



Univerza v Mariboru

Fakulteta za naravoslovje  
in matematiko

### OPIS PREDMETA / SUBJECT SPECIFICATION

<b>Predmet:</b>	<b>Specialna pedagogika</b>
<b>Subject Title:</b>	<b>Special pedagogy/special education</b>

<b>Študijski program</b> Study programme	<b>Študijska smer</b> Study field	<b>Letnik</b> Year	<b>Semester</b> Semester
Tehnika – področje izobraževanja, 3. stopnja		2	letni
Education in Engineering, 3 <sup>rd</sup> cycle		2	summer

**Univerzitetna koda predmeta / University subject code:**

<b>Predavanja</b> Lectures	<b>Seminar</b> Seminar	<b>Sem. vaje</b> Tutorial	<b>Lab. vaje</b> Lab. work	<b>Teren. vaje</b> Field work	<b>Samost. delo</b> Individ. work	<b>ECTS</b>
15	10				155	6

**Nosilec predmeta / Lecturer:**

**Jeziki / Predavanja / Lecture:**   
**Languages: Vaje / Tutorial:**

**Pogoji za opravljanje študijskih obveznosti:**  
Ni predpisanih pogojev.

**Prerequisites:**  
There are no preconditions prescribed

#### **Vsebina:**

Modeli obravnave oseb s posebnimi potrebami (PP) v procesu edukacije in rehabilitacije; Inkluzija in deinstitucionalizacija v svetu in pri nas, študije in raziskovalni izsledki o akademskih, socialno-emocionalnih dosežkih otrok in mladostnikov s PP v inkluziji; Učne, socialno-emocionalne in zdravstvene karakteristike otrok in mladostnikov s PP; Strokovna podpora in obravnava motenj, ocenjevanje in diagnosticiranje motenj, posebnih potreb in primanjkljajev, formalne in neformalne oblike podpore, prepreke pri pridobivanju podpore, na otroke in mladostnike z motnjami in njihove družine osredotočeni programi obravnave, temeljni principi obravnave, kvaliteta življenja oseb s PP in njihovih družin; Partnersko - sodelovalni odnos med strokovnjaki, učitelji in starši oseb s PP,

#### **Contents (Syllabus outline):**

Models of treatment of persons with special needs (SN) in the process of education and rehabilitation; Inclusion and deinstitutionalization in foreign countries and our country, studies and academic, socio-emotional research outcomes in children and adolescents with SN in inclusion; Learning, socio-emotional and health characteristics of children and adolescents with SN; Professional support and treatment of disabilities, assessment and diagnosis of disabilities, special needs and impairments, formal and informal forms of support, barriers to obtaining support, children - adolescents centered programs and family - centered programs, basic guidelines of treatment, quality of life of persons with SN and their families; Partnership and cooperation relations between

proaktivnost in razvojnost sodelovanja, fleksibilnost vlog strokovnjakov, timsko delo na področju dela z osebami s PP in njihovimi starši.

professionals, teachers and parents of persons with SN, proactive and developmental cooperation, flexibility of professional roles, team work on the area of special needs.

### Temeljni študijski viri / Textbooks:

Schmidt, M. in Čagran, B. (2006). *Gluhi in naglušni učenci v integraciji/inkluziji*; (Zbirka Zora 43). Maribor: Slavistično društvo.  
Novljan, E. (2004). Sodelovanje s starši otrok s posebnimi potrebami. Zveza Sožitje – Zveza društev za pomoč osebami z motnjami v duševnem razvoju Slovenije.  
Allan, J. (2003). *Inclusion, Participation and Democracy: What is the Purpose?* Kluwer Academic Publishers, Dordrecht/Boston/London.  
Woolfolk, A. (2002). *Pedagoška psihologija*. Ljubljana: Educy.  
Brown, I. in Percy, M. (2006). *Intellectual and developmental disabilities*. Brookes Publishing, Baltimore, London, Sydney.  
Schwab, S. (2018). *Attitudes Towards Inclusive Schooling*. Waxmann, Munster – New York.

### Cilji:

#### Študent/ka:

Nadgradi znanje in razumevanje o modelih obravnave oseb s PP v edukaciji in rehabilitaciji, o procesih inkluzije, deinstitutionalizacije v svetu in pri nas, se poglobljeno in kompleksno seznanji s karakteristikami otrok in mladostnikov s PP, z možnimi oblikami podpore, programi obravnave ter postopki ocenjevanja in diagnosticiranja motenj osredotočenih na osebo s PP in družino, pridobljeno znanje in spretnosti uporablja pri oblikovanju partnersko-sodelovalnih odnosov s starši, učitelji in drugimi strokovnjaki v timu.

### Objectives:

#### A student:

Becomes able to understand models of treatment of persons with SN in education and rehabilitation and becomes able to understand process of inclusion and deinstitutionalization in foreign countries and in our country. Student will also be able to acquaint deeper and more complex knowledge about characteristics of children and adolescents with SN, about possible forms of support, programs of treatment and procedures of assessment and diagnosis which are person and family centered. Student will also be able to apply his/her knowledge and skills to create partnership and cooperative relations with parents, teachers and other professionals in team.

### Predvideni študijski rezultati:

#### Znanje in razumevanje:

- Poglobljeno poznavanje modelov obravnave v edukaciji in rehabilitaciji ter razumevanje in upoštevanje razvojnih karakteristik otrok in mladostnikov s PP,
- Poznavanje metod in pristopov ocenjevanja, diagnosticiranja motenj in programov obravnave ter zmožnost prepoznavanja preprek in ovir pri uresničevanju le-teh v praksi,
- Poznavanje in uporaba pristopov in veščin za vzpostavljanje učinkovitega partnerskega in timskega sodelovanja na področju dela z osebami s PP in starši.

#### Prenesljive/ključne spretnosti in drugi atributi:

Sposobnost kritične uporabe znanstvenih in strokovnih spoznanj iz specialne pedagogike na področju pedagoških ved in v praksi; spretnost razvijanja inkluzivnih, holističnih pristopov in odnosov pri delu z osebami s PP in starši.

### Intended learning outcomes:

#### Knowledge and Understanding:

- Deeper knowledge of models of treatment in education and rehabilitation, understanding and meeting developmental characteristics of children and adolescents with SN;
- Knowledge about methods and approaches of assessment, diagnosis of disabilities and programs of treatment, recognize barriers in practice.
- Knowledge and application of approaches, skills for creating effective partnership and team work on the area of special needs (with persons and parents).

#### Transferable/Key Skills and other attributes:

Ability to critically use the knowledge from the field of special pedagogy in other fields and in the praxis; skills of developing inclusive and holistic approaches and relations while working with persons with SN and parents.

**Metode poučevanja in učenja:**

Predstavitev vsebin ob vzpodbujanju študentov k reševanju problemov. Vaje so usmerjene v povezovanje teorije in prakse, potekajo v manjših skupinah.

**Learning and teaching methods:**

Lectures with discussion and problem solving methods. Exercises and projects aim to connect theory and praxis; they include working in small groups.

**Načini ocenjevanja:**

Delež (v %) /  
Weight (in %)

**Assessment:**

Ustni izpit  
Empirična raziskava  
Poročilo o delu

**20%**  
**50%**  
**30%**

oral examination  
empirical research  
report on the work

**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.
2. SCHMIDT, Jan, SCHMIDT, Majda, BROWN, Ivan. Quality of life among families of children with intellectual disabilities : a Slovene study. *Journal of policy and practice in intellectual disabilities*, ISSN 1741-1122, 2017, vol. 14, no. 1, str. 87-102, doi: [10.1111/jppi.12188](https://doi.org/10.1111/jppi.12188).
3. FIDLER, Alenka, SCHMIDT, Majda. Faktori koi vlijaat vrz izborot na profesija kaj licata so hronična povreda na rbetniot stolb vo republika Slovenija = The factors of occupational choice of persons with chronic spinal cord injury in the Republic of Slovenia. *Journal of special education and rehabilitation*, ISSN 1857-663X, 2017, vol. 18, issue 3-4, str. 5-24. <https://dk.um.si/lzpisGradiva.php?id=68674>, doi: [10.19057/jser.2017.23](https://doi.org/10.19057/jser.2017.23).
4. SCHMIDT, Majda, VRHOVNIK, Ksenja. Attitudes of teachers towards the inclusion of children with special needs in primary and secondary schools. *Hrvatska revija za rehabilitacijska istraživanja*, ISSN 1331-3010, 2015, vol. 51, br. 2, str. 16-30. [http://hrcak.srce.hr/index.php?show=toc&id\\_broj=12081](http://hrcak.srce.hr/index.php?show=toc&id_broj=12081).
5. SCHMIDT, Majda, BROWN, Ivan. 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](https://doi.org/10.1111/jppi.12119).