



Univerza v Mariboru
University of Maribor

Fakulteta za naravoslovje in
matematiko / Faculty of Natural
Sciences and Mathematics



OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Delo z učenci s posebnimi potrebami
Subject Title:	Working with children with special needs

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Dvopredmetni pedagoški magistrski študijski program druge stopnje Two-major master study programme second degree		1.	Zimski/Winter

Univerzitetna koda predmeta / University subject code:

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. Vaje Lab. Work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		30			60	4

Nosilec predmeta / Lecturer:

Dr. Majda Schmidt

Jeziki /

Predavanja / Lecture:

slovenski / Slovenian

Languages:

Vaje / Tutorial:

slovenski / Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vsebina:

Contents (Syllabus outline):

- Sistem družbene pomoči in skrbi namenjen otrokom s posebnimi potrebami (PP);
- Terminologija povezana z motnjami, primanjkljaji, ovirami;
- Zgodnje odkrivanje in zgodnja obravnava motenj ter vzroki nastanka motenj;
- Opredelitev inkluzivne vzgoje in izobraževanja, filozofska izhodišča inkluzije, socialni model obravnave v inkluziji;
- Razvojne, učne in socialno-emocionalne značilnosti posameznih kategorij otrok z motnjami ter prilagoditve pri delu z njimi;
- Nova koncepcija vzgoje in izobraževanja v Sloveniji, usmerjanje, programi vzgoje in izobraževanja za otroke s PP, dodatna strokovna pomoč, individualizirani programi, vloga šol in zavodov za vzgojo in izobraževanje otrok s PP v integraciji/inkluziji;
- Sodelovanje in timsko delo učiteljev, specialnih pedagogov in drugih strokovnjakov v integraciji/inkluziji;
- Sodelovanje s starši otrok s posebnimi potrebami (ovire v procesu sodelovanja s starši, pomoč staršem, sodelovalno – partnerski model vključevanja staršev);

- System of societal support and care for children with special needs (SN)
- Terminology associated with disabilities, impairments, handicaps,
- Early identification and early intervention of disabilities and causes,
- Inclusive education, philosophical backgrounds of inclusion, social model of treatment in inclusion;
- Developmental, educational and socio-emotional characteristics of children with several categories of disabilities and adaptations in work with them;
- New conception of education in Slovenia, direction (assessment), educational programmes for children with SN, additional professional support, individualized education programmes, the role of schools and educational institutions of children with SN in integration/inclusion;
- Cooperation and team work of teachers, special educators and other professionals in integration/inclusion;
- Cooperation with parents of children with

- Študija primera s poudarkom na kvalitativnem pristopu.

SN (barriers in the process of cooperation, support to parents, cooperation-partnership model of inclusion the parents);

- Case study with emphasis on qualitative approach.

Temeljni študijski viri / Textbooks:

-Schmidt, M. (2001). Socialna integracija otrok s posebnimi potrebami v osnovno šolo. Maribor: Pedagoška fakulteta.
 -Schmidt, M., Čagran, B. (2006). Gluhi in naglušni učenci v integraciji/inkluziji. Zbirka Zora, 43. Slavistično društvo, Maribor.
 -Lipic-Stopar, M. (1999). Vloga defektologa pri tiskem delu z učenci s posebnimi potrebami v osnovni šoli. V: Hytonen, J., Razdevšek-Pučko, C., Smyth, G. (ur.). Izobraževanje učiteljev za prenovljeno šolo. Ljubljana: pedagoška fakulteta, str. 65-72.
 -Integracija, inkluzija v vrtcu, osnovni in srednji šoli (2003). Sodobna pedagogika, 54, (120), Posebna izdaja.
 -Upoštevanje drugačnosti – korak k šoli enakih možnosti (2006). Sodobna pedagogika, 57 (123), Posebna izdaja.

Cilji:

- Cilj tega predmeta je seznaniti študente s sistemom družbene podpore za otroke s PP, s termini in razumevanjem le-teh, seznaniti s procesom odkrivanja posebnih potreb ter predstaviti možne prilagoditve vzgojno-izobraževalnega procesa, ponuditi znanje o osnovnih specialno-pedagoških načelih in pristopih pri delu z učenci s PP, uvesti v poznavanje inkluzivne vzgoje in izobraževanja ter izpostaviti novosti koncepcije izobraževanja otrok s PP, osvetliti pomen timskega dela in sodelovanja na področju inkluzije, vzpodbuditi znanje o temeljnih pristopih pri delu s starši otrok s PP ter predstaviti uporabo študije primera na področju integracije/inkluzije.

Objectives:

- The objective of this course is: to acquaint students with system of societal support for children with SN, with terminology and comprehension of it, to acquaint with the process of early intervention and present the possibilities for adaptations of educational process, to offer the knowledge about the basic special education principles and approaches when working with students with SN, to initiate the knowledge about inclusive education and to expose the novels of educational conception of children with special needs, to highlight the importance of the team work and cooperation on the field of inclusion, to encourage the knowledge about the basic approaches when working with parents of children with SN and introduce practical use of case study in the field of integration/inclusion.

Predvideni študijski rezultati:

Znanje in razumevanje:

Po zaključku tega predmeta bo študent sposoben:

- Izkazati znanje o sistemu družbene podpore za osebe s PP,
- Prepoznavati in upoštevati interindividualne razlike in posebne potrebe učencev,
- Predstaviti inkluzivni sistem vzgoje in

Intended learning outcomes:

Knowledge and Understanding:

On completion of this course the student will be able to:

- Demonstrate knowledge about the system of societal support for persons with SN,
- Recognise and consider interindividual differences and special needs of students,

izobraževanja ter novosti koncepcije izobraževanja, • Razumeti vpliv inkluzije za otrokov razvoj in napredek, • Poznati in razumeti uvajanje prilagoditev v vzgojno-izobraževalni proces, • Poznati in upoštevati pomen timskega dela in sodelovanja v inkluziji, • Poznati in upoštevati posebnosti sodelovanja s starši otrok s PP Prenesljive/ključne spretnosti in drugi atributi: Pri študiju in kasnejši poklicni karieri bo študent sposoben: • Izbrati prilagoditve vzgojno-izobraževalnega procesa glede na posebne potrebe učencev, • Upoštevati individualiziran pristop pri delu z učenci s PP, • Razvijati inkluzivno kulturo v neposredni praksi, • Identificirati, analizirati probleme s področja vzgoje in izobraževanja skupaj s specialnimi pedagogi in drugimi strokovnjaki, • Povezati osnovna specialno-pedagoška znanja z znanji iz razvojne psihologije in znanji drugih področij ter jih uporabiti pri delu z učenci in starši, • Stalnega strokovnega izpopolnjevanja, • Izgrajevati profesionalno etiko.	• Present inclusive education system and novels of the concept of education, • Understand the influence of inclusion on children's development and progress, • Recognize and understand the meaning of adaptations in educational process, • Recognise and understand the importance of team work and cooperation in inclusion, • Recognize and consider exceptionalities of cooperation process with parents of children with SN Transferable/Key Skills and other attributes: In studying process and in later professional career the student will be able to: • Select adaptations of educational process with regard on special needs of students, • Consider individualized approach in working with students with SN, • Develop inclusive culture into direct practice, • Identify, analyse the problems of the field of education together with special educators and others professionals, • Link the basic special education knowledge together with the knowledge of developmental psychology and with the knowledge of other professional areas and use them when working with children and parents, • Permanent professional training, • Complete professional ethics.
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Metode poučevanja in učenja:

Learning and teaching methods:

• predavanja z interaktivno udeležbo študentov, • seminarji, študija primera, sodelovalno učenje in timsko delo • individualne konsultacije	• lectures with interactive participation of students, • seminars, the case study, cooperative learning and team work • individual consultation
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Načini ocenjevanja:

Delež (v %) /
Weight (in %)

Assessment:

• Seminarska naloga, • Izpit -opravi/ni opravi seminarsko nalogo -izpitna ocena 6-10 (pozitivno), 1-5 (negativno)	30 % 70 %	• seminar work, • exam -passed/failed seminar work -examin's mark 6 – 10 (positive), 1 – 5 (negative)
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Materialni pogoji za izvedbo predmeta :

• Učilnica z ustrezno AV opremo

Material conditions for subject realization

• Classroom with appropriate AV equipment

Obveznosti študentov:**Students' commitments:**

<i>(pisni, ustni izpit, naloge, projekti)</i>	<i>(written, oral examination, coursework, projects):</i>
• seminarska naloga – predstavitev v skupini, • izpit	• seminar work – presentation in group, • examin

Izbrane reference nosilca za posamezno učno enoto:

SCHMIDT, Majda. Značilnosti vzgoje in izobraževanja otrok s posebnimi potrebami v vzhodni in srednji Evropi. *Pedagoš. obz.*, 2001, letn. 16, št. 2, str. [120]-130. [COBISS.SI-ID [11030024](#)]

SCHMIDT, Majda, ČRESLOVNIK, Helena. Learning habits of students with special needs in short-term vocational education programmes. *Educ. stud.*, Oct. 2010, vol. 36, no. 4, str. 415-430, doi: [10.1080/03055690903425409](#). [COBISS.SI-ID [17456392](#)]

ČAGRAN, Branka, SCHMIDT, Majda. Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school. *Educ. stud.*, First published on: 14 September 2010, str. 1-25, doi: [10.1080/03055698.2010.506319](#). [COBISS.SI-ID [17867016](#)]

SCHMIDT, Majda, ČRESLOVNIK, Helena. Učne navade dijakov s posebnimi potrebami v programu nižjega poklicnega izobraževanja. *Šol. polje (Tisk. izd.)*. [Tiskana izd.], 2010, letn. 21, št. 1/2, str. 127-145. [COBISS.SI-ID [17782536](#)]