

Study programme: Special education and rehabilitation			
Title of the subject: INTRODUCTION TO DEFECTOLOGY			
Type and level of studies: basic academic			
Lecturer: Slavnić S. Svetlana			
Course status: Obligatory mutual course for multiple modules			
ECTS-credits: 6			
Prerequisites: /			
Aim: Introduction to students with basic scientific knowledge in the field of defectology as well as basic defectological terminology. Mastering theoretical approaches in defectology as social sciences.			
Course outcome: Adoption of general scientific discourse of defectology as a basis for further study of special defectological disciplines. Linking defectological theory with practical work.			
Course content			
<i>Lectures:</i> definition, subject and tasks of defectology; conceptual and terminological definitions of handicap, disability, impairment, obstruction; developmental disorders, inclusion and integration; quality of life of persons with disabilities; Different approaches in rehabilitation of impaired; social protection of handicapped persons; professional associations of handicapped.			
<i>Practical exercises:</i> Learning and mastering practical knowledge and skills in working with people with disabilities. Visit to handicapped institutions.			
Literature:			
1.Slavnić, S.,Veselinović,I. (2015). Uvod u defektologiju. Univerzitet u Beogradu, Fakultet za specijalnu edukaciju u rehabilitaciju, Beograd. ISBN 978-86-6203-075-7			
2. Međunarodne rezolucije o pravima hendikepiranih lica(2002), priredio Savić Lj., COSGNJ, Beograd			
3.Prava osoba sa invaliditetom (odabrana poglavlja), Centar za unapređenje pravnih studija,Beograd,2003			
4. Jovanović, M. (2013). Socijalni aspekti kvaliteta života osoba sa telesnim invaliditetom (odabrana poglavlja). ISBN 978-86-85709-43-2			
5.Dimić, D.(2005). Deca sa blagim smetnjama u razvoju i učenju u odeljenjima redovne osnovne škole (odabrana poglavlja). Novi Sad: Platonemum. ISBN 86-85869-00-5			
Number of active classes per week: 4	Lectures: 2		Practical exercises: 2
Teaching methods: Lectures with application of modern technical means, exercises.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	oral exam	50
practical teaching	10	-	-
midterm(s)	30	-	-
seminars	5	-	-

Study Program: Special Education and rehabilitation; Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic Academic			
Title of the Subject: Introduction to Developmental Psychology			
Lecturer: Matejić Đuričić Ž. Zorica; Stojković B. Irena			
Course status Obligatory mutual course for multiple modules			
ECTS: 4			
Prerequisites: no			
Aim: Understanding process, determinates nad general tendencies of normative child development.			
Outcomes: The acquisition of basic competencies in the understanding general tendencies of mental ontogenesis.			
Content			
<i>Lectures</i>			
Developmental Psychology: Historical and Contemporary approach			
General strategies into development investigation; specific methods and techniques			
Conceptual framework of development: Explanatory models and the leading theories			
Determinates of mental development; Maturation and Learning			
Development and education			
<i>Practical work:</i>			
Development of tematic contents of theoretical lectures			
Literature			
1. Matejić Đuričić Z. (2010). Uvod u razvojnu psihologiju. Fasper. Beograd, str. 216. ISBN 97-866203-004-7			
2. Šmit V.H.O. (1991). Razvoj deteta. Biološki, vaspitni i kulturološki okvir proučavawa, Zuns. Beograd. str. 197. ISBN. 86-17-02461-5.			
Number of active classes per week:			
Lecture:		Practical work:	
2		1	
Theaching methods:			
Clasical lectures, video presentations, grupop disscussion.			
Evaluation of knowledge (maximum score 100)			
Pre obligation	Score	Final Exam	Score
Activities during lectures	5	Written Exam	50
Practical teaching	10	Oral Exam	10
Midterm(s)	20		
Seminars	5		

Study Program: Special education and rehabilitation			
Type and level of Studies: Basic academic Studies			
Title of The Subject: Basics of Educational Psychology			
Lecturer: Slobodanka V. Antić			
Course Status: Obligatory			
ECTS: 4			
Prerequisites: no			
Aims:			
<ol style="list-style-type: none"> To develop basic knowledge and understanding of the contemporary scientific Educational Psychology; To develop students' sensitivity for individual differences and the learning needs of persons with disabilities, students' critical thinking and reflectivity. 			
Outcomes:			
Having successfully completed this module students will be able to:			
<ol style="list-style-type: none"> Correctly use and apply basic scientific knowledge of educational psychology in further learning. Recognize complex, context dependent nature of learning processes and identify appropriate research approach (including action research). 			
Content:			
<i>Lectures:</i>			
The course provides an introduction to concepts, theories, and research in educational psychology. The topics covered: A range of research perspectives and methodologies applied to education and psychology (including action research); The processes of learning, the learning theories and their impact on educational practices; Cognitive development during the school years and individual differences; The complex interactions between education and its contexts; Different instructional approaches; Motivation for learning and evaluation and assessment.			
<i>Practical work:</i>			
The essay writing on different educational issues; the group project work on practical guide for learning educational psychology; guided discussion on various topics; designing dictionary for educational psychology.			
Literature			
<ol style="list-style-type: none"> Arsenović Pavlović, M., Antić, S. i Jolić Marjanović, Z. (2017). Pedagoška psihologija: udžbenik sa priručnikom za vežbe. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Vizek Vidović, V. i sar. (2014) Psihologija obrazovanja. Beograd: Klett 			
Number of active classes per week	Lecture: 2		Practical work: 1
Teaching methods			
Lectures, individual assignments, small group activities, group discussions, video/DVDs, guest lectures and realisation of the small projects.			
Evaluation of knowledge (max score 100)			
Pre obligations		Final exam	
Activities during lectures	10	Written exam	70
Practical teaching	10	Oral exam	
Midterm(s)	10		
Seminars			

Study program: Special education and rehabilitation			
Type and level of studies: Basic studies			
Title of the subject: MEDICAL PHYSIOLOGY			
Lecturer: Maja Milovanovic			
Course status: Obligatory subject for following modules: Visual impairment, Hearing disability, Motor disability, Sensorimotor distability, Prevention and treatment of behavioral disorders			
ECTS: 4			
Prerequisites: No			
Aim: Acquiring basic knowledge of the human organism structure, the roles of individual functional systems and mechanisms of their functioning, the relation between functional systems, and the bidirectional relation between the organism as a whole and the environment.			
Outcomes: Students' ability to understand the biological model of disability by learning about the physiological basis of sensory, motor and intellectual functioning.			
Content <i>Lectures:</i> Organization and general plan of the body; The organization of the cell and the role of particular cellular structures; Body fluid; The muscular system; The nervous system; The senses; The endocrine system; The reproductive system; The thermoregulation and metabolism; Behaviors: learning, memory, language and speech, sleep-wake states.			
Literature Jovanovic T. Medicinska fiziologija. Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, 2004. ISBN: 86-80113-40-9 (480 strana).			
Number of active classes per week:	Lecture: 4	Practical work: 0	
Teaching methods: Regular educational method using power-point presentation lectures, with students' interactive involvement.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	written exam	40
practical teaching	0	oral exam	10
midterm(s)	30	.....
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic studies			
Title of the subject: Human Genetics			
Lecturer: Novakovic V. Ivana, Maksic M. Jasmina			
Course status: Obligatory			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: Understanding the inheritance in the realization of each individual's biopotential, as well as in growth and development disorders, with isolated or combined damage. Introducing with methods of molecular genetics and their implementation in early diagnosis and treatment.			
Outcomes: Training graduated students for observation and recognition a genetic part in growth and development disorders (anomalies and hereditary diseases), as well as individual or teamwork with other specialties, from genetic consultant to creation and realization prevention program.			
Content			
<p><i>Lectures:</i> Determination of growth and development of the individual; Principles of inheritance; DNA as a hereditary substance, genetic code, gene - concept, structure, function; Gene-protein-phenotype; Regulation of gene activities, gene interactions, variability; Human genome; Gene mutations; Mutagenesis; Mendelian diseases and types of inheritance; Multifactorial diseases; Genes and populations; Population screening and prenatal diagnosis; Application of molecular genetics methods; Genetic diagnosis and genetic counseling; Oncogenetics; Immunogenetics; Behavioral genetics; Genetic and non-genetic causes of speech disorder; Genetic and non-genetic causes of hearing disorder; Genetic and non-genetic causes of visual disturbance; Genetic and non-genetic causes of mental retardation;</p> <p><i>Practical work:</i> Cell-genetic aspect; Chromosomes, structure and role, nomenclature, methods of chromosome analysis; Gametogenesis; Chromosomal aberrations; Chromosomal diseases; Mitochondrial DNA; Mitochondrial diseases; Determination and differentiation of gender; Pregnancy; Teratogenesis; Perinatal pathology; Newborns; Congenital anomalies.</p>			
Literature			
<ol style="list-style-type: none"> 1. Ninković, D. (2007). Medicinska genetika, Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD, Beograd. ISBN 978- 86-80113-55-5. 250. str. 2. Ninković, D. (2000). Medicinska genetika, opšti deo, Zavod za udžbenike i nastavna sredstva, Beograd. ISBN 86-17-08237-2. 22. strane. 3. Diklić, V., Kosanović, M., Nikoliš, J., Dukić, S. (2001). Biologija sa Humanom genetikom, Medicinska knjiga, Beograd. ISBN 9788683615032. 73. strane. 4. Matic, G. (2004). Osnovi molekularne biologije, Biološki fakultet, Beograd. 55. strana. 5. Marinković, D. (1989). Genetika, Naučna knjiga, 494 strana, Beograd. ISBN 86-23-23058-2. 20. strana. 			
Number of active classes per week:	Lecture: 3	Practical work: 1	
Teaching methods:			
Oral presentation, video presentation, discussion			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)	20	.....
seminars	10		

Study program: Special Education and Rehabilitation, Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic academic			
Title of the subject: English Language			
Lecturer: Maja Ivančević Otanjac			
Course status: Obligatory			
ECTS: 6			
Prerequisites: Knowledge of General English acquired at secondary school			
Aim: The main aim of this course is for students to acquire the vocabulary related to different fields of Special Education and Rehabilitation. Throughout the course, students also repeat and improve their General English skills and English grammar at Intermediate/Upper Intermediate (B1/B2) level.			
Outcomes: Most students master the expected vocabulary, language skills and structures.			
Content <i>Lectures:</i> Topics and vocabulary related to different fields of Special Education and Rehabilitation, including the following: Learners with Learning Disabilities, Learners with Intellectual Disabilities, Learners with ADHD, Learners with Behavioral Disorders, Learners with Communication Disorders, Learners with Hearing Impairment, Learners with Visual Impairment, Learners with Autism Spectrum Disorders, Learners with Low-Incidence, Multiple and Severe Disabilities, Learners with Physical Disabilities, Learners with Special Gifts and Talents, Inclusion, Job Profiles in Special Education. Language structures appropriate for Intermediate/Upper Intermediate level (B1/B2). Grammar: Present Simple/Continuous, Past Simple/Continuous, Present Perfect Simple/Continuous, Past Perfect, The Future, Modal verbs, Conditionals, Subjunctive, Passive Voice, Reported Speech, Relative Clauses/Pronouns, Adjectives and Adverbs, Articles, Prepositions, Phrasal and Prepositional verbs, Noun/Adjective + Preposition. <i>Practical work:</i>			
Literature English for Special Education Maja Ivančević Otanjac, Mirjana Furundžić University of Belgrade, Faculty of Special Education and Rehabilitation, 2014 ISBN: 978-86-6203-049-8			
Number of active classes per week:	Lecture: 2	Practical work: 0	
Teaching methods: All lectures are in English. A new Special Education topic is covered every week, with the exception of revision lessons where students repeat vocabulary and grammar from previous units. Each new topic is usually introduced by a relevant video presented to students, followed by a classroom discussion on the topic. Each unit includes the following exercises: reading and reading comprehension, vocabulary exercises, translation from English into Serbian, and grammar exercises.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	30	written exam	70
practical teaching	/	oral exam	/
midterm(s)	/	.....
seminars			

Study program: Special education and rehabilitation (modules: Visual impairment, Hearing disability, Motor disability); Speech and language pathology; Special education and rehabilitation for persons with difficulties in mental development.			
Type and level of studies: basic academic			
Title of the subject: Neurology			
Lecturer: Dragan M. Pavlović			
Course status: Obligatory			
ECTS: 4			
Prerequisites: Basic knowledge in physiology with anatomy of the nervous system			
Aim: Understanding of the etiopathogenesis of diseases of the nervous and muscular system, manifestations, the course and prognosis of these diseases, in order to identify the most common neurological diseases / damages that lead to permanent or temporary disability and require special educational treatment and rehabilitation.			
Outcomes: Ability of students to identify the most common neurological diseases / disorders that lead to permanent or temporary disability and require special educational treatment and rehabilitation			
Content			
<i>Lectures:</i>			
Neurological basics, semiotics, flows and prognosis of inborn and acquired diseases of the nervous system, which are the most common causes of temporary or permanent handicap, and require special educational treatment and rehabilitation; diseases that are followed by a stagnation in the development of mental abilities of the disease / damage to the central and peripheral nervous system that lead to temporary or permanent motor disorder disorders; diseases / damage to brain nerves, especially senses of hearing and hearing aids, which lead to hearing loss and speech abilities and sensations of the eyes and optical pathways that lead to visual impairment.			
<i>Practical work:</i> case studies			
Literature			
Pavlović DM. Neurologija. Beograd, Srbija: Orion Art, 2016.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods:			
classical educational method using video presentations and active involvement of students in work			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	40
practical teaching		oral exam	20
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic studies			
Title of the subject: Introduction to Neuropsychology			
Lecturer: Krstic S. Nadezda			
Course status: Obligatory			
ECHEB: 5			
Prerequisite: Course on Medical Neurophysiology, exam passed.			
Aim: Introduction to neurobiological bases of mental functions and cognitive processing, covering main brain mechanisms underlying both normal and disturbed/pathological perceptual, gnostic or executive functioning in humans. The main course objective is to provide the necessary background for correlation with related courses and for monitoring new developments in the basic and clinical neuro and psychological sciences.			
Outcomes: Basic understanding of the manner by which the brain enables human behaviour, of the nature and character of alterations underlying atypical/pathological patterns of mental functioning, elementary grasp on contribution of neuropsychological assessment and neurocognitive research to elucidation of symptom appearance in neurological disorders.			
Content: <i>Lectures:</i> The concept of cognitive neuroscience, historical development, methods and instruments of neuropsychology, fundamentals of neuropsychological assessment, main principles of cerebral functional organization in enabling cognitive processing, cortical functional topography and lateralization, neuropsychological syndromes associated with damage in different lobes of the brain, neurocognitive structure of memory, executive functions and emotions, basic issues in neurocognitive rehabilitation <i>Practical work:</i> analysis of clinical cases on patients with neurological lesions or diseases.			
Literature <i>Required readings</i> 1. Nadezda Krstic: Introduction to Neuropsychology, on http://www.fasper.bg.ac.rs/nastavnici/Krstic_Nadezda/index.html , 138 p.			
Number of active classes per week: 2		Lectures: 1	Practical work:
Teaching methods: The course is based on frontal lectures while relying extensively on presentations and movies demonstrating various neuropsychological syndromes. In addition, home assignments will be given during the class.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	points
activities during the lectures	10	written exam/ oral exam	50
practical teaching			
midterm(s)	40	.....
seminars			

