

## **Identification, assessment, prevention and intervention in special educational activities in mathematics**

Identifiering, bedömning, prevention och intervention i specialpedagogisk verksamhet i matematik  
15 credits

Programme course

948A21

Valid from: 2024 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
The Board of Educational Science	Special Education	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2020-06-04	Second cycle	A1F
<b>Revised by</b>	<b>Disciplinary domain</b>	
Course Syllabus Board at the Faculty of Educational Sciences	Education	
<b>Revision date</b>	<b>Subject group</b>	
2021-03-08; 2024-10-15	Educational Sciences/Theoretical Subjects	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Spring semester 2020		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för beteendevetenskap och lärande		

## Course offered for

- Special Needs Training Programme
- Special Needs Training Programme - Included in "Lärarlyftet"

## 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 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.

An examiner may also decide that an adapted examination or alternative form of examination if the examiner assessed that special circumstances prevail, and the examiner assesses that it is possible while maintaining the objectives of the course.

## 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 conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.

### About teaching and examination language

The teaching language is presented in the Overview tab for each course. The examination language relates to the teaching language as follows:

- If teaching language is Swedish, the course as a whole or in large parts, is taught in Swedish. Please note that although teaching language is Swedish, parts of the course could be given in English. Examination language is Swedish.
- If teaching language is Swedish/English, the course as a whole will be taught in English if students without prior knowledge of the Swedish language participate. Examination language is Swedish or English (depending on teaching language).
- If teaching language is English, the course as a whole is taught in English. Examination language is English.