



Univerza v Mariboru

Fakulteta za naravoslovje  
in matematiko

### UČNI NAČRT PREDMETA / COURSE SYLLABUS

<b>Predmet:</b>	Delo z ucenci 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
Izobraževalna matematika – enopredmetna, 2. Stopnja		2	3
Educational mathematics - single-major, 2 <sup>nd</sup> cycle		2	3

**Vrsta predmeta / Course type**

Obvezni / Compulsory

**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:**

Dr. Majda Schmidt

**Jeziki /**

**Predavanja / Lectures:** slovenski / Slovenian

**Languages:**

**Vaje / Tutorial:** slovenski / Slovenian

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

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**Prerequisites:**

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**Vsebina:**

- 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 motnjami ter prilagoditve pri delu z njimi;

**Content (Syllabus outline):**

- 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

<ul style="list-style-type: none"> <li>• Nova koncepcija vzgoje in izobraževanja v Sloveniji, usmerjanje, programi vzgoje in izobraževanja za otroke s PP, dodatna strokovna pomoč, individualizirani programi vzgoje in izobraževanja za otroke s PP, dodatna strokovna pomoč, individualizirani programi, vloga šol in zavodov za vzgojo in iz otrok s PP v integraciji/inkluziji;</li> <li>• Sodelovanje in timsko delo učiteljev, specialnih pedagogov in drugih strokovnjakov v integraciji/inkluziji;</li> <li>• Sodelovanje s starši otrok s posebnimi potrebami (ovire v procesu sodelovanja s starši, pomoč staršem, sodelovalno – partnerski model vključevanja staršev);</li> <li>• Študija primera s poudarkom na kvalitativnem pristopu.</li> </ul>	<p>several categories of disabilities and adaptations in work with them;</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Cooperation and team work of teachers, special educators and other professionals in integration/inclusion;</li> <li>• Cooperation with parents of children with SN (barriers in the process of cooperation, support to parents, cooperation-partnership model of inclusion the parents);</li> <li>• Case study with emphasis on qualitative approach.</li> </ul>
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#### Temeljni literatura in viri / Readings:

<ul style="list-style-type: none"> <li>• Schmidt, M. (2001). Socialna integracija otrok s posebnimi potrebami v osnovno šolo. Maribor: Pedagoška fakulteta.</li> <li>• Schmidt, M., Cagran, B. (2006). Gluhi in naglušni ucenci v integraciji/inkluziji. Zbirka Zora, 43. Slavisticno društvo, Maribor.</li> <li>• Lipec-Stopar, M. (1999). Vloga defektologa pri timskem delu z ucenci s posebnimi potrebami v osnovni šoli. V: Hytonen, J., Razdevšek-Pucko, C., Smyth, G. (ur.). Izobraževanje uciteljev za prenovljeno šolo. Ljubljana: pedagoška fakulteta, str. 65-72.</li> <li>• 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. <a href="http://press.um.si/index.php/ump/catalog/book/337">http://press.um.si/index.php/ump/catalog/book/337</a>, doi: 10.18690/978-961-286-161-2.</li> <li>• Kermauner, A. in Plazar, J. (2019). Prilagojeni pripomočki in metode pri vzgojno-izobraževalnem delu z otroki s posebnimi potrebami. Nova Gorica: Educa Izobraževanje, 184 str.</li> <li>• Dodatno literaturo bo nosilka določala sproti v vsakoletnem učnem načrtu/Additional literature will be defined every study year by the lecturer</li> </ul>
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#### 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

#### 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

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.

when working with students with SN, to initiate the knowledge about inclusive education and to expose the novets 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 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

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

### **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,
- Present inclusive education system and novets of the concept of education,
- Understand the influence of inclusion on childs' 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

In studing 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

<p>znanji drugih področij ter jih uporabiti pri delu z učenci in starši,</p> <ul style="list-style-type: none"> <li>• Stalnega strokovnega izpopolnjevanja,</li> <li>• Izgrajevati profesionalno etiko.</li> </ul>	<p>use them when working with children and parents,</p> <ul style="list-style-type: none"> <li>• Permanent professional training,</li> <li>• Complete professional ethics.</li> </ul>
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**Metode poučevanja in učenja:**

<ul style="list-style-type: none"> <li>• predavanja z interaktivno udeležbo študentov,</li> <li>• seminarji, študija primera, sodelovalno učenje in timsko delo</li> <li>• individualne konzultacije</li> </ul>
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**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>• lectures with interactive participation of students,</li> <li>• seminars, the case study, cooperative learning and team work</li> <li>• individual consultation</li> </ul>
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Delež (v %) /

**Načini ocenjevanja:**

Weight (in %)

**Assessment:**

Način (pisni izpit, ustno izpraševanje, naloge, projekt):	Delež (v %) / Weight (in %)	Type (examination, oral, coursework, project):
<ul style="list-style-type: none"> <li>• Seminarska naloga,</li> <li>• Izpit</li> </ul>	<p><b>30 %</b></p> <p><b>70 %</b></p>	<ul style="list-style-type: none"> <li>• seminar work,</li> <li>• exam</li> </ul>

**Reference nosilca / Lecturer's references:**

1. KURONJA, Maja, ČAGRAN, Branka, SCHMIDT, Majda. Teachers' sense of efficacy in their work with pupils with learning, emotional and behavioural difficulties. Emotional and behavioural difficulties, ISSN 1363-2752, 2019, vol. 24, no. 1, str. 36-49, doi: 10.1080/13632752.2018.1530499. [COBISS.SI-ID 24081416]
2. HAZEMALI, David, MATJAŠIČ FRIŠ, Mateja, ŠELA, Ana, SCHMIDT, Majda. Med priložnostmi in pomanjkanjem : Maribor v času prvega županskega mandata dr. Alojzija Juvana, 1928-1931. Acta Histriae, ISSN 2591-1767. [Spletna izd.], 2018, letn. 26, št. 1, str. 159-180, ilustr. [http://zdjp.si/wp-content/uploads/2018/03/AH\\_26-2018-1\\_HAZEMALI.pdf](http://zdjp.si/wp-content/uploads/2018/03/AH_26-2018-1_HAZEMALI.pdf). [COBISS.SI-ID 1538949]
3. LEBER, Marjan, BASTIČ, Majda, MOODY, Louise, SCHMIDT, Majda. A study of the impact of ergonomically designed workplaces on employee productivity. Advances in production engineering & management, ISSN 1854-6250. [Tiskana izd.], Mar. 2018, vol. 13, no. 1, str. 107-117, tabele, graf. prikazi, doi: doi.org/10.14743/apem2018.1.277. [COBISS.SI-ID 23714312]
4. BAKRAČEVIČ VUKMAN, Karin, LORGER, Teja, SCHMIDT, Majda. 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, ISSN 0885-6257, 2018, vol. 33, iss. 4, str. 584-594. <http://www.tandfonline.com/doi/full/10.1080/08856257.2017.1410320>, doi: 10.1080/08856257.2017.1410320. [COBISS.SI-ID 23509256]
5. ŠILC, Mateja, SCHMIDT, Majda. Besednjak učencev z lažjo motnjo v duševnem razvoju pri pripovedovanju zgodbe. Pedagoška obzorja : časopis za didaktiko in metodiko, ISSN 0353-1392, 2018, letn. 33, [št.] 1, str. 82-94, tabele. [COBISS.SI-ID 514780023]