Study program: Special education and rehabilitation: module Visual impairments, Hearing disability, Motor disability, Sensorimotor disability, Prevention and Treatment of Behavioral Disorders			
Type and level of studies: Basic academic			
Title of the subject: INTRODUCTION TO SOCIAL PEDAGOGY			
Lecturer: Zoran P. Ilić			
Course status: Obligatory			
ECTS: 5			
Prerequisites: None			
Aim: The course is designed to introduce to the students Social Pedagogy as an autonomous scientific discipline and empathizes its importance for the development and establishment of social pedagogical programs and activities in society. The course also introduces and discusses core scientific theoretical, methodological and practical knowledge related to the social aspects and dimension of persons with behavioral disorders.			
Outcomes: Upon the successful completion of this course, the student will be able to: (a) understand key conceptual/methodological and categorical apparatus of social pedagogy; (b) analyze and critically think of different concepts on the international plan and (c) gain in-depth understanding of the development, current state of affairs, and pitfalls in the field of education of persons with behavioral disorders both in institutional and community setting.			
Content Lectures: The course includes but is not limited to the following topics and issues: Description and critical analysis of the definition, subject matter, goals, and objectives of Social Pedagogy as a scientific, practical and academic discipline. Historical development, research methods and scope of social pedagogy; Social pedagogical view of disorders in social behavior; Education of persons with disorders in social behavior; Power and limitations of re-education of persons with behavioral disorders; Characteristics of socio-pedagogical program for different types and etiology of behavioral disorders; Ethics of social pedagogical interventions; social pedagogy and deinstitutionalization; Professional identity, function, key competencies and areas of activity of special-social pedagogics. Practical work: Lab exercises and assignments, a variety of other teaching strategies and learning activities, Students' research projects and presentations.			
Literature 1. Ilić, Z. (2000) Resocijalizacija mladih prestupnika, Defektološki fakultet, Beograd. ISBN 86-80113-27-1 2. Uzelac S. i Boulet D. (2007) Osnove socijalne pedagogije, Školska knjiga, Zagreb. 3. Uzelac S. (1995) Socijalna edukologija, Sagena, Zagreb.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures; Collaborative-interactive teaching/learning activities; Individual mentoring and consultations; Small group and plenary discussions and Students' presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	
practical teaching		oral exam	50
midterm(s)	20	.....
seminars	15		

Study program: Special education and rehabilitation			
Type and level of study: Basic academic			
Title of the course: Language disorders basics			
Lecturer: Slavica Golubović, Nadežda Dimić			
Course status: Obligatory common course of several modules- Visual impairment, Hearing disability, Motoric disability, Sensomotoric disability; Elective course of module-Prevention and treatment of behavioral disorders			
ECTS: 5			
Prerequisites: no conditions			
Aim of the course (subject) The aim is to provide students with knowledge of the language disorders basics and speech and language pathology, which will form the totality of knowledge from other areas of defectology.			
Outcome of the Course The outcome is that students are introduced to the language disorders basics through the concept and structure of speech and language pathology.			
Content of the course <i>Theoretical teaching</i> Speech and language pathology constitution through history. Subject, goal, task and structure of speech and language pathology. Means of verbal communication. Diagnostics, differential diagnostics of language disorders. Forms and types of language disorders. Treatment of language disorders. Standards and normatives in speech and language pathology. <i>Practical teaching</i> Speech and language pathology practice in elementary school and all types of developmental disorders.			
Literature: 1. Golubović, S. (2012). <i>Gnosogena, pervazivna i psihopatologija verbalne komunikacije</i> . Beograd: Društvo defektologa Srbije, Tonplus. (str. 20-120; 277-345) ISBN: 978-86-84765-36-1. 2. Golubović, S. (2012). <i>Fonološki poremećaji</i> . Beograd: Društvo defektologa Srbije, Tonplus. (str. 142-201). ISBN: 978-86-84765-33-0. 3. Golubović, S. (2011). <i>Disleksija, disgrafija, dispraksija</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu. (str. 470-498). ISBN: 978-86-6203-013-9			
Number of active classes			
Lectures Classes per week: 2	Practical work (Exercises) Classes per week: 1		
Teaching methods			
Evaluation of knowledge (maximum score 100)			
Duties before exam	No of points	Final exam	No of points
Activities during the lectures	50		
Practical classes			
Colloquium		Test or Oral exam	50

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Basic of special education and rehabilitation of persons with motor disabilities			
Lecturer: Miodrag L. Stošljević			
Course status: obligatory for modules: Visual impairments, Hearing disability, Motor disability, Sensorimotor disability elective for Module Prevention and treatment of behavioral disorders			
ECTS: 5			
Prerequisites: -			
Aim: Student will get theoreticall and practical knowledge: concept, subject and tasks of special education and rehabilitation of persons with motor disabilities. Scope of work of special educator and rehabilitator persons with motor disabilities. Student will get informed with basic knowledge of integral treatment for persons with motor disabilities. After that, student will study classification and type of pathological conditions, clinical picture that special educator and rehabilitator deals with. At the end, student will study basics of clinical and educational work with persons with motor disabilities.			
Outcomes: The student will get basic knowledge of technique which are related to detection, diagnosing with prognosis, education and rehabilitation persons with motor disabilities. Special attention will be paid to gain skills related to play games and toys for children with motor disabilities, play teherapy, sport and recreation.			
Content <i>Lectures:</i> Definition, object, concept, task and basic terminology of special education and rehabilitation persons with motor disabilities. Scope of work of special educator and rehabilitator persons with motor disabilities. Review of general and specific historical development of special education and rehabilitation. Anatomical and physiological basics of human motor functioning. Neuropsychology of human motor functioning. Pathology of human motor functioning. Diagnostics, rehabilitation and education of persons with motor disabilities. <i>Practical work:</i> Student will be familiar with plan and program of practical skills. Gain practical skills in implementing preventive program for motor disabilities. Gain practical skills in detecting motor disabilities. Implementing diagnostics among persons with motor disabilities (Screening of ability, Screening of psychic and motor function...). Applicability of „Open stimulation program of human development“. Special writing of persons with motor disabilities. Organization of games and work with toys.			
Literature 1. Stošljević, M. (2013). Osnovi specijalne edukacije i rehabilitacije osoba sa motoričkim poremećajima (osnovi somatopedije – udžbenik, 253 str. Društvo defektologa Srbije, Beograd. ISBN 978-86-84765-44 2. Stošljević, L., Stošljević, M., Odović, G. (2006). Procena sposobnosti osoba sa motoričkim poremećajima, FASPER, Beograd. ISBN 86-80113-48-4			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Oral lecture, interactive teaching, consultations, power point presentation			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	25	written exam	15
practical teaching		oral exam	35
midterm(s)	25	.....
Seminars			

Study program: Special education and rehabilitation, module Sensorimotor disability			
Type and level of studies: Basic academic			
Title of the subject: BIOLOGICAL FOUNDATIONS OF BEHAVIOR			
Lecturer: Dragan S. Marinković			
Course status: obligatory			
ECTS: 4			
Prerequisites: none			
Aim: To introduce students with biological mechanisms of different categories of behavior and possibilities for their control and modulation. To reveal at first place those categories of behavior that are of significance for execution and control of motor action; process of vision and object recognition; and process of language reception, recognition and comprehension.			
Outcomes: Students acquire knowledge from the scientific discipline of biology of behavior (behavioral neuroscience, biological psychology) that will allow them to fully understand behavior and mental processes of healthy and disabled person. Acquired knowledge is of importance for understanding various impairments in process of vision, hearing, motor action, cognition and behavior.			
Content <i>Lectures:</i> Definition of behavior. Importance of nervous system specialization and plasticity for different types of behavior. Elements of hormone regulation of behavior. Interaction between genetic factors and experience in development of behavior. Methods for studying behavior: methods of visualization and stimulation of the brain, detection of psychophysiological activities, pharmacological methods, animal models, neuropsychological tests. The role of sensory systems in the regulation of the behavior. Motor action. Food and drink uptake regulation. Biology of sexual behavior. Biology of behavior regulated by circadian rhythm. Biological mechanisms of emotional processing. Nonverbal communication in regulation of behavior. Biology of memory and learning. Behavioral disorders. Agents that influence behavior (alcohol, drugs, medications...). <i>Practical work:</i> Presentation of various cases of emotional and behavioral disorders. Critical analysis of different scientific experiments from the field of biology of behavior. Video presentations of different problems from the field of biology of behavior. Choosing topic and writing seminar paper.			
Literature 1. Dragan Marinković. (2017). Biološke osnove ponašanja. Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd 2. John P.J. Pinel. (2002). Biološka psihologija. Naklada Slap, Zagreb 3. Mira Pašić. (2003). Fiziologija nervnog sistema. Centar za primenjenju psihologiju, Beograd			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Classical educational method using PowerPoint presentations, presentation and discussion of different videos, writing of seminar papers and active learning.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	25
practical teaching	10	oral exam	25
midterm(s)		.....
seminars	25		

Study program: Special Education and Rehabilitation, module: Prevention and Treatment of Behavior Disorders			
Type and level of studies: Basic Academic			
Title of the Subject: SOCIOLOGY			
Lecturer: Filipović R. Mirko			
Course status: obligatory			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: Introduction to the basic sociological concepts and classical and modern sociological theories; learning how this knowledge can help us in understanding modern, fast changing world; connect students' primary social experience with academic sociological knowledge.			
Outcomes: The ability of application of sociological concepts and different theoretical approaches in the analysis of social phenomenon and behaviour patterns; The understanding of the social nature of human individual problems; The ability of objective evaluation of the social politics initiatives.			
Content <i>Lectures:</i> Sociological Standpoint. Methods of Sociological Research. Culture and Society. The World in Change: Globalization. Social Interaction and Everyday Life. Sociology of the Body: Health, Illness and aging. Social Stratification, Class and Inequality. Sociology of the Poverty. The Underclass and Social Exclusion. Sociology of Deviancy. Patterns of Crime in Contemporary Society. Gender and Sexuality. Gender and Social Inequality. The Family and the Marriage. Race, Ethnicity and Migrations. The Work and the Economic Life. Power, Politics and State. Modern Organizations. Education. Mass Media and Communications. Sociology of Religion. Cities and Urbanization. Population Growth and Ecological Crisis. Recent Theoretical Developments in Sociology. <i>Practical work:</i> This course follows the themes exposed in lectures, applying the active learning methods: homework, documentaries and discussion.			
Literature 1. Gidens, E. (2003). <i>Sociologija</i> . Beograd: Ekonomski fakultet. ISBN 86-403-0521-8 2. Haralambos, M., Holborn, M. (2002). <i>Sociologija: teme i perspektive</i> (selected chapters). Zagreb: Golden marketing. ISBN 953-212-100-5			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods: Classical lectures, creative workshops, discussion and homework reports			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	50
practical teaching	5	oral exam	
midterm(s)	20	.....
seminars	20		

