SYLLABUS

1. Course title:

PSYCHOLOGY OF EDUCATION OF CHILDREN WITH DISABILITIES IN LEARNING AND BEHAVIOR

2. Code:

3. Cycle of study:

1

4. ECTS credits:

4

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

passed the exam in the course Psychology of Education, Psychological Basis of Developmental Disorders

7. Class restrictions:

none

8. Duration / semester:

1 7

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 1

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Psychology

12. Lecturer:

Melisa Husaric

13. Lecturer's e-mail:

melisa.husaric@unitz.ba

14. Web site:

www.untz.ba; www.unitz.ba

15. Course aims:

The aim of this course is to acquaint students with the concepts: "special educational needs" and "removing barriers to learning and participation" in education, developing skills to identify different sources of learning and behavioral difficulties and adapt appropriate methods of teaching children and youth in inclusive education -educational practice. Students are expected to be able to assess the appropriateness of each intervention procedure in relation to the type of difficulty, participate in team planning, performance and monitoring the implementation of their learning program.

16. Learning outcomes:

Students will be trained to:

- recognizing the different special educational needs of students in order to meet them and remove barriers to learning in inclusive educational practice;
-presentation and comparison of theoretical models and application of appropriate models of interpretation in the field of learning and behavioral disorders;
-for the analysis of factors that affect the adjustment problems of children with learning and behavioral difficulties;
- participation in team work of recognizing, planning, programming and evaluating individualized work program;
- application of appropriate teaching methods, management skills, appropriate teaching aids and aids in accordance with the special educational needs of students;
-application of different principles of treatment and prevention in working with students who have some of the learning and behavioral disorders.

17. Course content:

Historical overview of the upbringing and education of persons with learning and behavioral difficulties, models of education of children with disabilities - the development path to inclusion;
-The concept of individual differences: students with special needs.
-Inclusion in education;
- Floor time approach;
-Classification of learning and behavioral difficulties;
-Education of children / students with sensory impairments (visual impairments and hearing impairments);
- Education of children / students with difficulties in language expression and comprehension;
-Education of children / students with motor impairments;
- Education of children / students with intellectual disabilities.
-Recognition, education, treatment of specific learning difficulties (dyslexia, dysgraphia, dyscalculia, dyspraxia, ADHD, autism spectrum disorders and Asperger's syndrome, organizational skills);
-Children with behavioral disorders and emotional difficulties - removing barriers to learning and participation;
-Children with difficulties due to educational, social, economic and cultural factors.

18. Learning methods:

Lectures and practical classes with the use of various multimedia teaching aids, including active participation of students.
The following learning methods will be used in teaching:
method of oral presentation,
method of demonstration and illustration,
seminar discussions,
interactive teaching methods
collaborative forms of learning.

19. Assessment methods:

To check the acquired knowledge will be used:
- letters (NZOT, essay) and
- oral form

Final exam

The written form of the final exam implies the NZOT form of questions that cover topics that are covered throughout the semester. Students can win a maximum of 40 points in the written final exam, and 10 points in the oral final. The criterion for passing the written part of the exam is 60% of what was done on the test (24 points). Pre-examination points amount to a total of 50 points (30 points for individual and group projects, 10 points for attending classes and 10 points for active participation in classes). The final grade is formed as the sum of all points won in teaching and the final exam.

20. Assessment components:

Attendance in lectures and practical classes: 10 points
Active participation in lectures and practical classes: 10 points
Individual project: 20 points
Group project: 10 points
Final written exam: 40 points
Final oral exam: 10 points
Total points: 100
The following is the grading scale, showing the points, numerical grade, descriptive grade and letter grade:
0-53 5 (five) fail F
54-63 6 (six) satisfactory E
64-73 7 (seven) good D
74-83 8 (eight very good C
84-93 9 (nine) excellent B
94-100 10 (ten) outstanding A

21. Required reading list:

-Thompson, J. (2016). Vodič za rad s djecom i učenicima s posebnim odgojno-obrazovnim potrebama. Zagreb: Educa
- Greenspan, S.I. (2003). Dijete s posebnim potrebama. Zagreb: Ostvarenje
- Hudson, D. (2018).Specifične teškoće u učenju, šta nastavnici trebaju znati. Zagreb: Educa
- Jensen, E. (2004). Različiti mozgovi, različiti učenici:kako doprijeti do onih do kojih se teško dopire. Zagreb: Educa
-Velki, T., Romstein, K. (2015). UČIMO ZAJEDNO: Priručnik za pomoćnike u nastavi za rad sa djecom s teškoćama u razvoju. Osiječko-baranjska županija: Fakultet za odgojne i obrazovne znanosti Sveučilišta Josipa Jurja Strossmayera u Osijeku
-Lebedina Manzoni, M. (2007). Psihološke osnove poremećaja u ponašanju. Jastrebarsko: Naklada Slap
- Fedeli, D. (2008). Sindrom malog Perice: kontrola hiperaktivnosti. Beograd:IKP Evro –Guinti.
- Davis, R.D., Braun, E.M. (2001). Dar disleksije: Zašto neki od najpametnijih ljudine znaju čitatii kako mogu naučiti. Zagreb: Alinea
- Daniels, E., Stafford, K. (2003). Kurikulum za inkluziju: razvojno-primjeren program za rad sa djecom sa posebnim potrebama. Zagreb: Udruga roditelja korak po korak
-Puškarić, F., Vrban, D. (2017). Priručnik za pomoćnike u nastavi/stručne komunikacijske posrednike.Zagreb: Grad Zagreb
- Agencija za obrazovanje. Poučavanje učenika sa autizmom, školski priručnik (ektronsko izdanje)
-Livazović, G i sur. Inkluzivni odgoj i obrazovanje u školi. Sarajevo: Udruženje „Društvo ujedinjenih građanskih akcija“ (ektronsko izdanje)
- Greenspan, S.I., Lewis, D. Program emocionalnog poticanja govorno-jezičkog razvoja : Intenzivni program za obitelj, terapeute i edukatore. Ostvarenje (ektronsko izdanje)

22. Web sources:

23. Applicable starting from the academic year:

2022/2023

24. Adopted in the Faculty/Academy session: