



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Delo z učenci s posebnimi potrebami
Course title:	Working with children with special needs

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Enovit magistrski študijski program druge stopnje Predmetni učitelj	/	5	9
Five-year master's degree program Subject Teacher	/		

Vrsta predmeta / Course type

Obvezni / Obligatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Laboratory work	Terenske vaje Field work	Samost. delo Individ. work	ECTS
30		30			60	4

Nosilec predmeta / Lecturer:

Majda Schmidt

Jeziki /

Predavanja / Lectures:

slovenski / slovene

Languages:

Vaje / Tutorial:

slovenski / slovene

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

Ni posebnih pogojev.

Prerequisites:

No special prerequisites.

Vsebina:Predavanja

- 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);
- Študija primera s poudarkom na kvalitativnem pristopu.

Content (Syllabus outline):Lectures:

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

Temeljni literatura in viri / Readings:

- 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.
- Košak Babuder, M. (ur.), Velikonja, M. (ur.) (2011). *Učenci z učnimi težavami, Pomoč in podpora*. Ljubljana: Pedagoška fakulteta.
- Prstačić, M. (2005). Cerebralna paraliza i Ex-Gen kreativna terapija. Zagreb: Hrvatska udruga za psihosocialno onkologijo.
- Beattie, J., Jordan, L. in Algozzine, B. (2006). *Making Inclusion work*. London: Sage Publications.

- Upoštevanje drugačnosti – korak k šoli enakih možnosti (2006). Sodobna pedagogika, 57 (123), Posebna izdaja.

Cilji in kompetence:

- 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 and competences:

- 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:

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

Intended learning outcomes:

Knowledge and understanding:

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

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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:

<ul style="list-style-type: none"> • predavanja z interaktivno udeležbo študentov, • seminarji, študija primera, sodelovalno učenje in timsko delo • individualne konsultacije 	<ul style="list-style-type: none"> • lectures with interactive participation of students, • seminars, the case study, cooperative learning and team work • individual consultation
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Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<ul style="list-style-type: none"> • seminarska naloga, • pisni/ustni izpit. 	<p>30 %</p> <p>70 %</p>	<ul style="list-style-type: none"> • seminar works, • written/oral examination.
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Reference nosilca / Lecturer's references:

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.

SCHMIDT, Majda, ČAGRAN, Branka. Self-concept of students in inclusive settings. *International Journal of Special Education*, 2008, vol. 23, no. 1, str. 8-17.

<http://www.internationalsped.com/documents/2%20Self%20Concept.doc>. [

SCHMIDT, Majda, ČAGRAN, Branka. Stališča slovenskih učiteljev o vplivu integracije/ inkluzije na učence z različnimi vrstami posebnih potreb v osnovni šoli. *Šol. polje (Tisk. izd.)*. [Tiskana izd.], 2011, letn. 22, št. 1/2, str. 55-72

SCHMIDT, Majda, ČAGRAN, Branka. Classroom climate in regular primary school settings with children with special needs. *Educ. stud.*, dec. 2006, vol. 32, no. 4, str. 361-372.

SCHMIDT, Majda, ČAGRAN, Branka. *Gluhi in naglušni učenci v integraciji/inkluziji*, (Zbirka Zora, 43). Maribor: Slavistično društvo, 2006