Study program: Special Education and Rehabilitation			
Type and level of studies: Basic Academic			
Title of the Subject: PSYCHOLOGY OF PERSONALITY			
Lecturer: Trebješanin M. Žarko; Mijatović R. Luka			
Course status: obligatory for module Prevention and Treatment of Behavior Disorders elective for modules: Visual Impairment, Motor Disability, Sensorimotor Disability, Hearing Disability			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: Introduction of the main approaches, domains and theories of personality, as well as understanding the basic problems and concepts in psychology of personality.			
Outcomes: Acquisition of relevant theoretical and practical knowledge from the psychology of personality and enabling its application in special education and rehabilitation practice.			
Content <i>Lectures:</i> Subject, basic problems and approaches to personality; Structure, dynamics and development of personality; theories of personality: Freud's, Adler's, Jung's, Erikson's, social analytic theories (Horney and Fromm) and factorial theories of personality. <i>Practical work:</i> Introduction to basic methods and techniques of personality research and assessment (interview, questionnaire, assessment scales, personality tests, etc.). Practical application of theoretical concepts and methods of different personality theories.			
Literature 1. Trebješanin Ž. (2010). Psihologija ličnosti. Beograd: Učiteljski fakultet. ISBN 978-86-7849-113-9 2. Trebješanin Ž. (2003). Leksikon psihoanalize. Novi Sad: Matica srpska. ISBN 86-363-0436-9			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical teaching, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	60
practical teaching	10	oral exam	
midterm(s)	20	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Mental health of school children			
Lecturer: Dragan M. Pavlović			
Course status: Obligatory subject for module Prevention and treatment of behavioral disorders; Elective subject for modules Visual impairment, Hearing disability, Motor disability, Sensorimotor distability			
ECTS: 4			
Prerequisites: None			
Aim: Understanding the causes, the way of expressing, the course and prognosis of the most common mental health disorders of school children and the possibilities of their prevention and interventions in the school environment.			
Outcomes: Students' ability to recognize the risks and the most common mental health disorders of school children and to participate in teams / programs for their prevention and treatment.			
Content			
<i>Lectures:</i> Risk factors and protection and improvement of mental health and prevention of mental health disorders of school children, especially children with specific developmental disorders of school skills, hyperkinetic and behavioral disorders in the school, children with traumatic experiences, emotional and psychiatric disorders, abused and neglected children, chronically ill and disabled children. Assessment of the need, guidance and monitoring of children with mental health problems in school and ethical issues related to research and interventions at school.			
Literature Pavlović DM. Mental health of school children. Belgrade: Orion Art, 2014.			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods: classical educational method using video presentations and active involvement of students in work			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	written exam	40
practical teaching		oral exam	20
midterm(s)	30	.....
seminars			

Study programme: Special education and rehabilitation			
Title of the subject: GENERAL DEFECTOLOGICAL ASSESSMENT			
Type and level of studies: basic academic			
Lecturer: Slavnić S. Svetlana			
Course status: Obligatory mutual course for multiple modules			
ECTS-credits: 6			
Prerequisites:/			
Aim: The aim is for students to become familiar with general defectological principles of assessment. The emphasis is on assessing those functions that are necessary for the psychosocial development of a person.			
Course outcome: To enable students to independently create, design and implement protocols that form an integral part of rehabiolitational programs in the future work, which relate to the psychosocial development and quality of life of the deaf and hard of hearing.			
Course content			
<i>Lectures:</i>			
Defining a general defectological assessment in relation to other disciplines. Objective, specifics, possibilities and place of general defectological assessment in the multidisciplinary team. The role of defectologists in a multidisciplinary and interdisciplinary team. Anamnesis and types of anamnesis. Observation (bodies and movements) of children in a social environment. Evaluation of the psychomotor organization, assessment of practical organization, assessment of gnostic organization, assessment of practical organization, assessment of the organization of cognitive functions in relation to age, assessment of the behavior of the child in the family, preschool institution and school.			
<i>Practical exercises:</i>			
Training students to collect data and to create anamnesis for children and adults. Referring students to independent selection of scales and tests for evaluating specified functions. Practical implementation of general defectological assessment protocols in deaf and hard of hearing children of pre-school and juvenile school age.			
<i>Literature:</i>			
1. Ćordić, A.,Bojanin, S.(1997).Opšta defektološka dijagnostika (drugo dopunjeno izdanje), Zavod za udžbenike i nastavna sredstva, Beograd,(odabrana poglavnja),ISBN86-17-05978-8			
2.Slavnić, S., Veselinović, I. (2013). Praksička organizovanost kod gluve dece. Slušam i govorim – zbornik radova VI naučno praktična konferencija, Niš, 55-61. ISBN 978-86-914729-2-4			
3.Povše-Ivkić,V., Govedarica,T. (2000). Praktikum opšte defektološke dijagnostike, Institut za mentalno zdravlje, Beograd			
4.Priručnik za procenu psihomotornog razvoja predškolske dece (1984).Grupa autora, Institut za mentalno zdravlje, Beograd.			
Number of active classes per week:4	Lectures: 2		Practical exercises: 2
Teaching methods: Lectures with application of modern technical means, demonstration of the practical application of the diagnostic protocol, independently holding one class.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	oral exam	50
practical teaching	20	-	-
midterm(s)	20	-	-

Study programme: Special education and rehabilitation			
Title of the subject: The History of Defectology			
Type and level of studies: basic academic			
Lecturers: Jasmina M. Kovačević, Svetlana S. Slavnić			
Course status: elective mutual course for multiple modules			
ECTS-credits: 4			
Prerequisites /			
Aim: is to get students acquainted with the historical context of the development of defectology in the world and in the Republic of Serbia, social security systems, development of education, authors of the most influential works in defectology and the most influential people for further development of theories and practices.			
Course outcome: Students are enabled to have a problematic approach to the past theory and practice in defectology; to understand ideas critically and link historical heritage of defectology with contemporary theory and practice.			
Course content			
<i>Lectures</i>			
Subject, tasks and methodological problems of the history of defectology. Defectology in pre-modern period. Ideas and concepts in defectology during the period of Humanism and Renaissance. Development of modern defectology. Development of defectology through the history of world and European thought in defectology. Relation of theory and practice in defectology, professionalization and institutionalization of education.			
<i>Practical exercises</i>			
Comparative analysis of approaches and methods of work with people with disabilities through history. Using electronic databases from the history of defectology in research. Activity of international associations and professional societies. Analysis of relevant journals from the history of defectology.			
<i>Literature</i>			
1. Arsić, R. (1999). <i>Staranje o hendikepiranim licima u srednjovekovnoj Srbiji</i> (стр. 121). Beograd: Društvo defektologa Jugoslavije ID 80118796			
2. Savić, Lj., Maslić, F. (1974). <i>Pregled opšte istorije surdopedagogije, Knjiga I: Evropa</i> , Beograd: Društvo defektologa Jugoslavije			
3. Kovačević, J., Šestić-Radić, M. (2014). <i>Pristupi u obrazovanju gluvih i nagluvih</i> (стр. 10-40). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju ISBN 978-86-6203-048-1			
Number of active classes per week: 3	<i>Lectures:</i> 2		<i>Practical exercises:</i> 1
Teaching methods: collaborative learning; group work, interactive teaching; cooperative work model with the application of individual, group and tandem work; work on research tasks; term paper; literature review; class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10		
practical teaching	10	<i>Oral exam</i>	50
midterm(s)	10		
seminars	20		

Study program: Special Education and Rehabilitation; modules: Visual Impairment, Motor Disability, Sensorimotor Disability, Hearing Disability, Prevention and Treatment of Behavior Disorders			
Type and level of studies: Basic Academic			
Title of the Subject: SOCIOLOGY OF EDUCATION			
Lecturer: Filipović R. Mirko			
Course status: elective			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: Introduction to basic classical and contemporary sociological theories of education and most important empirical studies in this field.			
Outcomes: Capacity for the application of the sociological conceptual network and different theoretical paradigms in analyzing the issues concerning schooling and education; forming a critical awareness about education, schooling and professional role of teachers in the (re)production of the social structure, organization and culture.			
Content <i>Lectures:</i> Sociological Standpoint in Education. Education in Functionalist, Liberal and Conflict Theories. Education in Interactionist and Ethnomethodological Perspective. New Developments in Sociological Research in Education. Social Inequalities and the Production of Academic Success: Class, Race, Ethnicity, Gender, Subcultures. School and the Legitimation of Social Hierarchies. Schooling as the Investment, the Inflation and the Devalorization of Diplomas, Competition in Cascades. Schooling and Social Meritocracy and the Idea of Social Justice. Compensatory and Inclusive Education. School in Local, National, and Global Environment. Curriculums, Teaching practices and Norms of excellency. Socio-historic Context of the Evolution of School Systems. Education Policy and Institutional Changes. Family Educational Practices. The Students' World. Profession of the Teacher. <i>Practical work:</i> These classes follow themes exposed in main lecture course, applying active learning methods: homework reports, discussion.			
Literature 1. Haralambos, M. (2002). <i>Sociologija: Teme i perspektive</i> . Zagreb: Golden marketing, (pp.773-883), ISBN 953-212-100-5 2. Filipović, M. (2013). <i>Škola i društvene nejednakosti</i> . Beograd: HESPERAedu, (pp.175-199) ISBN 978-86-7956-058-2			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods: Classical lectures followed by discussion, workshops and homework reports			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	5	oral exam	50
midterm(s)	20	.....
seminars	20		

Study Program: Special education and rehabilitation			
Type and level of Studies: Basic Academic			
Title of The Subject: Psychology of Intelligence			
Lecturer: Zorica Ž. Matejić Đuričić; Irena B. Stojković			
Course Status: Elective			
ECTS: 4			
Prerequisites: no			
Aims: To develop basic knowledge of the contemporary Psychology of Intelligence			
Outcomes: Competence in fundamental understanding the structure of intelligence and dynamics of intellectual development			
Content <i>Lectures</i> Three constructs of Intelligence; approaches to the study of intelligence : experimental-theoretical and psychometric approach; Structure of abilities; The measurement of intelligence; Piaget's theory of stages; Sensory-motor intelligence; Pre-operational period; Period of concrete operations; Period of formal operations; Educability of Intelligence. <i>Practical work:</i> Development thematic content from the main parts of Lectures.			
Literature 1. Matejić Đuričić, Z. (1998). Senzomotorna inteligencija i socijalno posredovanje. Zuns. Beograd. pp. 196. ISBN 86-17-02461-5. 2. Matejić Đuričić, Z. i I. Stojković (2012). Psihologija inteligencije Fasper. Beograd. pp. 296. ISBN 978-86-6203-003-0			
Literature			
Number of active classes per week	Lecture: 2	Practical work: 1	
Teaching methods Lectures, video presentations, individual assignments, small group activities, group discussions,			
Evaluation of knowledge (max score 100)			
Pre obligations		Final exam	Score
Activities during lectures	5	Written exam	50
Practical teaching	10	Oral exam	10
Midterm(s)	20		
Seminars	5		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Fundamental science of hearing disability			
Lecturer: Sanja B. Ostojic-Zeljko Assistant: Mina A. Nikolic			
Course status: obligatory for module Hearing disability; elective for module Sensorimotor disability			
ECTS: 5			
Prerequisites: None			
Aim: The aim of this course is to provide understanding phenomenology of deafness and hard of hearing in the contest of social model of disabilities. Students acquire theory and basis of hearing disability. They are learning to recognize development specifics of deaf and hard to hearing persons, prevalence of hearing loss and associated development disorders. The acquired knowledge will be applied in future practice.			
Outcomes: By studding the curriculum, a student's acquires basic knowledge in the field of hearing disability which is necessary for understanding professional-applicative subjects in higher years of studies.			
Content			
<i>Lectures:</i> Terminological determination in the area of hearing disability; defining object, goals and tasks in the area of hearing disability. Defines and difference of normal and pathologic hearing function. The influence of hearing on the development of other abilities, classification, etiology and prevalence of hearing loss. The basis of hearing disability and the associated development disorders. Influence of hearing loss on speech and language abilities and verbal communication in general.			
<i>Practical work:</i> Observation on clinical work on the departments for audiology rehabilitation (children's of different age). Observation and introducing in the process of rehabilitation and amplification. Determination of specificity of children and adults with hearing disability's.			
Literature			
Ostojić, S. (1995): Impedancimetrija u surdoaudiološkoj praksi, Defektološki fakultet, Beograd 1995, str. 9-111, ISBN 68-80113-21-2			
Ostojić, S. (2004): Auditivni trening i razvoj govora nagluve dece, Defektološki fakultet, Beograd 2004, str. 7-96, ISBN 86-80113-38-7			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars	5		

Study program: Special education and rehabilitation – Module of visual impairments, Hearing disability, Motor disability, Sensorimotor disability, Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: BASIS OF VISUAL IMPAIRMENT			
Lecturer: Vesna J. Vučinić			
Course status: Obligatory course for the module Visual Impairments, Hearing disability, Motor disability, Sensorimotor disability, elective course for the module Prevention and treatment of behavioral disorders.			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: Introducing of basic concepts of visual impairments to the students.			
Outcomes: Acquisition of basic knowledge in subject of visual impairments.			
Content <i>Lectures:</i> Visual impairments, definition, concept of the subject. The relation with other science discipline. Phenomenology, etiology, prevalence of visual impairments. Position of the persons with visual impairments through the history and development of the education of the persons with visual impairment. Development the letter for blind persons. First schools for blind persons. Definition and classification of visual impairments. Heterogeneity of visually impaired population. Vision assessment of children with visual impairments. <i>Practical work:</i> Practical work is coordinated with the course program. The work in this part with students implies active preparation for forward programs area and student involvement in discussion of the themes of the theoretical part.			
Literature 1. Vučinić, V. (2014). <i>Osnovi tiflogije</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. 2. Dikić, S. (1997). <i>Tiflogija</i> . Beograd: Ideaprint. ISBN 86-81921-07-H. 3. Stančić, V. (1991). <i>Oštećenja vida – biopsihosocijalni aspekti</i> . Zagreb: Školska knjiga, ISBN 86-03-00390-4. 4. Pavlović, S., Žigić, V., Vučinić, V. (2009). Savremeni tifloški pogledi na život slepih i slabovidih osoba u praistorijskim zajednicama. <i>Beogradska defektološka škola, 1</i> , 133-149.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical works, video presentations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching		oral exam	50
midterm(s)	20		
seminars	20		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic studies			
Title of the subject: INTRO TO SPECIAL EDUCATION AND REHABILITATION OF PERSONS WITH INTELLECTUAL DISABILITIES			
Lecturer: Maćešić-Petrović S. Dragana; Pantović B. Aleksandra			
Course status: Obligatory common course / visual disability, motor disability, hearing disability, sensorimotor disability;			
ECTS: 5			
Prerequisites: None			
Aim: This course provides an introduction to the terminology, identification, classification of intellectual disabilities. Introducing students to the general information about the development, functioning and treatment of persons with intellectual disabilities, as well as using modern methods and instruction to teach children with ID.			
Outcomes: This course is designed to prepare future special educators to diagnose, educate, plan and implement rehabilitation treatment of children with ID. Students will be prepared to use the latest instructional methods in working with persons with intellectual disabilities. Students will know the results of research based effective methods and instructions.			
Content <i>Lectures:</i> Definition of intellectual disabilities; classification of ID; etiology, prevalence, and incidence of ID; diagnostics, education and treatment of persons with ID; practical implementation theoretical concepts. <i>Practical work:</i> Field work – students learn how to diagnose, educate and rehabilitate persons with ID, and write a term paper.			
Literature 1. Maćešić-Petrović, D., Žigić, V. (2009). Laka intelektualna ometenost-razvojne i funkcionalne specifičnosti, Beograd: FASPER i CIDD, 215 str. ISBN 978-86-80113-77-7			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical exercises, internet, multimedia, interactive classes, video materials, modeling, and individual tasks.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)		.....
seminars	30		

