



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Specialna pedagogika
Subject Title:	Special pedagogy/special education

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Tehnika- področje izobraževanja		2	letni
Education in Engineering		2	summer

Univerzitetna koda predmeta / University subject code:

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

Nosilec predmeta / Lecturer:

Majda Schmidt Krajnc

Jeziki /

Predavanja / Lecture:

Slovenščina / Slovene

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

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 professionals, teachers and parents of persons with SN, proactive and developmental cooperation, flexibility of professional roles, team

starši.

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 osebam s 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.

Cilji:

Študent/ka:
Nadgradi znanje in razumevanje o modelih obravnave oseb s PP v edukaciji in rehabilitaciji, o procesih inkluzije, deinstitucionalizacije v svetu in pri nas, se poglobljeno in kompleksno seznanj 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:

Predstavitve 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 %) /

Assessment:

Weight (in %)

ustni izpit projektna naloga	70% 30%	oral examination project assignment
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Reference nosilca / Lecturer's references:

1. SCHMIDT, Majda, PRAH, Alenka, ČAGRAN, Branka. Social skills of Slovenian primary school students with learning disabilities. *Educational studies*, ISSN 0305-5698, 2014, vol. 40, no. 4, str. 407-422, doi: [10.1080/03055698.2014.930339](https://doi.org/10.1080/03055698.2014.930339).
2. BRUMEN, Mihaela, BRAČKO, Lea, SCHMIDT, Majda. Slovenian teachers' elements of support for pupils with learning difficulties in foreign language teaching at the primary and lower-secondary levels. *English language teaching*, ISSN 1916-4742, 2014, vol. 7, no. 5, str. 78-88, tabele. <http://dx.doi.org/10.5539/elt.v7n5p78>.
3. SCHMIDT, Majda, ČAGRAN, Branka. Support for secondary school students with special needs = Podrška srednjoškolcima s posebnim potrebama. *Hrvatski časopis za odgoj i obrazovanje*, ISSN 1848-5189. [Tiskana izd.], 2014, vol. 16, no. 4, str. 1055-1091, doi: [10.15516/cje.v16i4.487](https://doi.org/10.15516/cje.v16i4.487).
4. SCHMIDT, Majda, PROTNER, Edvard, ČAGRAN, Branka. Social participation of high school students with special needs : a case of promotion of systemic behavior and social responsibility. *Systems research and behavioral science*, ISSN 1092-7026, 2014, str. [1-7]. <http://onlinelibrary.wiley.com/doi/10.1002/sres.2262/pdf>, doi: [10.1002/sres.2262](https://doi.org/10.1002/sres.2262).
5. BAKRAČEVIČ VUKMAN, Karin, FUNČIČ MASIČ, Tamara, SCHMIDT, Majda. Self-regulation of learning in secondary school students with special education needs and other students of vocational and technical schools. *The new educational review*, ISSN 1732-6729, 2013, vol. 33, no. 3, str. 297-307, tabele. http://www.educationalrev.us.edu.pl/vol/tner_3_2013.pdf.
6. ČAGRAN, Branka, SCHMIDT, Majda. Attitudes of Slovene teachers towards the inclusion of pupils with different types of special needs in primary school. *Educational studies*, ISSN 0305-5698, May 2011, vol. 37, no. 2, str. 171-195, doi: [10.1080/03055698.2010.506319](https://doi.org/10.1080/03055698.2010.506319).
7. ČAGRAN, Branka, SCHMIDT, Majda, BROWN, Ivan. Assessment of the quality of life in families with children who have intellectual and developmental disabilities in Slovenia. *Journal of intellectual disability research*, ISSN 0964-2633, dec. 2011, vol. 55, iss. 12, str. 1164-1175, ilustr., doi: [10.1111/j.1365-2788.2011.01400.x](https://doi.org/10.1111/j.1365-2788.2011.01400.x).