



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Delo z ucenci 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
Izobraževalna matematika – enopredmetna, 2. Stopnja		2	3
Educational mathematics - single-major, 2 nd 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. Andreja Kozmus

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

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

Vsebina:

- Sistem družbene pomoči in skrbi namenjen otrokom s posebnimi potrebami (PP);
- Opredelitev inkluzivne vzgoje in izobraževanja, filozofska izhodišča inkluzije, socialni model obravnave v inkluziji;
- Terminologija povezana z motnjami, primanjkljaji, ovirami;
- Zgodnje odkrivanje in zgodnja obravnava motenj ter vzroki nastanka motenj;
- Dvojno izjemni otroci;

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"> • Razvojne, učne in socialno-emocionalne značilnosti posameznih kategorij 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 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; • 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. 	<p>several categories of disabilities and adaptations in work with them;</p> <ul style="list-style-type: none"> • Twice-exceptional students; • 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 with emphasis on qualitative approach.
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Temeljni literatura in viri / Readings:

<ul style="list-style-type: none"> • Schmidt, M, Rus Kolar, D, Kranjec, E. (2018). Vloga inkluzivnega pedagoga v vzgoji in izobraževanju = The role of inclusive pedagogues 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. • Lep Biserka (2020). Podpora dvojno izjemnim učencem v šoli. Vzgoja & izobraževanje, 1-2, str. 23-28. Ljubljana: ZRSŠ. • 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. • 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. • Dodatno literaturo bo nosilka določala sproti v vsakoletnem učnem načrtu/Additional literature will be defined every study year by the lecturer

Cilji in kompetence:

<p>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</p>
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Objectives and competences:

<p>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</p>
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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.

special education principles and approaches 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,

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 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

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

<ul style="list-style-type: none"> • 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. 	<p>knowledge of other professional areas and use them when working with children and parents,</p> <ul style="list-style-type: none"> • Permanent professional training, • Complete professional ethics.
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Metode poučevanja in učenja:

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

Learning and teaching methods:

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

Delež (v %) /

Weight (in %)

Načini ocenjevanja:

Assessment:

<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt):</p> <ul style="list-style-type: none"> • seminarska naloga; • problemska naloga; • izpit. 	<p>20 %</p> <p>20 %</p> <p>60 %</p>	<p>Type (examination, oral, coursework, project):</p> <ul style="list-style-type: none"> • seminar work; • problem based assignment; • written exam
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Reference nosilca / Lecturer's references:

1. KOZMUS, Andreja, PŠUNDER, Mateja. Bullying among pupils with and without special needs in Slovenian primary schools. Educational studies. 2018, vol. 44, iss. 4, str. 408-420. ISSN 0305-5698. DOI: 10.1080/03055698.2017.1382323. [COBISS.SI-ID 23388680].
2. KOZMUS, Andreja, PŠUNDER, Mateja. Students' ethnic background as a factor in their involvement in bullying. Revija za elementarno izobraževanje. [Tiskana izd.]. sep. 2019, vol. 12, no. 3, str. 229-244, tabele. ISSN 1855-4431. http://rei.pef.um.si/images/Izdaje_revije/2019/03/REI_vol12_issue_3.pdf, Digitalna knjižnica Slovenije - dLib.si. [COBISS.SI-ID 24821000].
3. KAUČIČ, Sara, KOZMUS, Andreja. Kaj spodbuja ali zavira ustvarjalnost slovenskih osnovnošolskih učiteljev?. Pedagoška obzorja : časopis za didaktiko in metodiko. 2022, letn. 37, [št.] 2, str. 98-111, tabele. ISSN 0353-1392. [COBISS.SI-ID 113327363].
4. KOZMUS, Andreja, ŽUNKO, Monika, PŠUNDER, Mateja. Stališča vzgojiteljic in pomočnic vzgojiteljic do zgodnje obravnave in vključevanja otrok s posebnimi potrebami v redne oddelke vrtca. Educa : strokovna revija za področje varstva, vzgoje in izobraževanja predšolskih otrok in otrok na razredni stopnji osnovne šole. maj/jun. 2020, letn. 29, [št.] 1/2/3, str. 8-17, tabele. ISSN 0353-9369. [COBISS.SI-ID 24678403].