Study programme: Special education and rehabilitation – Module of visual impairments			
Course title: PEDAGOGY OF BLIND AND VISUALLY IMPAIRED PERSONS 1			
Lecturers: Vesna S. Žigić			
Level of Study, semester: basic academic studies, semester III			
Course status: Obligatory			
Credits: 5			
Condition: no conditions			
Course goal Meeting students with the specifications of childhood education and education of children with visual impairment, organization of education, specific educational needs of children with visual impairment, sensory compensation process, means and forms of work.			
Course outcomes Students' ability to plan and create adequate childhood and educational environments, specific teaching methods and materials for children with visual impairment, as well as the application of contemporary information technologies in the teaching process.			
Course content <i>Lectures:</i> It deals with modern approaches in educating of the blind and visually impaired children, as well as the impact of visual impairment on concept development, the compensation process, the learning style and educational needs of these children. The historical process of the idea of developing organized education of persons with visual impairment, as well as the basic questions of tiflopedagogic theory and practice, is considered. <i>Exercises:</i> Training for presentation of educational contents.			
Literature 1. Ličina, M. (1984). Pedagogy of blind and visually impaired persons, Faculty of Defectology, Belgrade. 2. Pavlović, S. (2012). History of tiflopedagogy, Fasper, Belgrade. p. 33-204.			
Hours of active teaching		Lecture: 2	Exercises: 1
Methods of teaching: Lectures, exercises, multimedia, interactive teaching, video presentation, independent tasks, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	25	test paper	
practical lessons	25	oral examination	50
colloquia		.....
seminar			

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: OPTHALMOLOGY			
Lecturer: Miroslav R. Stamenković			
Course status: Obligatory for the Module of visual impairments			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Gaining knowledge on basics ophthalmology, anatomy structure of the eye and the development of vision functions. Gaining knowledge about history of ophthalmology.			
Outcomes: This leads to an understanding of the functional problems as a consequence of diseases related to vision organs, which is the basis for future professional work.			
Content <i>Lectures:</i> History of ophthalmology. Anatomy of the eye. Basics of embryology. Embryopathy and fetopathy. Vision functions of children and adults. Accessory organs of the eye: Eyelids and lacrimal apparatus. Conjunctiva. External eye membrane: sclera and cornea. Lens. Front eye chamber and glaucoma. Choroidea. Retina and vitreous body. Retrolental fibroplasia. Visual path and visual cortex. The Orbit. Motility of the eye. Strabismus. Seeing. Refraction anomalies. Injuries of visual organs. Ways of protection. Amblyopia. Amaurosis. Possibility of rehabilitation. Assessment of working ability. Ophthalmology medications. Preventive and hygienic measures for vision preservation. Evaluation of the visual function. Categorization of blind and visually impaired people. <i>Practical work:</i> Assessments of vision acuity and functions will be provide by clinical work in every day practice.			
Literature 1. Stefanović, B., Mitrović, M. (1990). <i>Oftalmologija</i> . Beograd: Zavod za udžbenike i nastavna sredstva, ISBN 86-17-01114-9. 2. Avramović, S. (2003). Evaluacija bezkontaktne tonometrije i aplanacione tonometrije. <i>Beogradska defektološka škola</i> , 3, 111-115. ISSN 0354-8759. 3. Avramović, S. (2005). Bezbednost fakoemulzifikacije bele katarakte. <i>Beogradska defektološka škola</i> , 2, 133-139. ISSN 0354-8759.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical classes, seminars and consultations. Interactive teaching – group work of students.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	written exam	/
practical teaching		oral exam	50
midterm(s)	30		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic			
Title of the subject: PSYCHOLOGY OF THE BLIND AND VISUALLY IMPAIRED			
Lecturer: Dragana V. Stanimirović			
Course status: Obligatory for the Module of visual impairments			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Increasing the knowledge of the developmental specifics of persons with visual impairments and phenomena related to blindness and low vision, as well as the development of communication, empathy, cooperation and other skills.			
Outcomes: Better understanding of psychical life and environment of persons with visual impairment. Increasing students' capacity for the efficient job performance.			
Content <i>Lecture:</i> Definitions of “Psychology of disability” and “Psychology of blind and visually impaired”, theoretical frameworks for practice and research in which subjects are persons with a need for additional social support, general problems of application of methods and techniques for psychological assessment of persons with visual impairment, psycho-social effects of visual impairment, attitudes and prejudices towards blind and low vision persons, adaptation of blind and visually impaired persons, family with a member with visual impairment, stress and coping in the families with blind adolescents, adolescent crisis in the population of blind, the specifics of infants with visual impairments, semiotic systems, development of operational thinking, psychological aspects of spatial orientation of visually impaired persons, and suggestions for work with visually impaired and their families. <i>Practical work:</i> Using materials from the examinations or psychological practice and additional literature to improve basic knowledge and to enable basis for developing skills that students need to gain.			
Literature 1. Stanimirović, D. (2016). <i>Adolescenti sa oštećenjem vida u susretu sa razvojnim i dodatnim izazovima</i> (pp. 26-37, 44-58, 64-68, 73-126,147-159, 166-170, 181-185, 205-216, 234-239, 242-254). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-081-1. 2. Popović, D. (1986). <i>Rani razvoj i prilagođavanje slepih</i> (pp.32-51). Beograd: Zavod za udžbenike i nastavna sredstva. 3. Popović, D. (1991). Razvoj, psihološke karakteristike i procena slepe dece. U S.Hrnjica (ur), <i>Ometeno dete</i> (pp. 199-234). Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-01534-9. 4. Dimčović, N. (1991). Karakteristike, razvoj i psihološka procena slabovide dece. U S. Hrnjica (ur), <i>Ometeno dete</i> (pp. 235-267). Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-01534-9. 5. Rajović, V. i Stanimirović, D. (2006). Odgovornost prema profesiji i klijentu. U V. Lopičić (ur.), <i>Primenjena psihologija</i> , 205-218. Niš: Filozofski fakultet. ISBN 86-7379-106-5. 6. Stanimirović, D. (2006). Adolescentna kriza u populaciji slepih i videćih adolescenata i postadolescenata. <i>Beogradska defektološka škola</i> , 1, 127-134, ISSN 0354-8759. 7. Stanimirović, D. (2007). Ka efikasnijem prevladavanju stresa u porodicama sa slepim adolescentom, u D. Radovanović, Z. Matejić-Đuričić (ur.), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (pp.789-799). Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Centar za izdavačku delatnost. ISBN 978-86-80113-67-8.			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Lectures, practical classes, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	15	oral exam	50
midterm(s)	15		
seminars	10		

Study program: Special education and rehabilitation – Module of Visual Impairments			
Type and level of studies: Basic academic			
Title of the subject: METHODS OF EDUCATION AND REHABILITATION WORK WITH PERSONS WITH LOW VISION			
Lecturer: Branka M. Eškirović			
Course status: Obligatory for the Module of visual impairments			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Comprehensive education-rehabilitation and methodical approach to low vision. Putting education in the service of hominization, functional diagnostics, habilitation, rehabilitation, corrective-pedagogical work, social integration and emancipation. Educational-rehabilitation interpretation of the visual functioning of persons with low vision. Methodical approaches to assessment and treatment of the academic abilities of persons with low vision.			
Outcomes: Training of experts for education and rehabilitation of persons with visually impaired.			
Content <i>Lectures:</i> General provisions of the Methods of education and rehabilitation work with persons with low vision. Persons with low vision as a subject of educational work: specifics of cognitive development and the role of teaching in diagnostics and rehabilitation; psychomotor, gnostic and praxis organization of persons with low vision; emotional disturbances and problems of social development. Programs and methods of diagnostics and treatment of hyperkinetic behavior. Visual perception and visual efficiency of persons with low vision. Educational-rehabilitation interpretation of the visual functioning of persons with low vision. Programs and methods of preclinical and post-clinical exchange of information on persons with low vision. Education and schooling of persons with low vision. Basic and extended working program for children with low vision. Learning theories and models of children with low vision with and without additional disabilities. Low vision acquired during adulthood. Programs for working with people with visual impairment in the third age. Usage of optical and non-optical teaching aids. Implementation fundamentals of education and rehabilitation work in elementary education with children with low vision. <i>Practical work:</i> Exercises, hospitality with corrective-pedagogical work, writing preparation for practical work.			
Literature 1. Eškirović, B. (2015). <i>Vizuelno funkcionisanje i slabovidost</i> . Beograd: Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju - Izdavački centar- ICF. (str. 11-198). ISBN 978-86-6203-059-7 2. Eškirović, B. (2002). <i>Vizuelna efikasnost slabovide dece u nastavi</i> . Beograd: SD Publik, ISBN 86-84019-02-4, str 1- 107, 168-190. 3. Eškirović, B. (1996). <i>Hiperkinetičko ponašanje i uspeh u školi slabovidih učenika osnovnoškolskog uzrasta</i> , Beograd: Defektološki fakultet, str. 121-153, ID 49074956 4. Bogner, L., Matijević, M. (2002). <i>Didaktika</i> , Beograd: Školska knjiga, 13-68. 5. Corn, A. L., Erin, J. N. (2010). <i>Foundations of low vision – clinical and functional perspectives</i> . American Foundation for Blind, pp. 67-97. 6. Eškirović, B., Vučinić, V., Jablan, B. (2012). Edukacioni pristup čitanju slabovidih učenika, II naučni skup <i>Stremljenja i novine u specijalnoj edukaciji i rehabilitaciji</i> , Beograd, Zbornik radova, str. 107-114. Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju, ISBN 978-86-6203-036-8			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Verbal-textual and demonstrative-illustrative method, hospitality, individual practical work.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	10		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic			
Title of the subject: VISUAL IMPAIRMENT			
Lecturer: Vesna J. Vučinić			
Course status: Obligatory course for the Module of visual impairments			
ECTS: 4			
Prerequisites: There are no prerequisites			
Aim: Extending of the knowledge about visual impairments. Acquired knowledge about visual impairments, characteristics and impact on children development.			
Outcomes: Acquired knowledge about visual impairments, characteristics and impact on children development.			
Content <i>Lectures:</i> Prevalence and detection of visual impairments. Vision development. Vision role in development. Compensation of impaired visual functions. The theories of compensation. Causes of visual impairments, characteristics, recommendations for environment and material adaptation. Specific behavior patterns of persons with visual impairments. <i>Practical work:</i> Practical work is organized in order to follow lectures. The work with students in this segment implies active preparation for program areas and students involvement in elaboration of chosen questions and subjects according the lectures.			
Literature 1. Vučinić, V. (2014). <i>Osnovi tiflogije</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. 2. Dikić, S. (1997). <i>Tiflogija</i> . Beograd: Ideaprint. ISBN 86-81921-07-H. 3. Stančić, V. (1991). <i>Oštećenja vida – biopsihosocijalni aspekti</i> . Zagreb: Školska knjiga. ISBN 86-03-00390-4 4. Vučinić, V., Eškirović, B. (2008). <i>Neverbalna komunikacija osoba sa oštećenjem vida</i> . U D. Radovanović (Ur.) U susret inkluziji – dileme u teoriji i praksi, (str. 455-469). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-71-5. 5. Vučinić, V., Stanimirović, D., Anđelković, M., Eškirović, B. (2013). Socijalna interakcija dece sa oštećenjem vida – rizični i zaštitni faktori. <i>Specijalna edukacija i rehabilitacija</i> , 12(2), 241-264. 6. Vučinić, V., Anđelković, M., Jablan, B., Žigić, V. (2014). Kortikalno oštećenje vida – karakteristike i tretman. <i>Specijalna edukacija i rehabilitacija</i> , 13(3), 313-331. 7. Vučinić, V., Jablan, B., Stanimirović, D., Drinčić, N. (2016). Emocionalna ekspresivnost srednjoškolaca sa oštećenjem vida i njihovih vršnjaka tipičnog razvoja. <i>Specijalna edukacija i rehabilitacija</i> , 14(4), 497-516.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical works, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching		oral exam	50
midterm(s)	20		
seminars	20		

Study programme: Special education and rehabilitation – Module of visual impairments			
Course title: PEDAGOGY OF BLIND AND VISUALLY IMPAIRED PERSONS 2			
Lecturers: Vesna S. Žigić			
Level of Study, semester: basic academic studies, semester IV			
Course status: Obligatory			
Credits: 5			
Condition: Pedagogy of the Blind and Visually Impaired Persons 1			
Course goal Introduction students with the basic factors of the education system, teaching factors, learning outcomes in the teaching process, as well as the stages of teaching.			
Course outcomes To enable students to organize teaching work, the application of educational technologies in the teaching process and the management of school documentation.			
Course content <i>Lectures:</i> The organization of the structure of educational activities, the specific contents of education, teaching and learning process, methods, principles and teaching aids for children with visual impairment. <i>Exercises:</i> Training for the application of educational technologies in educational contents, as well as preparation for basic organizational forms of teaching.			
Literature 1. Trnavac, Djordjevic, J. (2007). Pedagogy, Scientific Book, Komerc, Belgrade. pp. 63-136; 187-226; 275-297; 323-345. 2. Laketa, N., Vasiljević, D. (2006). Fundamentals of Didactics, Faculty of Teacher Education, Užice. pp. 39-56; 142-146; 244-273.			
Hours of active teaching	Lecture: 2		Exercises: 2
Methods of teaching: Lectures, exercises, multimedia, interactive teaching, independent tasks, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	25	test paper	
practical lessons	25	oral examination	50
colloquia		.....
seminar			

