

# Prevention and Intervention in Special Education in Mathematics

Programme course

7.5 credits

Prevention och intervention i specialpedagogisk  
verksamhet i matematik

948A12

Valid from: 2020 Spring semester

**Determined by**  
The Board of Educational Science

**Date determined**  
2010-05-25

**Revision date**  
2019-09-10

## Main field of study

Special Education

## Course level

Second cycle

## Advancement level

A1X

## Course offered for

- Special Needs Training Programme

## Entry requirements

30 HE credits approved in the Special Teacher Education Programme or equivalent.

## Intended learning outcomes

On completion of the course, the student should be able to

- analyse, problematise, evaluate and select intervention strategies for pupils in need of special support in mathematics,
- identify critical aspects in the mathematical knowledge development and suggest preventive measures,
- supervise colleagues in the organisation and design of special support in mathematics,
- develop documentation work in special education with focus on mathematical development
- assess and develop evaluation strategies for special education in the field of mathematics.

## Course content

In the course, different intervention strategies are covered, such as concretisation, and how teachers can work preventively on different levels. The supervision process of colleagues is also covered. In the final part of the course, documentation work and evaluation strategies for special education are discussed, with focus on learning in mathematics.

## Teaching and working methods

Lectures, seminars and field studies are included in the course. In addition to scheduled time, students are expected to work with independent studies, individually and/or in groups.

## Examination

The course is examined orally and through written assignments.

Applies to all courses regardless of grading scale.

- Students failing an exam covering either the entire course or part of the course two times are entitled to have a new examiner appointed for the reexamination.

If the course has a three-graded grading scale (U - VG), following applies:

- Students who have passed an examination may not retake it in order to improve their grades.

The following applies to courses that include a compulsory component:

- If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

If the LiU coordinator for students with disabilities has granted a student the right to an adapted examination for a written examination in an examination hall, the student has the right to it. If the coordinator has instead recommended for the student an adapted examination or alternative form of examination, the examiner may grant this if the examiner assesses that it is possible, based on consideration of the course objectives.

## Grades

Two-grade scale, U, G

## Other information

Planning and implementation of a course must take its starting point in the wording of the syllabus. The course evaluation included in each course must therefore take up the question how well the course agrees with the syllabus.

The course is carried out in such a way that both men's and women's experience and knowledge is made visible and developed.

## Department

Institutionen för beteendevetenskap och lärande