualized Education Program (IEP).</p> <p>Upon successful completion of the course students will be able to :</p> <ul style="list-style-type: none"> <li>• Know the current intervention programs for students with disabilities</li> <li>• Planning an appropriate Individualized Education Program for each learning difficulties</li> <li>• Know the curriculums for students with disabilities</li> <li>• Know the principles of differentiated teaching</li> <li>• Understand the role of motivation in Special Education</li> </ul>																
<p><b>General Skills</b></p> <p>Name the desirable general skills upon successful completion of the module</p> <table border="0"> <tr> <td>Search, analysis and synthesis of data and information, ICT Use</td> <td>Project design and management</td> </tr> <tr> <td>Adaptation to new situations</td> <td>Equity and Inclusion</td> </tr> <tr> <td>Decision making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Autonomous work</td> <td>Sustainability</td> </tr> <tr> <td>Teamwork</td> <td>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Working in an international environment</td> <td>Critical thinking</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td>Promoting free, creative and inductive reasoning</td> </tr> <tr> <td>Production of new research ideas</td> <td></td> </tr> </table>	Search, analysis and synthesis of data and information, ICT Use	Project design and management	Adaptation to new situations	Equity and Inclusion	Decision making	Respect for the natural environment	Autonomous work	Sustainability	Teamwork	Demonstration of social, professional and moral responsibility and sensitivity to gender issues	Working in an international environment	Critical thinking	Working in an interdisciplinary environment	Promoting free, creative and inductive reasoning	Production of new research ideas	
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### 3. COURSE CONTENT

1. Planning IEP for students with Special Needs
2. IEP Learning Disabilities planning for Elementary Schools Students
3. IEP Behavioral Problems planning for Elementary School Students
4. IEP Learning Disabilities planning for Secondary schools Students
5. IEP Behavioral Problems planning for Secondary schools Students
6. Intervention Programs for students with Mental Disabilities 1
7. Intervention Programs for students with Mental Disabilities 2
8. Intervention Programs for students with Special Needs and ICTS
9. Intervention Programs for students with Special Needs and ICTS
10. Intervention Programs based on differentiated teaching
11. Curriculum for students with Special Needs -1
12. Curriculum for students with Special Needs 2
13. Assessment

#### 4. LEARNING & TEACHING METHODS - EVALUATION

<b>TEACHING METHOD</b> <i>Face to face, Distance learning, etc.</i>	<i>Face to face, Distance learning</i>	
<b>USE OF INFORMATION &amp; COMMUNICATIONS TECHNOLOGY (ICT)</b> <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt Email Zoom	
<b>TEACHING ORGANIZATION</b> <i>The ways and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research &amp; analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.  The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	<b>Activity</b>	<b>Workload/semester</b>
	<i>Lectures/ Seminars</i>	36
	<i>Bibliographic research &amp; analysis</i>	50
	<i>Study Creation</i>	39
	<b>Total course</b>	<b>125</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process  Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others  Please indicate all relevant information about the course assessment and how students are informed</i>	<p><i>The language of evaluation is Greek.</i></p> <p><b><i>The evaluation method is "Formative Test" / "Written Assignment" / "Public Presentation"</i></b></p> <p><b><i>The evaluation criteria are :</i></b></p> <p><b><i>(a) the elaboration of individual studies related to the individual teaching subject of the course, which is delivered with agreed deadlines after the completion of the subject</i></b></p> <p><b><i>(b) elaboration of group work, from two (2) to five (5) people per group, of a written study, based teachers constant instructions.</i></b></p> <p><b><i>Attendance at lectures is mandatory.</i></b></p> <p><b><i>Purpose of evaluation: The control of the course of the students in relation to the educational objectives, feedback and possible modification of the teaching.</i></b></p> <p><b><i>Evaluation criteria:</i></b></p>	

1. Preparation of work and study according to the Instructions provided.
  2. Linguistic clarity, semantic completeness, adequate documentation, scientific adequacy.
  3. Public Presentation of teamwork / study.
- Instructions can be found by students in the e-class of the course.

## 5. SUGGESTED BIBLIOGRAPHY

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- Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.). Alexandria, VA: ASCD.
- Tsakiridou, E. & Alevriadou, A. (2017). A challenging approach concerning the cognitive strategies in problem solving situations by boys with and without intellectual disabilities using Markov chains. In A. Colombus (Ed.), *Advances in Psychology Research*. Volume 127. New York: Nova Press.
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- Αγαλιώτης, Ι. (2000). *Μαθησιακές δυσκολίες στα μαθηματικά: Αιτιολογία, αξιολόγηση, αντιμετώπιση*. Αθήνα: Ελληνικά Γράμματα.
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- καραμπατζάκη, Ζ. (2010). *Θέματα Ειδικής Αγωγής και Εκπαίδευσης*. Αθήνα: Πάραλος.
- ΙΕΠ *Οδηγοί Εξατομικευμένων Εκπαιδευτικών Προγραμμάτων*. Στο [prosvasimo.gr](http://prosvasimo.gr)
- Μαυρομάτη, Δ. (2004). *Δυσλεξία: Φύση του Προβλήματος και Αντιμετώπιση*. Αθήνα: Ελληνικά Γράμματα
- Π.Ι. (2009, Αναθ. έκδ.). *Δραστηριότητες μαθησιακής ετοιμότητας. Βιβλίο Εκπαιδευτικού Ειδικής Αγωγής και Εκπαίδευσης (ΕΑΕ) Προφορικός λόγος – Ψυχοκινητικότητα Νοητικές ικανότητες – Συναισθηματική οργάνωση*. Αθήνα: Ο.Ε.Δ.Β.
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