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: INSTRUCTIONAL STRATEGIES FOR WORKING WITH BLIND PERSONS			
Lecturer: Branka Đ. Jablan			
Course status: Obligatory for the Module of visual impairments			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: Acquiring theoretical and practical knowledge about blind persons' programs and working methods in education and rehabilitation. Acquiring theoretical and practical knowledge about methods and approaches in working with multiply disabled visually impaired children.			
Outcomes: Students will be ready to use appropriate methods in working with blind children. Students will gain knowledge for implementing suitable methods and approaches in working with multiply disabled visually impaired children.			
Content <i>Lectures:</i> Educational programs for children with visual impairment. Rehabilitation programs for children with visual impairment. Programs for working with multiply disabled visually impaired children. Assessment of blind and multiply disabled visually impaired children. Types of teaching and their application in working with blind children. Principles of education of multiply disabled visually impaired persons. Teaching model: five steps for working with multiply disabled visually impaired children. Writing IEP. Communication development in multiply disabled visually impaired children. <i>Practical work:</i> Students will be ready to apply different teaching strategies and activities in working with blind children.			
Literature 1. Jablan, B. (2016). <i>Dete sa oštećenjem vida u školi</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, str. 11-135. ISBN 978-86-6203-078-8. 2. Jablan, B., Stanimirov, K. (2013). Individualni pristup za višestruko ometeno vizuelno oštećeno dete. Zbornik radova <i>Socijalna participacija osoba sa intelektualnom ometenošću</i> , str. 35-40. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-043-6. 3. Jablan, B., Vučinić, V., Eškirović, B. (2012). Individualni obrazovni plan za učenika sa oštećenjem vida. Zbornik radova <i>Stremljenja i novine u specijalnoj edukaciji i rehabilitaciji</i> , str. 135-141. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-036-8. 4. Jablan, B. (2007). <i>Motorne i taktilne funkcije kod slepe dece</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, str. 35-67, 135-162. ISBN 86-80113-57-3.			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Interactive teaching using the active learning method (discussion, video analysis, debates), exercises, seminars. Lectures followed by slide show presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	written exam	/
practical teaching	15	oral exam	50
seminars	15		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Science of hearing disability			
Lecturer: Sanja B. Ostojic-Zeljko Assistant: Mina A. Nikolic			
Course status: obligatory for module Hearing disability; elective mutual course for multiple modules			
ECTS: 5			
Prerequisites: Fundamental science of hearing disability			
Aim: The aim of this course is to provide understanding phenomenology of deafness and hard of hearing in the contest of social model of disabilities. Students are trained to recognize factors that influence the development of a deaf or hard of hearing; to recognize differential-diagnostic aspects of interference and hearing disorders and other forms. The acquired knowledge will be applied in future practice.			
Outcomes: By studying the curriculum, a student's acquires basic knowledge in the field of interference and hearing disability that is necessary for understanding professional-applicative subjects in higher years of studies. Students acquires for knowing and understanding hearing disability disciplines thoroughly. During this course students connect and apply acquired knowledge. Students becoming familiar with practical achievements in the field of hearing disability. They are starting to permanently monitor the developments in science and practice in the field of hearing disability.			
Content			
<i>Theoretical education:</i> Theory's of hearing, theory basics of hearing disorders, dynamic range of hearing, basics of surrounding acoustics, classification of hearing loss according different factors, basics of auditory perception and auditory processing, basics of hearing aid technology, basics of speech and language rehabilitation.			
<i>Practical work:</i> Observation on clinical work on the departments for audiology rehabilitation (children's of different age, adults). Application of multi disciplinary approach in treatment of deaf and hard to hear persons.			
Literature			
Ostojić, S. (1995): Impedancmetrija u surdoaudiološkoj praksi, Defektološki fakultet, Beograd 1995, str. 9-111, ISBN 68-80113-21-2			
Ostojić, S. (2004): Auditivni trening i razvoj govora nagluve dece, Defektološki fakultet, Beograd 2004, str. 7-96, ISBN 86-80113-38-7			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars	5		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Assessment of hearing loss			
Lecturer: Sanja B. Ostojic-Zeljko Assistant: Mina A. Nikolic			
Course status: Obligatory for module Hearing disability			
ECTS: 5			
Prerequisites: None			
Aim: The aim of course is to introduce students thoroughly with various methods and techniques for the assessment of hearing condition. Students are trained to recognize the characteristics of the etiologically distinct impaired hearing function and implement their knowledge in practice.			
Outcomes: By studying the curriculum, a student's acquires basic knowledge in the field of assessment of hearing loss which is necessary for understanding professional-applicative subjects in higher years of studies.			
Content			
<i>Lectures:</i> General and specific assessment of hearing impairment and function; neonatal hearing screening; history of assessment of hearing impairment, observation, conclusion; a procedure for assessing different hearing impairments regarding on type and etiology of hearing impairment; pure tone threshold audiometry; other audiometric techniques, tuning forks tests, interpretation of the results of subjective and objective hearing techniques; audiogram.			
<i>Practical work:</i> Observation on clinical work on the departments for audiology rehabilitation (children's of different age, adults). Application of multi disciplinary approach in treatment of deaf and hard to hear persons. Observation of children's and adult audiometry procedure, observation of Rinne, Weber, Shwabach and other tuning fork tests.			
Literature			
Đoković, S., Ostojić-Zeljko, S. (2017). Funkcionalna procena sluha kod dece, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar fakulteta (ICF), ISBN 978-86-6203-092-4 str. 81-237			
Cone-Wesson B. (2003). Screening and Assessment of Hearing Loss in Infants, Deaf Studies, Language and Education, ISBN 0-19-514997-1, str. 420-434			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars	5		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Rehabilitation of cochlear implant users (children and adults)			
Lecturer: Sanja B. Ostojic-Zeljko Assistant: Mina A. Nikolic			
Course status: Obligatory for module Hearing disability; elective for module Sensorimotor disability			
ECTS: 5			
Prerequisites: None			
Aim: The aim of course is to introduce students with cochlear implants, signal processing strategies and contemporary rehabilitation programs for CI users.			
Outcomes: By studying the curriculum, a student's acquires competence to organize and realize rehabilitation of CI users (children and adults).			
Content			
<i>Lectures:</i> History of cochlear implantation program. Signal processing strategies of CI. Selection criteria and candidacy for CI. Rehabilitation after CI. Differences in signal processing by CI and hearing aids. Consulting with families of CI users.			
<i>Practical work:</i> Observation on clinical work on the departments for rehabilitation of CI users (children's of different age, adults). Fitting, rehabilitation programs for CI users.			
Literature			
Ostojic-Zeljko, S., Dokovic S. (2017). Kohlearna implantacija ishod i perspektiva, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar fakulteta (ICF), ISBN 978-86-6203-094-8			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars	5		

Study programme: Special education and rehabilitation			
Course title: AUDIOLOGY WITH VESTIBULOLOGY			
Lecturers: Snežana S. Babac			
Course status: obligatory course for the module Hearing disability			
ECTS: 5			
Prerequisites: None			
Aim The aim is to introduce students to broader medical and biological perspective in approaching the problem of sense of hearing as the most important sense for the communication and the sense of balance as the oldest sense. In their later professional work this knowledge will be essential for the quality work performance of surdologists and speech and language pathologists, and the adequate understanding of the subject provided by the broader medical approach. The training also comprises the topographic diagnostics of the facial nerve since it is within the field of the clinical audiology. The goal of the course is also to introduce students to medical aspects of ear diseases and their treatment.			
Outcomes Upon completion of this course, students will be able to comprehend the broader medical perspective of the functioning, testing and diagnostics of diseases of sense of hearing, balance and nervusfacialis. The course is preparing them for the practical application of the gained knowledge.			
Course content <i>Lectures:</i> 1)Acoustics 2) Morphology and Physiology of External and Middle Ear 3) Morphology and Physiology of Inner Ear and Central Auditory Pathways 4) Morphology and Physiology of Balance 5) Methods of Testing the Hearing 6)Differential Diagnosis of Hearing Impairment 7) Methods of Testing the Balance 8)Diseases of the External Ear and Their Impact on Hearing 9) Inner Ear Disorders 10) Phylogenetic and Ontogenetic Ear Development 11) AudiologicalDiagnostic of Congenital Ear Malformations 12) Hearing Improvement Technologies 13) Facial Nerve 14) Extra hours for making up canceled classes or for additional lectures. <i>Practical work:</i> Demonstration of the diagnostic methods introduced in lectures and drawing conclusions from the obtained results.			
Literature 1. Borivoj Babić: “Audiology and Vestibulology“ textbook for students of surdology and speech language and pathology, Publishing center of the Faculty of Special Education and Rehabilitation, University of Belgrade, ISBN – 978-86-80113-64-7, cobiss.sr-id 145597964, page 246, Belgrade, 2007.			
Hours of active teaching	Lecture: 2		Exercises: 2
Methods of teaching: Lectures and exercises			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	10	oral examination	50
practical lessons	40		

Study program: Special education and rehabilitation			
Type and level of studies: basic academic, the third and the fourth semester			
Title of the subject: Phonetics			
Lecturer: Maja P. Ivanović			
Course status: obligatory course of the module Hearing disability			
ECTS: 7			
Prerequisites: none			
Aim: The aim of the course is to inform students about verified scientific facts related to speech expression. The special aim is to enable students to acquire knowledge of speech expression which could be applied in diagnostics and treatment of speech and language pathology, as well as in the habilitation and rehabilitation of deaf and near-deaf persons.			
Outcomes: Gained knowledge on speech expression will enable students to have necessary basis in acquiring and understanding expert studies programmes in speech therapy field and surdology. Gained knowledge and skills in analyzing speech expression will be applicable in diagnostics and treatment of speech pathology in language and in language habilitation.			
Content			
<p><i>Lectures:</i> speech act: phonetics and phonology status in linguistics scope; research methods and techniques in researching speech expression; physiological speech basis function in producing speech segments and suprasegmentals; speech expression acoustic characteristics; speech expression auditive aspect; speech expression functional aspect; articulation base; speech segmentation; segmentation criteria in segments classification; speech segments phonetics organization; sounds in system; articulation, acoustic, auditive, distributional, and development characteristics of sounds; syllable; pronounced word, phonetic phrase; prosody (suprasegmental) paralanguage fetures of speech expression; combinatory phonetics.</p> <p><i>Practical work:</i> Practical training students for speech expression analysis</p>			
Literature			
<p>1) Кашић З. (2000). Сегментна и супрасегментна организованост говора – У књизи: С. Голубовић, З. Кашић: Сегментна и супрасегментна организованост говора и поремећаји флуентности. Београд: Друштво дефектолога Југославије, 1-68, ID=88543756</p> <p>2) Петровић Д., Гудурић С. (2010). Фонологија српскога језика, I Фонетика. Београд, Нови Сад: Институт за српски језик САНУ, Београдска Књига, Матица српска, 53-292. ISBN 978-86-7590-256-0 (БК)</p> <p>3) Кристал Д. (1996). Кембричка енциклопедија језика – поглавље IV – Језички медијум – говор и слушање. Београд: Нолит, 123 – 174, без ID</p> <p>4) Кашић З. (2014). <i>Фонетика – практикум за студенте ФАСПЕРА</i></p>			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods:			
Interactive lecturing applying the current technical means			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	up to 5	written exam	up to 60
practical teaching	up to 5	oral exam	
midterm(s)	up to 30	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Sign Language 1			
Lecturer: Nadežda D. Dimić, Isaković S. Ljubica			
Course status: obligatory course of the module Hearing disability; elective course of the Sensorimotor disability module			
ECTS: 4			
Prerequisites: No			
Aim: Teaching of this course aims to train students for elementary and beginner's communication with deaf and hard of hearing persons as well as to apply gained knowledge in their future work.			
Outcomes: Completing beginner's level of sign language, students acquire basic knowledge in the field of specific communication of the deaf and the hard of hearing and they create the basis for further upgrade in understanding the phenomenon of deafness. In addition, students should start to communicate with deaf and hard of hearing persons in their primary language and to solve practical tasks within communication in sign language.			
Content <i>Lectures:</i> Means of speech development–mime, finger alphabet, gesture-advantages and disadvantages, natural and conventional signs; sign language–theoretical and practical implications <i>Practical work:</i> Dactylology – basic rules of dactylation, one-hand and two-hand finger alphabet. Sign (gesture) – basic postulates and rules, basic movements and shapes, space and orientation. Learning signs in the following areas: the most frequent words and conventional phrases; man – family and family relations; culture of appearance and personal hygiene; medicine; work – employment, occupations; food – meal, beverages, fruit and vegetables; education, culture, sports; communication and forms of communication; time; personality – characteristics, emotions; numbers, money; travel; countries and cities. Sign expression through appropriate terms and independent clauses with or without complements.			
Literature Dimić N. (2002): Metodika artikulacije (poglavlje Sredstva u razvoju govora), Defektološki fakultet, Beograd, 255 str. ISBN 86-80113-34-4 Savić, Lj. (1996): Priručnik za prevodioce gluvim licima, Savez gluvih i nagluvih Jugoslavije, Beograd, str. 155–167 ID=48197900 Savić, Lj.: (2002): Neverbalna komunikacija gluvih i njena interpretacija, Centralni odbor Saveza gluvih i nagluvih, Beograd, str. 201– 229, ISBN 86-903569-0-8 Savić,Lj.(1986): Znakovni rečnik za gluve, rečnik u slikama, Republička konferencija Saveza gluvih i nagluvih Srbije, Beograd, 7-531			
Number of active classes per week:	Lecture:	Practical work: 3	
Teaching methods: Lectures, exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures		written exam	30
practical teaching	20	oral exam	
midterm(s)		practical exam	50
seminars			

