

Rare chromosomal aberrations

	Knowledge	Skills	Competences
Level 3			
Learning Outcome	She/he explains basic signs of rare chromosome disorders.	She/he is able to observe and to understand behavioural patterns in the context of rare chromosome disorders.	She/he knows about the importance to reflect her/his own observations and to discuss them with relevant others.
Exercise	Please explain briefly what chromosomes are and what changes in the chromosome material there may be chromosomal defects.	The impact of changes in the chromosomes is very different. Accordingly, the problem areas of children vary considerably. Unusual behaviour, for example, their causes have in the field of perception. A possible symptom can be the so-called tactile defensive. Please describe the child's behaviour in dealing with materials and articles, which may indicate tactile defensive.	The question of whether a child's behaviour is striking or not, is very complex. Recognise frequent and duration, conditions, etc. own tolerance threshold play a role. What do you recommend to scrutinise our own observations and secure?
Level 4			
Learning Outcome	She/he describes the impact of missing or double chromosomes.	She/he is able to plan and to perform educational strategies in order to support learning and teaching. Therefore, she/he applies effective materials, methods and media.	She/he communicates principles for the work with children with special needs and non-disabled children.
Exercise	What impact has abnormalities, missing or double chromosomes material or the loss	Due to the chromosomal disorder developmental delays or disabilities in the field of language may be present:	Educational support is based on a view of humanity and a framework of pedagogical action.

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	or gain of whole chromosomes?	<p>problems of speech, use of language, language comprehension, expression, etc.</p> <p>What materials, media, methods and techniques do you recommend for the educational field in order to support the communication skills of the child? Please describe a concrete example of the use of a method (including any recommendations that come out of your practice).</p> <p>Can you tell an experience where inclusion has taken place? Do you have a concrete idea of how to live and inclusion possible?</p>	<p>What are the principles that are important in the work with the child? Are these in working with children with special needs of the non-disabled children? How could you argue this over your teammates, parents and other professionals?</p>
Level 5			
Learning Outcome	She/he explains approaches in education and therapy that have been found effective in children with rare chromosomal aberrations.	She/he is able to put into practice and plan support along individual and special needs. She/he is able to change the focus if necessary.	She/he cooperates with parents and relevant others in the family, taking in account aspects like guilt and responsibility for the inherited syndrome.
Exercise	As with many syndromes the recommended funding approaches vary even with rare chromosome disorders, depending on the fault image and individuality of the child. What approaches do you know who have been found in many children to be effective and which	<p>They plan starting from the needs, preferences and interests of a child a funding priority in the field of motion of visual learning, etc.</p> <p>Please select a possible focus. What considerations you have to integrate this</p>	<p>What stressful situations can be exposed families with a child with (learning) disability or developmental delay? What emotional issues may arise in cooperation with parents and other caregivers? What strategies might be helpful if parents their sense of guilt and responsibility for the inherited syndrome experience (for example, because they themselves are</p>

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	one should take into consideration?	focus into everyday work and to make joint bids for all children? What ideas do you have to implement and how you can integrate your colleagues? Who could take what task? What resources are available and how you can take advantage of this?	carriers).
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