



# MPhil/ Innovation in Special Needs



**NEW YORK COLLEGE**  
EUROPEAN & AMERICAN EDUCATION  
CENTER FOR POST-LYCEUM EDUCATION  
[www.nyc.gr](http://www.nyc.gr)



[www.bolton.ac.uk](http://www.bolton.ac.uk)

## Introduction to the Programme

The programme is designed for graduates and postgraduates who wish to investigate a specific area in the field of Special Education.

The programme will provide you with the opportunity to develop skills in research and to enhance your understanding of the underpinning theories and their relationship to practice. Furthermore, it will help you increase your capacity to apply conceptual and theoretical frameworks to professional policy and practice.

In particular, the programme will assist you to reflect on how theories of inclusion inform practice and how the challenges faced in educational and care settings call for further theoretical and research enquiry.

## About the University of Bolton, UK

The University of Bolton is a local institution with international reach. With a global student body of around 14,000 the University offers a teaching quality that has consistently won the highest ratings possible from the Government's quality control agency.

The University has a wide ranging academic portfolio with courses on offer ranging from access and foundation level to undergraduate certificates, diplomas, degrees and postgraduate masters and doctorates. The MPhil/Innovation in Special Needs programme is a programme offered by the Faculty of Wellbeing and Social Sciences.

The Faculty programmes are unique in providing academic perspectives alongside experience-based insights from the professional field. The Faculty also enjoys a blossoming research culture providing an expert base in a range of professional areas such as Special Education. For example, research in health and social policy was rated 'World-leading' in the 2008 Research Assessment Exercise.

## Research topics

- Developmental Disorders (Autism spectrum Disorders, Asperger Syndrome);
- Applied Behavior Analysis;
- Parents' perspectives on treatments of autism;
- Parental support and training
- Autism and parental quality of life;
- Verbal behaviour approach to autism;
- History of Special Education;
- Early intervention;
- Specific Learning Difficulties (Dyslexia-Dyscalculia-Dysgraphia-Dysorthografia- Dyspraxia);
- Behavioural and emotional Problems;
- Complex cognitive, emotional and social difficulties;
- Delinquent behaviour;
- Child deviant behaviour;
- Emotional Intelligence and Special Education;
- Organization and Administration of Special Education units;
- Types of Special Education and Organizations;
- Preschool education, Primary/Secondary/Higher Education;
- Specialized Adult Education and Professional Training;
- Adult Education;
- Daily care centres training;
- Practitioners' Burn out
- Theory and Planning of Special Intervention Programmes;
- Individualized Educational Programmes;
- Social Sciences, Physical Education, Foreign Languages;
- Physical Education and Special Needs;
- Counseling & Special Education;
- Challenging behaviours and burn out;
- Music and autism.

The above aims to provide you with an indication of the breadth of study supported.



## Participants

The MPhil (Master of Philosophy) in Special Needs of the University of Bolton is addressed to candidates who aim at furthering their knowledge through research in a specific field of Special Needs.

Candidates must hold a first degree in a relevant field of study and demonstrate proficiency in English Language equivalent to IELTS 6.5

## Curriculum

The MPhil/ Innovation in Special Needs programme comprises four modules. The modules include lectures, workshops, seminars, case study analyses and educational tools that will help you not only design and conduct your research but also gain practical knowledge on how to plan and implement intervention programmes.

You will also be assigned to an approved supervisor by the University of Bolton who monitors your experimental study. The supervisors meet the students/ researchers on an individual basis and assist them in preparing their MPhil application, proposal and –ultimately- their Dissertation.

## Modules

- \* Managing students with different educational needs in an inclusive environment
- \* Coping with emotional and behavioural disorders
- \* Coping with autistic spectrum disorders
- \* Research Methods-Statistics

## Module Description

### Managing Students with Different Educational Needs

This course provides students with the opportunity to develop extensive knowledge regarding various learning styles of students with disabilities including students with ADHD syndrome, students who belong to the autistic spectrum, students with mild visual, hearing and motor problems, low achievers and students with reading and writing disorders, as well as the notion of inclusion in a mixed-ability classroom. This course also familiarizes students with the latest teaching and counselling techniques used by educators and other specialists. Students will get familiar with all the latest intervention techniques including assistive technology. Students are also given the opportunity to examine and evaluate the role of parents, teachers and other specialists. Practical support is also given as new teaching methods are demonstrated and compared to older ones. Social and environmental factors are extensively investigated. The characteristics of an educator in an inclusive classroom are presented and extensively discussed.

### Coping with Emotional & Behavioural Disorders in Children

This course provides students with a profound understanding of the main behavioural and emotional problems in young children which are expressed in various ways in the general social environment that the children interact with. Students will acquire extensive knowledge regarding the categorisation of emotional and behavioural disorders and the underlying causes including psychosocial factors and neurological disorders. Types of emotional and behavioural disorders such as antisocial behaviour, aggressiveness, anxiety, violence, bullying, withdrawal, and depression will be extensively analysed. Behavioural and emotional disorders related with Pervasive Developmental Disorders, Cognitive Disorders, hyperactivity Syndrome and Learning Difficulties will be deeply analysed as well. This course furthers the understanding of the importance of early diagnose and familiarises students with the diagnostic tests that are used in order to identify the causes of the behavioural or emotional disorders. It provides an in-depth understanding of the role of the teacher and enriches students' knowledge regarding the strategies that contribute to the child's rehabilitation. The role of the parents and other specialists is profoundly analyzed.

### Coping with Autistic Spectrum Disorders. Etiology and Symptoms.

This course provides students with the opportunity to develop extensive knowledge regarding autism which is the most severe developmental disorder. Furthermore, they will learn about students with Asperger syndrome, and students with low and high-functioning autism. This course also provides a profound description and understanding of Asperger syndrome and its comparison to autism. Social, communicative and language impairments that children who belong to the autistic spectrum have and latest therapeutic methods will be analysed. Common therapeutic strategies and techniques applied in the treatment of autistic children and explain the rationale underlying different assessment and intervention strategies will be examined. Furthermore, students will gain knowledge regarding the most popular theoretical perspectives of autism and Asperger syndrome and understand behavioural aspects of autistic individuals. This course provides a profound understanding of the role of play in helping autistic children acquire communicative and social skills. The theory of mind is thoroughly explained.



## Research Methods-Statistics

This course introduces the concept of research methods in the study of learning and teaching, and basic statistics and data analysis and reporting. The aim of this course is to introduce students to the principles of scientific enquiry and research design. Students will gain an understanding on issues of research methodology and implementation strategies and acquire knowledge on statistical terms and their basic applications. This course also provides an introduction to valid methods of collection, analysis, and interpretation of educational and social research data, both qualitative and quantitative. At the end of this course, students will be able to:

- Understand the nature of "scientific method", and its benefits and limitations in educational research.
- Demonstrate an understanding of the process and strategies of research design.
- Show familiarity with and understanding of ways in which educational data can be collected in order to obtain valid scientific conclusions.
- Demonstrate an understanding of the research process, from setting up research questions and hypotheses to data analysis, and the importance of reliability and validity.
- Appreciate the ethical issues involved in any evidence provision based on the observation of, and research on, educational aspects and social research issues.
- Apply appropriate statistical techniques to educational data, and effectively analyze and interpret such data.
- Experience the research process as a participant.

## Duration

The MPhil /Innovation in Special Needs Programme is completed in 2 years if the student is registered on a full- time basis and 3 years if the student is registered part-time.

## Careers

Graduates can pursue career opportunities in areas of Special Education (pre-school to adulthood).



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