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Special education and rehabilitation of persons with motor disabilities			
Lecturer: Miodrag L. Stošljević			
Course status: obligatory			
ECTS: 6			
Prerequisites: /			
<p>Aim: Expanded knowledge of special education and rehabilitation persons with motor disabilities, refer to detailed theoretical and practical knowledge (concept, object and task). Scope of work of special educator and rehabilitator persons with motor disabilities. Student will get familiarize with expanded knowledge which refers to integral treatment of persons with motor disabilities. After that, student will study classification and type of pathological conditions, clinical picture that special educator and rehabilitator deals with. At the end student will study all aspects of clinical and theoretical work with persons with motor disabilities.</p>			
<p>Outcomes: The student will be in detail overmaster knowledge of all techniques of detection, diagnosing with prognosis, education and rehabilitation persons with motor disabilities. Special attention will be paid to gain skills related to play games and toys for children with motor disabilities, play therapy, sport and recreation.</p>			
<p>Content</p> <p><i>Lectures:</i> Detail presentation of all theoretical knowledge about special education and rehabilitation persons with motor disabilities (definition, object, concept, task and basic terminology).</p> <p>Scope of work of special educator and rehabilitator persons with motor disabilities. Review of general and specific historical development of special education and rehabilitation. Anatomical and physiological basics of human motor functioning. Neuropsychology of human motor functioning. Neuropsychology of human motor functioning. Pathology of human motor functioning. Special education and rehabilitation diagnosing people with motor disabilities. Special education on preschool, elementary and highschool level. Detail theoretical knowledge about „Open stimulation program of human development“.</p> <p><i>Practical work:</i> Gain practical skills in implementing preventive program for motor disabilities. Implementation of basic special education and rehabilitation persons with motor disabilities. Implementation of specific special education and rehabilitation persons with motor disabilities. Applicability of „Open stimulation program of human development“. Special writing of persons with motor disabilities. Intervention in special education and rehabilitation elderly persons with motor disabilities.</p>			
<p>Literature</p> <ol style="list-style-type: none"> 1. Stošljević, M. (2013). Osnovna specijalna edukacija i rehabilitacija osoba s motoričkim poremećajima (osnovna ortopedija – udžbenik, 253 str. Društvo defektologa Srbije, Beograd. ISBN 978-86-84765-44 2. Stošljević, L., Stošljević, M., Odović, G. (2006). Procena sposobnosti osoba s motoričkim poremećajima, FASPER, Beograd. ISBN 86-80113-48-4 			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Oral lecture, interactive teaching, consultations, power point presentation			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: BIOLOGICAL FOUNDATIONS OF MOTOR FUNCTIONS			
Lecturer: Dragan S. Marinković			
Course status: obligatory			
ECTS: 6			
Prerequisites: none			
Aim: To introduce students with biological mechanisms of human motor activity. The knowledge about execution of normal human movement and analysis of normal posture and complex movements (walking, running etc.) are prerequisites for further education in diagnostics and rehabilitation of person with motor disability. Student will be introduced with impairments of motor functions that are consequences of functional and structural distortions of locomotor system.			
Outcomes: Students acquire knowledge about biological foundations and biomechanics of human motor functions. They will be trained for analysis of human body movements, analysis of various body postures and complex sequences of movement in normal conditions, as well as, for evaluation of consequences of functional and structural distortions of locomotor system for execution of motor movements. Acquired knowledge represent precondition in their training for clinical diagnostics of human motor dysfunction.			
Content <i>Lectures:</i> 1. Functional anatomy of all elements of locomotor system(bones, joints, muscles, peripheral and central nervous system). 2. Physiology of bones and muscles, neurophysiological basis of peripheral and central nervous system functioning, with special attention on cardiovascular and respiratory system. Special cautionis given to physiology of these systems in preparation, and execution of motor activities, as well as to motor control, motor learning, and physiology of peripheral and central fatigue.3. Biomechanics as science that study laws of mechanics and dynamics in human motor activities. 4. Analysis of human body movements from the point of biomechanics. 5. Analysis of different modalities of standing posture, sitting posture and lying posture, and especially walking and running. 6. Kinesiological analysis of normal walking and walking dysfunction as consequence of locomotor system impairments. <i>Practical work:</i> Practical work follows thematic areas of theoretical lectures.			
Literature 1. Stevanović, S., Kineziologijaiprimenjanaanatomija; Štamparijad.o.o. „Zagorac“, Beograd, 2002 2. Nikolić D., Kineziologija, Višamedicinskaškola, Čuprija 2006 3. V.G. Payne, L.D. Isaacs; Human Motor Development: A Lifespan Approach, Mayfiel Publishing Company, 2008			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Classical educational method using PowerPoint presentations, presentation and discussion of different videos, writing of seminar papers and active learning.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: BIOLOGICAL FOUNDATIONS OF COGNITIVE FUNCTIONS			
Lecturer: Dragan S. Marinković			
Course status: obligatory			
ECTS: 8			
Prerequisites: none			
Aim: To introduce students with biological mechanisms of cognitive processes and with possibilities for their control and modulation. Special attention is given to those cognitive processes and categories of behavior that are of importance for performance and control of motor action.			
Outcomes: Students acquire knowledge from the area of cognitive neuroscience and behavioral neuroscience that will allow them to understand process of mental functioning and behavior of healthy individuals as well as disabled persons. Acquired knowledge is of importance for comprehension of physiological functioning of the brain, as well as for understanding different impairments in the process of vision, hearing, motor action, and mental functioning and behavior.			
Content <i>Lectures:</i> Structural and functional characteristics of nervous system. Neurotransmitters. Molecular basis of differentiation and maturation of nervous system. Functional specialization of the brain. Prenatal and adult brain plasticity. Importance of genetic factors and experience in development of cognitive functions. Electrophysiological methods for investigation of cognitive functions. Methods of structural and functional neuroimaging. Application of animal models in cognitive functions research. Methodological approach in cognitive neurosciences. Biological foundations of food uptake, sleeping and sexual behavior. Biological mechanisms of emotional processing. Process of vision and object recognition, recognition of colors and faces. Attention and visual space recognition. Biological foundations of planning, execution and control of movements. Processes of learning, memory and forgetting, Biological foundations of language. Biological foundations of reading, writing and calculating. Executive functions. Problem solving, expertise and creativity. Biological foundations of social cognition. Reversible and irreversible impairments of cognitive functions. Agents that damage cognitive functions. Biological foundations of damage recover of cognitive functions. <i>Practical work:</i> Practical work follows thematic areas of theoretical lectures.			
Literature 1. Dušica Filipović-Đurđević, Sunčica Zdravković. (2013).Uvod u kognitivne neuronauke;Gradska narodna biblioteka Zrenjanin, Zrenjanin 2. Dragan Marinković. Skripta – Biološke osnove kognitivnih funkcija. 3. Kostić, Aleksandar. (2006). Kognitivna psihologija; Zavod za udžbenike i nastavna sredstva. Beograd			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Classical educational method using PowerPoint presentations, presentation and discussion of different videos, writing of seminar papers and active learning.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Developmental Assessment and Treatment of Children with Motor Disability			
Lecturer: Snežana J. Nikolić, Snežana B. Ilić			
Course status: obligatory			
ECTS: 6			
Prerequisites: no			
Aim: To inform students through theoretical and practical presentations with the risk factors and symptoms primary and secondary conditioned motor disability; with instruments for psychomotor development assessment, as well as stimulative programs programs and optimization of psychomotor development in early childhood. Informe and teach students methods for assessing psychomotor abilities in preschool age (motor, cognitive, social and emotional development) and instruments for this assessment, as well as programs that can influence individual developmental domens and / or overall development, with differential diagnostic specificities that determine their application.			
Outcomes: Through theoretical and practical presentations, students will be able to independently use assessment methods in order to detect and identify developmental delays and interferences, to apply appropriate development stimulative programs and to perform assessment and treatment methods in preschool children with motor disability			
Content <i>Lectures:</i> Motor delay and disability due to primary and secondary motor disorder; Risky newborns - anamnesis, symptomatic and environmental risk, implications for psychomotor development; Functional evaluation of psychomotor development in early childhood (presentation of existing scales for assessment, choosing and interpretation, application criteria); Program for the optimization of psychomotor development in early childhood (review of existing programs, selection and application criteria, practical work); Evaluation of psychomotor development of children with motor disorders of preschool age (4-7 years), techniques and instruments; Treatment of developmental delay in preschool children with motor disability. <i>Practical work:</i> To follow lectures, practice to use instruments for assessment and to create stimulative developmental programs for preschool children with motor disability.			
Literature Nikolić, S. (1996). Uticaj defektološkog tretmana na psihomotorni razvoj dece. Doktorska disertacija. Defektološki fakultet, Beograd. Nikolić, S., Ilić-Stošović, D., Ilić, S. (2015). Razvojna procena i tretman dece predškolskog uzrasta. Praktikum. 212 strana. Resurni centar „Znanje“ Beograd.			
Number of active classes per week:	Lecture: 1	Practical work: 2	
Teaching methods: Lectures with interactive learning, applying audio-visual methods (Power Point presentations), showing short videos and films.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	30		
Seminars			

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Theory of teaching and education for persons with motor disabilities			
Lecturer: Ilić-Stošović D. Danijela			
Course status: Obligatory			
ECTS: 6			
Prerequisites: /			
Aim: Main aim of this course is to prepare students to understand theoretical framework of teaching and education for persons with motor disabilities, as much as to prepare students for practical designing and implementation various teaching and educational methods, tools and approaches in teaching process of persons with motor disabilities.			
Outcomes: Students will be able to make plan for teaching classes and to realize teaching classes, to implement various designing and educational methods, tools and approaches in teaching process of persons with motor disabilities. Students will be able also to make special education assessment and according to the results of the assessment will be able to make some conclusions about future educational possibilities for each person with motor disability and will be able to write and implement Individual Educational Plan.			
Content <i>Lectures:</i> 1) Teaching adaptations as results of developmental specifics, educational abilities and abilities to participate in class activities in persons with motor disabilities and characteristics of their academic knowledge (teaching principles, teaching methods and tools, assistive technology); 2) Teaching organization approaches and models in teaching process of persons with motor disabilities (especially: individual work, co-teaching methods, collaborative learning and team approach); 3) The role of special education teacher in education of children in hospital settings, homeschooling, schools for education children with motor disabilities, inclusive settings 4) methods and specifics of academic assessment and evaluation in persons with motor disabilities; 5) Educational specifics in children with primary and secondary motor disabilities (educational principles, methods and tools). <i>Practical work:</i> 1) Special educational assessment as first step in preparing and realization of teaching process in persons with motor disabilities; 2) special education evaluation and making some prognosis in future education 3) realization of individualized teaching; 4) writing Individual Education Plan.			
Literature 1. Ilić-Stošović, D. (2011). <i>Teorija vaspitanja i obrazovanja osoba sa motorčkim poremećajima</i> . Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu, Beograd. 2. Nikolić, S., Ilić-Stošović, D., Ilić, S. (2014). <i>Razvojna procena i tretman dece predškolskog uzrasta – Praktikum</i> (odabrana poglavlja). Drugo dopunjeno i izmenjeno izdanje. Resursni centar „Znanje“, Beograd. 3. Stevanović, B. (2008). <i>Osnovi pedagoške dijagnostike</i> . Prosvetni pregled. (str. 119-227), Beograd.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Classes during this course will be realized as frontal, interactive, individual, work in groups or in pairs, and as different students' small projects. PPT presentation and video material will also be used.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: MEDICAL REHABILITATION			
Lecturer: Katarina D. Parezanović Ilić			
Course status: Obligatory subject for module Motor disability			
ECTS: 5			
Prerequisites: no conditions			
Aim: Introducing students with program of preventing disabilities and handicap, program of adjustment disabled persons in every day life activities, employment and social integration.			
Outcomes: Knowledge of the aspect medical rehabilitation, procedures and possible outcome, prosthetics and orthotics.			
Content			
Lectures Medical rehabilitation –conception, definition and methods, medical rehabilitation-dissability and prevention; medical rehabilitation (general part), aims and assignments, plan of medical rehabilitation, physical therapy, orthotics and prosthetics equipment, social problems, new trends in medical rehabilitation in the world.			
Literature 1. Stevan Jović: Neurorehabilitacija, Filip Višnjić, Beograd. 2004. 2. Boris Nedvidek: Osnovi fizikalne medicine I rehabilitacije, Medicinski fakultet, Novi Sad, 1986 3. Milovan Stevanović: Medicinska rehabilitacija telesno-invalidnih lica, Naučna knjiga, Beograd, 1990.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Oral lectures, power-point presentation			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	written exam	40
practical teaching		oral exam	20
midterm(s)	20	.....
seminars			

