



Univerza v Mariboru

Fakulteta za naravoslovje  
in matematiko

### UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Delo z učenci s posebnimi potrebami
<b>Course title:</b>	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:

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
30		30			60	4

Nosilec predmeta / Lecturer:

Jeziki / Languages: Predavanja / Lectures:   
Vaje / Tutorial:

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, PP j;
- Inkluzivna vzgoja in izobraževanje (IVI) v menarodnem prostoru ,koncept IVI v Sloveniji socialni model obravnave;
- Razvojne, učne in socialno-emocionalne značilnosti posameznih kategorij otrok s PP ter prilagoditve pri delu z njimi;
- Postopek usmerjanja, programi vzgoje in izobraževanja za otroke s PP, dodatna strokovna pomoč (DSP), individualizirani programi, vloga specializiranih ustanov v inkluziji;
- Sodelovanje in timsko delo učiteljev in strokovnjakov v inkluziji;
- Sodelovanje s starši otrok s PP in podpora; 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, SN,
- Inclusive education (IE) in the international arena , concept of IE in Slovenia, social model of treatment
- Developmental, educational and socioemotional characteristics of children with several SN categories and adaptations in work with them;
- Placement procedure, ), educational programmes for children with SN, additional professional support (APS), individualized education programmes, the role of special institutions in inclusion;
- Cooperation and team work of teachers, and r professionals in inclusion;
- Cooperation with parents of children with SN and support;;
- Case study - qualitative approach

**Temeljni literatura in viri / Readings:**

Schmidt, M, Rus Kolar, D, Kranjec, E. (2018). Vloga inkluzivnega pedagoga v vzgoji in izobraževanju = The role of inclusive pedagogogue in education. V: SCHMIDT, Majda (ur.), RUS KOLAR, Danijela (ur.), KRANJEC, Eva (ur.). Vloga inkluzivnega pedagoga v vzgoji in izobraževanju : konferenčni zbornik. 1. izd. Maribor: Univerzitetna založba Univerze.

<http://press.um.si/index.php/ump/catalog/book/337>, doi: 10.18690/978-961-286-161-2.

- Košak Babuder, M. (ur.), Velikonja, M. (ur.) (2011). Učenci z učnimi težavami, Pomoč in podpora.
- Beattie, J., Jordan, L. in Algozzine, B. (2006). Making Inclusion work. London: Sage Publications.
- Dodatno literaturo bo nosilka določala sproti v vsakoletnem učnem načrtu/Additional literature will be defined every study year by the lecturer

**Cilji in kompetence:**

- Cilj tega predmeta je seznaniti študente s sistemom družbene podpore in pomoči za otroke s PP, s terminologijo, seznaniti s procesom odkrivanja/obrnave PP ter predstaviti raznolike prilagoditve in podpore IVI procesa ter uporabo v praksi, ponuditi znanje o kontinuumu VIZ programov in

**Objectives and competences:**

- The objective of this course is: to acquaint students with system of societal support for children with SN, with terminology, to acquaint with the process of early intervention and introduce the different adaptations and supports of IE process and apply them into practice, to offer the knowledge

analizirati stopnjo inkluzivnosti, , predstaviti koncept IVI v SLO, analizirati druge koncepte in pristope,, osvetliti pomen timskega dela in sodelovanja,, poznati vlogo učitelja pri izdelavi IP in izvedbi DSP ter proaktivno delovati, razumeti pomen sodelovanja s starši otrok s PP in iskati ustrezno podporo. .

about the continuum of educational programmes and analyse the degree of inclusivity , to introduce the concept IE in SLO and analyse others concepts and approaches, highlight the importance of the team work and cooperation, to recognise the role of the teacher in designing IP and implementing APS and acting proactively, to understand the importance of cooperation with parents of SN children and searching support for them.

### **Predvideni študijski rezultati:**

#### **Znanje in razumevanje:**

- Prepoznavati in upoštevati interindividualne razlike, PP učencev ter se ustrezno odzivati;
- Predstaviti IVI in identificirati prednosti in pomanjkljivosti; ;
- Poznati in razumeti uvajanje prilagoditev v VIZ in vrednotiti njihovo ustreznost,
- Poznati in upoštevati pomen timskega dela in sodelovanja v inkluziji, reflektirati lastno vlogo v timu,
  
- Razvijati inkluzivno kulturo v neposredni vzgojno-izobraževalni praksi,
- Identificirati, analizirati probleme s področja vzgoje in izobraževanja skupaj s specialnimi pedagogi in drugimi strokovnjaki,
- Izgrajevati profesionalno etiko.

### **Intended learning outcomes:**

#### **Knowledge and understanding:**

- Recognise and consider interindividual differences and SN of students and respond adequately,
- Introduce IE system and identify advantages and shortcomings; ,
- Recognize and understand implementation of adaptations in educational process and evaluate appropriateness,
- Recognise and respect the importance of team work and cooperation in inclusion, reflect his/her own role in the team;
  
- Develop inclusive culture into direct educational practice,
- Identify, analyse the problems of the field of education together with special educators and others professionals,
  
- Complete professional ethics.

### **Metode poučevanja in učenja:**

- predavanja z interaktivno udeležbo študentov,
- seminarji, študija primera, sodelovalno učenje in timsko delo
- individualne konsultacije

### **Learning and teaching methods:**

- lectures with interactive participation of students,
- seminars, the case study, cooperative learning and team work
- individual consultation

**Načini ocenjevanja:****Weight (in %)****Assessment:**

<ul style="list-style-type: none"><li>• seminarska naloga,</li><li>-problemska naloga,</li><li>• pisni izpit.</li></ul>	20 % 20 % 60 %	<ul style="list-style-type: none"><li>• seminar works,</li><li>-problem based assignment</li><li>• written/oral examination.</li></ul>
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**Reference nosilca / Lecturer's references:**

1. BAKRAČEVIČ VUKMAN, Karin, LONGER, Teja, SCHMIDT, Majda (2018). Perceived self-efficacy and social anxiety changes in high school students with learning disabilities (LD) during first year of secondary vocational education. *European journal of special needs education*, vol. 33, iss. 4, str. 584-594. <http://www.tandfonline.com/doi/full/10.1080/08856257.2017.1410320>, doi: 10.1080/08856257.2017.1410320.
2. SCHMIDT, Majda, BROWN, Ivan (2015). Education of children with intellectual disabilities in Slovenia. *Journal of policy and practice in intellectual disabilities*, ISSN 1741-1122, 2015, vol. 12, no. 2, str. 90-99, doi: 10.1111/jppi.12119.
3. SCHMIDT, Majda, PROTNER, Edvard, ČAGRAN, Branka (2015). Social participation of high school students with special needs : a case of promotion of systemic behavior and social responsibility. *Systems research and behavioral science*, vol. 32, iss. 2, str. 214-220. <http://onlinelibrary.wiley.com/doi/10.1002/sres.2262/pdf>, doi: 10.1002/sres.2262