

Fragile X - syndrome

	Knowledge	Skills	Competences
Level 3			
Learning Outcome	She/he describes causes and effects of Fragile X-Syndrome.	She/he observes and understands behavioural patterns in the context of Fragile X.	She/he addresses issues of educating and caring of children with Fragile X to the team.
Exercise	What causes Fragile X syndrome? Does Fragile-X lead to any form of disability?	What behaviours are described in the context of Fragile X syndrome, which can lead to social problems in the group? What strengths are attributed to these children?	What do you do when you notice the behaviour of a child that might irritate you, surprise or can be thoughtful? With whom and in what context do you discuss your thinking? Which framework is helpful to you?
Level 4			
Learning Outcome	She/he explains difficulties children with Fragile-X can have, that pose a learning disability.	She/he is able to set into practice effective interventions for children with Fragile X (especially concerning educational settings).	She/he explains the importance of approaches that focus the children's strengths. She/he describes why children especially benefit from their positives.
Exercise	Children with Fragile X can have difficulties that pose a learning disability? How do the symptoms manifest themselves?	These children may have problems in the field of sensory information processing. Some shun tactile stimuli; some are looking for stimuli for the balance and depth perception. Please share here some illustrative examples and games, which allow the child balance and depth perception experiences. The experiences need to	What approach is effective to the strengths of the child? Why did this benefit the child from their own difficulties? What made the child focus on the positives rather than the difficulties? Please collect arguments for this and think about how you can relate the concerns. A good starting point is the child's strengths.

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		have relatively little organizational and maximum effort.	
Level 5			
Learning Outcome	She/he outlines gender differences within Fragile-X and describes the two most common accompanying syndromes.	She/he defines development objectives and is able to put them into practice, taking in account possible thresholds and/or facilitators.	She/he reflects the impact of Fragile-X on quality life issues and cooperates with other professionals to support the family.
Exercise	Within the Fragile X gender differences are described, which are they? In addition, a dual diagnosis is created for a certain percentage of children. What are the two most common accompanying syndromes of Fragile X?	When you communicate complex and abstract learning content such as reading, what are the learning difficulties that can occur in children with Fragile X? Take the learning content of your choice and describe methods that you can use in class / in the group. Please take in the views on how to ideally make learning included.	Which potential strategies will support the family with a child who has Fragile X? Which possible professional teams do you think of when you work with parents? And why?