Study Program: Special education and rehabilitation , module Sensorimotor Disability			
Type and level of Studies: Basic Academic			
Title of The Subject: Development of sensorimotor functions			
Lecturer: Zorica Ž. Matejić Đuričić; Irena B. Stojković			
Course Status: Obligatory			
ECTS: 5			
Prerequisites: no			
Aims: To develop basic knowledge and understanding of the process, determinantes and general tendencies of sensory perceptive and motor functions development			
Outcomes: Correctly use and apply basic scientific knowledge of sensory perceptive and motor development in further learning.			
Content: <i>Lectures:</i> The origin of behavior: prenatal and neonatal stages; Physical development; Motor development; Sensory-Perceptive development; Early Intellectual development (sensory motor intelligence) Effects of negative experience <i>Practical work:</i> Development of thematic content from the main parts of Lectures			
Literature: Matejić Đuričić Z. (2016). Psihologija ranog detinjstva (odabrana poglavlja). E-knjiga. Fasper. Beograd			
Number of active classes per week	Lecture: 2		Practical work: 2
Teaching methods Lectures, individual assignments, small group activities, group discussions, video presentations, and realisation of the small projects.			
Evaluation of knowledge (max score 100)			
Pre obligations		Final exam	
Activities during lectures	10	Written exam	50
Practical teaching	10	Oral exam	20
Midterm(s)	10		
Seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: DISCRIMINATION AND ANTI-DISCRIMINATION PRACTICE			
Lecturer: Jasmina B. Karić			
Course status: obligatory course for the module Sensorimotor disability			
ECTS: 5			
Prerequisites: None			
Aim: Introducing students to the rights of people with disabilities, special cases of discrimination and procedures of protecting people who are exposed to discrimination, with the goal of quality inclusion of people with disabilities in the society.			
Outcomes: Getting to know the Convention on the Rights of Persons with Disabilities as well as the provisions of the Law against Discrimination against Persons with Disabilities, students will learn how to contribute to a better implementation of human rights in practice by building productive and cooperative relationships in order to harmonize the achievements of persons with disabilities and their real abilities. Students will be trained to promote anti-discrimination practices in society in a non-academic way accessible to a broader social strata.			
Content <i>Lectures:</i> The course includes content divided into relevant areas such as: anti-discrimination law, forms of discrimination, vulnerable groups, discrimination and the Serbian society, acquaintance of persons with disabilities, assistive technology, accessible environments, partnership development, and employment. <i>Practical work:</i> Visiting institutions relevant to sensitizing the public and the culture of equality. Workshop			
Literature 1. Karić, J., Radovanović, V. (2010): Doprinos radionica savremenog plesa u senzibilizaciji društva prema osobama sa invaliditetom, U: J. Kovačević i V. Vučinić (ur.): <i>Disabilities and Disorders: Phenomenology, Prevention and Treatment, Part I</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD, str. 351-36, str: 527, ISBN 978-86-80113-98-2 2. "Službeni glasnik RS", br.22 /2009, Zakon o sprečavanju diskriminacije osoba sa invaliditetom. 3. UN (2006): UN Konvencija o pravima osoba sa invaliditetom i Agenda 50. British Council (2007): <i>Култура једнакости</i> , The Museums, Librarians and Archives Council.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Interactive teaching with the application of modern technology.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: THE BASIS OF CHILD PSYCHIATRY			
Lecturer: Dijana P. Lazić - Simić			
Course status: Obligatory			
ECTS: 5			
Prerequisites: No			
Aim: Introducing the most frequent abnormalities of ontogenetic and phylogenetic development in human.			
Outcomes: Awareness and knowledge of developmental disorder, behavioral disorders and symptoms thereof, the mechanism of neurotic reactions and conditions formation, identification and mastering the bases of approach in treatment of pervasive developmental disorder in children.			
Content <i>Lectures:</i> Personality theory, stages of psychosexual development, personality development disorders, disorders of mental functions, habits and behaviour, symptoms of neurotic reaction, clinical pictures of the most frequent attention deficit hyperactivity and motor disorders, pervasive developmental disorder in children. <i>Practical work:</i> Examples of cases with diagnostic and monitoring the clinical course and child treatment.			
Literature 1. Tadić N. - Child and adolescent psychiatry, Naučna knjiga Belgrade, 1981.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Oral presentations, video case reports			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	20
practical teaching	20	oral exam	30
midterm(s)	20	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Assessment of sensorimotor development			
Lecturer: Sanja B. Ostojic-Zeljko, Snezana J. Nikolic, Aleksandra B. Grbovic			
Course status: Obligatory for module Sensorimotor disability			
ECTS: 7			
Prerequisites: None			
Aim: The aim of course is to introduce students thoroughly with various methods and techniques for the assessment of sensorimotor development. Students are trained to recognize the characteristics of the etiologically different factors for sensorimotor disability and implement their knowledge in practice.			
Outcomes: By studying the curriculum, a student's acquires basic knowledge in the field of assessment of sensorimotor disability which are necessary for understanding professional-applicative subjects in higher years of studies. Students acquire the competence to perform teamwork or self-work in the field of sensorimotor disability.			
Content			
<i>Lectures:</i> General and specific assessment of hearing impairment and function; neonatal hearing screening; history of assessment of hearing impairment, observation, conclusion; a procedure for assessing different hearing impairments regarding on type and etiology of hearing impairment. Characteristics of visual perception children are with development disorders. Newborns: risks, anamnesis, symptomatic and ambient risk, consequences for psychomotor development. General and specific assessment of visual abilities. Functional assessment of sensorimotor development in children at early age.			
<i>Practical work:</i> Observation on clinical work on the departments for rehabilitation (children's of different age, adults). Application of multi disciplinary approach in treatment of children's with sensorimotor disability.			
Literature			
Đoković, S., Ostojić-Zeljko, S. (2017). Funkcionalna procena sluha kod dece, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar fakulteta (ICF), ISBN 978-86-6203-092-4 str.11-55; 214-225.			
Jablan, B., Grbović, A. (2008). Višestruko ometena vizuelno oštećena deca. <i>Socijalna misao</i> , 15(1), 47-59			
Nikolić, S. Uticaj defektološkog tretmana na psihomotorni razvoj dece. Doktorska disertacija. Defektološki fakultet, Beograd, 1996.			
Nikolić, S. (2012). Senzorni i motorički razvoj. U A. Baucal (ur.), Standardi za razvoj i učenje dece ranih uzrasta u Srbiji (str. 67-79). Univerzitet u Beogradu - Filozofski fakultet, Institut za psihologiju. Cone-Wesson B. (2003). Screening and Assessment of Hearing Loss in Infants, Deaf Studies, Language and Education, ISBN 0-19-514997-1, str. 420-434			
Maltby, M.T. (2002). Principles of Hearing Aid Audiology, ISBN: 1 86156 257 8, str. 125-154			
Koenig A.J., Holbrook C, Corn A.L., DePriest L., Erin, J.N., Presley I (2000): Specialized Assessments for Students with Visual Impairments, in: Koenig A.J., Holbrook C., ed. Foundation of education, Vol.2 Educational Strategies for teaching Children and Youths with Visual Impairments , AFB Press. (ch 4., 103-153)			
Number of active classes per week:	Lecture: 3		Practical work: 3
Teaching methods: Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars	5		

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Introduction to Sensory Integration			
Lecturer: Vesna S. Radovanović			
Course status: obligatory course for the module Sensorimotor disability			
ECTS: 5			
Prerequisites: None			
Aim: The aim of this subject is that students master the theoretical settings of the sensory integration model.			
Outcomes: The outcome of the subject is recognition of symptoms of dysfunction of sensory integration; assessment of sensory integration; making sensory integration programs for individual sensory areas; selection of the appropriate form of intervention.			
Content <i>Lectures:</i> The term and definition of sensory integration; sensory systems; clarifying the connection between learning, behavior and the environment; recognition and identification of sensory integration dysfunctions; mastering observation criteria that indicate sensory dysfunction; mastering specialized instruments and techniques for assessing sensory integration; programs for sensory integration stimulation. <i>Practical work:</i> Administration of tests for assessment of sensory integration, interpretation of evaluation results based on test results and related measures; planning an intervention strategy; implementation of intervention using SI strategy in different contexts.			
Literature 1. Ayers, J., Dijete i senzorna integracija (2009), Naklada Slap, ISBN 978-953-191-147-4, str. 217. 2. Beery-Buktenica Development Test of Visual-Motor Integration, 6 th Edition, Author(s): Keith E. Beery, PhD, Norman A. Buktenica, and Natasha A. Beery. 3. Ayres, A. J. (1989): S.I.P.T. – Sensory Integration and Praxis Test. Los Angeles: Western Psychological Services. 4. Radovanovic, V., Radic Sestic, M., Karic, J., Milanovic Dobrota, B. (2013): The influence of computer games on visual–motor integration in profoundly deaf children, <i>British Journal of Special Education</i> , 40(4), pg. 182–188. DOI: 10.1111/1467-8578.12042			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, exercises , interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars			

Study programme: Special education and rehabilitation			
Title of the subject: Communication in teaching			
Type and level of studies: basic academic			
Lecturers: Jasmina M. Kovačević, Marina N. Radić-Šestić, Vesna S. Radovanović, Vesna S. Žigić			
Title of the subject: Obligatory course of the module –Sensorimotor disability			
ECTS-credits: 6			
Prerequisites: /			
Aim: is to improve theoretical approaches, concepts and models of communication in teaching. Training students for the application of different models and types of communication in relation to the structure and contents of the teaching process in line with the age and psychophysical characteristics of students with disabilities.			
Course outcome: Improvement of the basic knowledge in the field of communication in teaching. Integrated theoretical and practical knowledge, as well as developed active, research approach to different models and types of communication in relation to the structure and content of the teaching process.			
Course content			
<i>Lectures:</i> Theoretical framework of communication in teaching. Forms and types of communication in teaching. Important factors for creation of an atmosphere of effective communication in teaching. “Berlin“and “Hamburg“ communicationmodel. Influence of the relationship and content of the message. Communication in teaching from the aspect of didactic content. Communication in teaching from the aspect of teaching principles. Communication in teaching from the aspect of teaching methods. Communication in teaching from the aspect of teaching formats. Communication in teaching from the aspect of didactic systems. Communication space. How to improve communication in teaching. Skills of clear communication. Teacher-student-communication.			
<i>Practical exercises:</i> Verbal and nonverbal communication in teaching. Intrapersonal and interpersonal communication. Nonviolent communication. Communication in teaching in relation to the style of pedagogical guidance of teachers. Facilitation of working atmosphere.			
Literature			
1. Nikolić, R. (2004). <i>Mogućnostsavremeneškoleurazvijanjukomunikativnihsposobnostiučenika, Komunikacijaimedijiusavremenojnastavi, Učiteljskifakultet, Jagodina, str. 48-93.</i>			
2. Hasanbegović, H., Kovačević, J. (2014). <i>Sistemikomunikacijeu edukacijskojrehabilitaciji. Tuzla: Institutzahumanurehabilitaciju.str. 4-125. ISBN 978-9958-0999-0-8</i>			
3. Brajša, P.(1984). <i>Pedagoškakomunikologija, Školskenovine, Zagreb, str. 27-68.</i>			
Number of active classes per week: 3	Lectures:2		Practical exercises: 1
Teaching methods: Lectures and practical exercises through collaborative learning; cooperative work model with the application of individual, group and tandem work; work on research tasks; term paper; literature review; class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	Written exam	20
practical teaching	10	Oral exam	30
midterm(s)	10		
seminars	20		

Study program: Special education and rehabilitation, Module: Prevention and treatment of behavior disorders			
Type and levels of studies: Basic academic; V,VI semester			
Title of the subject: PSYCHOLOGICAL BASIS OF BEHAVIOR DISORDERS			
Lecturer: Radulović M. Danka			
Course status: Obligatory			
ECTS: 8			
Pre requisite: Personality Psychology			
Aim: Acquiring knowledge about psychological determinants of behavior disorders, about their various types and about predictors of juvenile delinquency.			
Outcomes: Acquired basic psychological knowledge about phenomenology, etiology and regularities of behavior disorders, needed for prevention, early detection and treatment.			
Content: <i>Lectures:</i> Global trends in the area of behavioral disorders: the role of psychology in understanding behavior disorders. Conceptual framework of psychological study of behavioral disorders (definitions, subject, basic concepts). Theories of behavioral disorders. Psychobiological, neurophysiological, psychosocial, interpersonal and intrapsychic factors of behavioral disorders. Etiological relevant conative and cognitive characteristics: agresiveness (nature and types), anxiety, impulsive stimulation seeking, psychoticism, (a)morality, intelligence. Personality structure of children and adolescents with behavioral disorders. Psychological basis of various kinds of behavioral disorders (as running away from home, skipping of school, deceptive behavior, violence in school, chemical and behavioral addictive disorders etc.) and overcontrolled behavior. Developmental taxonomies of behavioral disorders and predictors of juvenile delinquency. Comorbidity of behavioral and emotional disorders. Forensic aspects of hyperactivity; Psychological views of nature of syndrom of hyperactivity and forms of psychological interventions for hyperactive children. Psychological models of early detection of children in serios behavior risk (concept of „early emotional frustration“ i.e. „early psychopathy). Psychological approaches in prevention and treatment of behavioral disorders. <i>Practical work:</i> Case studies, presentations of psychological methods and techniques of assessment particular forms of behavior disorders, analysis of examples from practice, students' presentations.			
Literature: 1. Radulović, D. (2014). <i>Psihološke osnove poremećaja u ponašanju</i> . Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-47-4 2. Radulović, D. (2006). <i>Psihologija kriminala-psihopatija i prestupništvo</i> . Beograd. Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju i Institut za kriminološka i sociološka istraživanja (selected chapters: 176-182; 191-205; 407-411.) ISBN 86-83287-15-7 3. Radulović, D. (2006) Savremene koncepcije moralnog razvoja od značaja za prevenciju maloletničke delinkvencije. <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i> , 25(1-2), 7-28. ISSN 0350-2694. 4. Radulović, D. (2007). Konceptualni okvir poremećaja u ponašanju- psihološki pristup. U : D.Radovanović (Ur.), <i>Poremećaji ponašanja i prestupništvo mladih: specijalno pedagoški diskurs</i> (29-53) Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu. ISBN 978-86-80113-59-3 5. Radulović, D. (2008). Teškoće učenika sa deficitom pažnje i poremećajem hiperaktivnosti (ADHD) i mogućnost njegovog prevazilaženja; U : D. Radovanović (Ur.) <i>Poremećaji ponašanja u sistemu obrazovanja</i> (171-192).Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu. ISBN 978-86-80113-70-8			
Number of active classes per week	Lecture: 2	Practical work: 2	
Teaching methods: lectures, consultations, seminars, presentations, lectures of visiting professors			
Evaluation of knowledge (maximum points 100)			
Pre obligations	Score	Final exam	Score
Activites during lectures	10	test paper	
Practical lessons	20	Oral examination	50
Colloquia			
Seminar	20		

