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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Psychology;**  **Master Program for Subject Teachers** | | |
| Study Module (if applicable) | | | | Psychology / all modules | | |
| Course title | | | | Education of Children with Disabilities | | |
| Level of study | | | | ☐Bachelor X Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory X Elective | | |
| Semester | | | | X Autumn XSpring | | |
| Year of study | | | | first | | |
| Number of ECTS allocated | | | | 4 | | |
| Name of lecturer/lecturers | | | | Jelisaveta Todorović, PfD, Full Professor  Gordana Đigić, PhD, Assistant Professor | | |
| Teaching mode | | | | X Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work X Project work ☐ Seminar  ☐Distance learning ☐ Blended learning X Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *To familiarize students with the characteristics of different categories of children with disabilities, their specificities and limitations; Enabling students to understand the issues, the nature and limits of disability or disorder;*  *Introduction of the existing social institutions that take care of such children and the programs implemented;*  *Introduction of social and educational inclusion and individual education plans.*  *Training students to choose the appropriate approach to teaching and working as a part of the team that develops monitoring and rehabilitation program for these children.*  *Training students to achieve effective communication with parents and be part of the team for the program of psycho-social support to the student and his family.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Introduction; 2,3.Psihology of children with disabilities, environment and psychological consequences; 4. Classification of children’s disorders and disabilities; 5. The personality and behaviour of children with disabilities; 6. Families of children with disabilities; 7. Legislation in the field of health, education and social welfare governing the rights of children with disabilities and their families; 8. Education and early training for children with disabilities; 9. Special care for children with disorder in mental and physical development; 10. Preparing a child for school and period of adjustment; 11. Development of individual educational plans for children with disabilities; 12. The concept of inclusion; How to prepare the school for children with developmental difficulties; 13, 14. Presentation of students’ work and group discussion; 15. Evaluation and final considerations  Exercises: visits to institutions for children with developmental difficulties and introduction of the work of professionals who take care of children; designing individual educational plan for children; research on celebrities with disabilities – case studies; analysis of the work in regular classes involving children with disabilities | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| XSerbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  XSerbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **20** | | **Written examination** | | | **30** |
| **Practical teaching** | **20** | | **Oral examination** | | |  |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |