



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
Izobraževalna tehnika		2	4
Educational Design		2	4th

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
15	15				60	3

Nosilec predmeta / Lecturer:

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

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

Ni posebnih pogojev.

Prerequisites:

No special prerequisites.

Vsebina:

Content (Syllabus outline):

- **Sistem družbene pomoči in skrbi namenjenotrokom 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 obravnavamotenj ter vzroki nastanka motenj;
- Dvojno izjemni otroci
- 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 izobraževanjeotrok s PP v integraciji/inkluziji;
- Sodelovanje in timsko delo učiteljev, specialnihpedagogov 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);

- Inclusive education, philosophical backgroundsof inclusion, social model of treatment in inclusion;
- System of societal support and care forchildren with special needs (SN)
- Terminology associated with disabilities, impairments, handicaps,
- Early identification and early intervention ofdisabilities and causes,
- Twice-exceptional students;
- Developmental, educational and socio-emotional characteristics of children withseveral 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 educationprogrammes, 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 inintegration/inclusion;
- Cooperation with parents of children with SN (barriers in the process of cooperation, supportto parents, cooperation-partnership model of inclusion the parents);

Temeljni literatura in viri / Readings:

- Schmidt, M, Rus Kolar, D, Kranjec, E. (2018). Vloga inkluzivnega pedagoga v vzgoji in izobraževanju = The role of inclusive pedagogue 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.

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 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

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

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.

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:

- ☐ 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 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:

- 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.

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 novets of the concept of education,
- Understand the influence of inclusion on childrens' 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:

- 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:

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

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 %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

<p>Način (pisni izpit, ustno izpraševanje, naloge, projekt)</p> <ul style="list-style-type: none"> • Seminaraska 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 • 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].