Study program: Special education and rehabilitation, Module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Social pathology (Social deviances)			
Lecturer: Aleksandar L. Jugović			
Course status: Obligatory			
ECTS: 9			
Prerequisites: Sociology			
Aim: Through the programme students should: get acquainted with the subject, goals and methods of social pathology as the science about of social deviances; gain knowledge about various theoretical understandings; to learn about the phenomenology and the etiology of social deviances; understand socio-cultural context of social deviances; understand the relationship between cause and effect among the specific social deviances; and gain knowledge about character and examples of social reactions towards social deviances.			
Outcomes: Enabling students to understand the connection between social deviances with: social relationships, changes and structures; social order; social control, social differentiation; relationships of power within the society; social values; (sub)cultural identities and lifestyles. Knowledge and skill acquisition for application of theoretical concepts about social deviances in practice of the institutions of social reactions or control to deviant behaviors.			
Content			
<p><i>Lectures:</i> The concept, the theme, objectives and methods of the social pathology. Criteria of the social deviance and normality. General types of the social deviances. Theoretical perspectives of the social deviances: bio-anthropological theory, positivism – theory of anomie, functionalism, theories of the deviant subculture, labeling theory, socio-anthropological theory; radically-critical theories, theory of the social control. Phenomenology of social deviances: crime, juvenile delinquency, vandalism, hooliganism, violence against children, begging and roaming, gambling, suicide, prostitution, social disorganization (example: corruption), alcoholism, drug addiction.</p> <p><i>Practical work:</i> Within the frame of practical lessons, and with exercise, students master the matter through exercise by application of theoretical knowledge in the analysis of certain social deviances. Application of research methods of the social deviances. Certain subjects are developed through group discussions and analysis of the video and internet materials. Visiting institutions for social protection, judiciary and health care. The exams of the acquired knowledge are carried out through colloquiums and seminars.</p>			
Literature			
<ol style="list-style-type: none"> Jugović, A. (2013). <i>Teorija društvene devijantnosti</i>. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu i Partenon. (selected chapters) Milosavljević, M. (2004). <i>Devijacije i društvo</i>. Draganić. (selected chapters) Jugović, A. (2014). <i>Zapisi iz anomalije – ogleđi iz nauke o društvenim devijacijama</i>. Beograd: Institut za kriminološka i sociološka istraživanja. (selected chapters) Stanković, Z., & Begović D. (1995). <i>Alkoholizam – od prve do poslednje čaše</i>. Beograd: Kreativni centar. (selected chapters) Nastasić, P. (2004). <i>Ne dozvoli da te droga izbací iz igre</i>. Beograd: Privredni pregled. (selected chapters) 			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: PowerPoint presentations, lectures with interactive learning, discussion groups, small group work, quiz, visits to relevant institutions, the use of educational video material, consultation through individual mentoring and e-mail communication with a teacher, student exposure.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Midterm(s)	30	<i>oral exam</i>	50
Seminars	20		

Study program: Special education and rehabilitation, Module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Social policy			
Lecturer: Aleksandar L. Jugović			
Course status: Obligatory			
ECTS: 8			
Prerequisites: Sociology			
Aim: The goal of the subject is to introduce students to the basic concepts of social policy as a science and practice, to get to know the area and the content of social policy and above all the social protection system, to look at social-political practice according to socially vulnerable groups, to gain knowledge about the character of the social protection system for persons/children with behavioral disorders.			
Outcomes: Enabling the students to understand the social context of socially vulnerable groups and the character of the socio-political action. Acquiring knowledge about values, contents and institutions in the field of social policy and particularly social protection.			
Content			
<p><i>Lectures:</i> Conceptual-theoretical basis of the social policy. Socio-political terms and subjects. Socio-political values. Socio-political factors. Socially vulnerable groups as subjects of social policy. Definitions of marginalization, social exclusion, stigmatization and social problems. Concepts of social inclusion. Basic doctrines and models of the social policy. Social security systems. Family, children and social protection. The protection of the former combatants, military and civil war invalids. Social protection: basis of the social protection, development of Serbian social protection system, goals and principles of social protection, user's rights within the social protection system, center for social work, social protection rights. Center for social work practice: occurrence and development, professional work organization, activity and basic functions, case management. Chamber of social protection. Non-governmental sector in providing social protection services.</p> <p>Socially vulnerable groups and practices of social policy: poverty, unemployed, migrants, minority groups, disadvantaged families, socially vulnerable children, children without parental care (guardianship, adoption, foster care), people with disabilities, children victims of violence, HIV populations, homeless people, refugees and internally displaced persons. The practice of social protection in the field of behavioral disorders: theoretical perspectives of practice. Social protection of children and youth with behavioral disorders. The role of the guardianship authority in the protection of juvenile offenders. Social and family-legal protection of children of perpetrators of criminal offenses. Representing juvenile offenders in social protection.</p> <p><i>Practical work:</i> In the framework of practical classes, students work through exercises to overcome the matter through application of conceptual and theoretical knowledge in the analysis of socio-political and socio-protective actions towards socially vulnerable groups. Application of Social Policy Research Methods. Some topics are addressed through discussion groups and analysis of video and internet materials. Visits to social protection institutions. Checking the acquired knowledge is done through colloquiums and seminars.</p>			
Literature			
<ol style="list-style-type: none"> 1. Lakićević, M. (2013). <i>Socijalna politika</i>. Beograd: Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju. (selected chapters) 2. Babović, M. (2011). <i>Socijalno uključivanje: koncepti, stanja, politike</i>. Beograd: SeConS – grupa za razvojnu inicijativu i Institut za sociološka istraživanja Filozofskog fakulteta u Beogradu. (selected chapters) 3. Milosavljević, M., & Jugović, A. (2009). <i>Izvan granica društva: savremeno društvo i marginalne grupe</i>. Beograd: Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju. (selected chapters) 4. Panov, S. (2014). <i>Porodično pravo</i>. Beograd: Univerzitet u Beogradu – Pravni fakultet. (selected chapters) 5. Jugović, A., Stevanović, I., & Pejaković, Lj. (2014). <i>Mesto za mene: deca na hraniteljstvu u Srbiji</i>. Beograd: Centar za prava deteta, Beograd. (selected chapters) 6. Rončević, N., Stojadinović, A., & Batrnek-Antonić D. (2013). Deca ulice, <i>Srp Arh Celok Lek.</i> 141(11-12), 835-841. 7. Jugović, A., & Luković M. (2012). Fenomenologija beskućništva u savremenom društvu. <i>Socijalna misao</i>, broj 76, str. 11-28. 8. Jugović A., & Brkić M. (2010). Socijalna zaštita i prevencija maloletničkog prestupništva – uloge, kontradikcije i dobre prakse. <i>Godišnjak Fakulteta političkih nauka</i>, 4(4), str. 435-452. 			
Number of active classes per week:		Lecture: 2	Practical work: 2
Teaching methods: PowerPoint presentations, lectures with interactive learning, discussion groups, small group work, quiz, visits to relevant institutions, the use of educational video material, consultation through individual mentoring and e-mail communication with a teacher, student exposure.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
midterm(s)	30	oral exam	50
seminars	20		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Basic elements of criminal law			
Lecturer: Popović B. Zorica			
Course status: Obligatory			
ECTS: 9			
Prerequisites: None			
Aim: To introduce the basic concepts of substantive criminal law in order to examine the notion of criminal offense, the assumptions for the responsibility of the perpetrator of the criminal offense and the application of criminal sanctions.			
Outcomes: Adoption of knowledge which will enable students to understand material and legal solutions, to be applied in the field of work on prevention and suppression of crime of juvenile and adult perpetrators of criminal acts in relevant institutions (schools, social welfare services, educational institutions, penitentiary institutions). etc			
Content			
<i>Lectures:</i>			
The notion of criminal law and its place in the legal system, Criminal Law and relations with related sciences, Criminal legislation-application and validity, Concept of criminal offense, Basis of exclusion of criminal offense, Preliminary actions and attempted criminal offense, Criminal offense, Criminal-term and Elements, Misconceptions, Concept and forms of complicity, Criminal sanctions, Punishment, Conditional conviction and judicial admonition, Security measures, Deprivation, amnesty and pardon, Legal consequences of conviction, Rehabilitation and giving data from criminal records, Factors of offenses-specific attitude, Penalties for minors, Educational order.			
<i>Practical work:</i>			
Within practical lessons, students master the matter through the application of theoretical knowledge to cases from case-law. Some topics are addressed through seminar papers and discussions. Checking the acquired knowledge is done through colloquiums and shorter tests.			
Literature:			
<ol style="list-style-type: none"> 1. Kandić-Popović, Z. (2007): Krivično pravo-Opšti deo, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, 271 strana, ISBN 978-86-80113-58-6 2. Kandić-Popović, Z. (2009), Izmene u Opštem delu Krivičnog zakonika RS, Srpsko udruženje za krivičnopravnu teoriju i praksu, Beograd, 35 strana 3. Krivični zakonik, Sl. glasnik RS, br. 85/2005, 88/2005 - ispr., 107/2005 - ispr., 72/2009, 111/2009, 121/2012 i 104/13 http://www.parlament.gov.rs/akti/doneti-zakoni/doneti-zakoni.1033.html 			
Number of active classes per week:	Lectures:	Exercises:	
	2	2	
Teaching methods:			
Lectures, tests, presentations, consultations, exercises, colloquiums, seminar papers, oral examination of knowledge			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	30	oral examination	30
practical teaching	20		
midterm(s)	10		
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Juvenile delinquents and criminal law reaction			
Lecturer: Popović B. Zorica			
Course status: Obligatory			
ECTS: 5			
Prerequisites: None			
Aim: To learn about the legal aspects of juvenile delinquency, historical development of juvenile criminal law, the basics of criminal proceedings against juveniles and basic models of formal response to juvenile criminality.			
Outcomes: Obtained knowledge about material and legal solutions of formal response to juvenile crime, that could be applied in the field of work in prevention and suppression of crime of juvenile offenders in relevant institutions.			
Content <i>Lectures:</i> Concept and function of juvenile criminal law, Relationship of juvenile criminal law and general criminal law, Historical development of juvenile criminal law, Age limit of criminal responsibility, Juvenile justice models, International standards in criminal proceedings and execution of juvenile criminal sanctions, System of measures and juvenile criminal sanctions in Serbia, Concept and types of educational measures, Specific nature and peculiarities of educational orders, Criminal proceedings against juveniles in Serbia, Powers of the guardianship authority in criminal proceedings against juveniles in Serbia, Special protection of juveniles in criminal proceedings, Rights of minors and execution of juvenile criminal sanctions and measures. <i>Practical work:</i> Visits to courts and juvenile institutions, visits by prominent experts.			
Literature: 1. Radulović, LJ. (2010). Maloletničko krivično pravo. Beograd: Pravni fakultet Univerziteta u Beogradu. (str. 11-16, 32-73, 78-147). ISBN 978-86-7630-220-8 2. Zakon o maloletnim učinocima krivičnih dela i krivičnopravnoj zaštiti maloletnih lica, Službeni glasnik RS 85/05, http://www.parlament.gov.rs/akti/doneti-zakoni/doneti-zakoni.1033.html			
Number of active classes per week:	Lectures:	Practical work:	
	2	2	
Teaching methods: Lectures, tests, presentations, consultations, exercises, colloquiums, seminar papers, oral examination of knowledge			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	30	oral examination	30
practical teaching	20		
midterm(s)	10		
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic studies			
Title of the subject: Developmental Neuropsychology			
Lecturer: Krstic S. Nadezda			
Course status: Elective mutual course for multiple modules			
ECHEB: 4			
Prerequisite: Physiology with anatomy, Introduction to Neuropsychology			
Aim: Introduction to fundamentals of normal and pathological neurocognitive growth and to functional/neurobiological sources of the manifest forms of neurodevelopmental disorders. The main course objective is to provide the necessary background for correlation with related courses and for monitoring new progress in developmental neuro and psychological sciences.			
Outcomes: Basic understanding of the core and the nature of neurodevelopmental disturbances, insight in their's importance for planning and directing intervention in children restricted by atypical neurocognitive maturation.			
Content: <i>Lectures:</i> The evolution of developmental neuropsychology, debate nature-nurture and neuroconstructivism, implications for theory of normal psychological growth, intrauterine and post-natal cerebral maturation, plasticity of immature brain, developmental foundations of cerebral modularization, disturbances of cerebral growth, distinctiveness of the outcomes of acquired brain lesions in children, neurodevelopmental disorders (specific language impairment, non-verbal learning disabilities, developmental coordination disorder, developmental impairments of attention, and other), neurocognitive manifestations in other psychiatric disorders of childhood, neuropsychological rehabilitation in children. <i>Practical work:</i> group analysis of selected video material/texts, including clinical cases on children with developmental or acquired neurocognitive disturbances.			
Literature <i>Required readings</i> 1. Nadezda Krstic (2008): Razvojna neuropsihologija. ISBN 978-86-80113-78-4.			
Number of active classes per week: 2		Lectures: 1	Practical work:
Teaching methods: The course is based on frontal lectures while relying extensively on presentations and movies demonstrating various neuropsychological syndromes. In addition, home assignments will be given during the class.			
Evaluation of knowledge (maximum score 100)			
Pre obligations		Score	Final exam
activities during the lectures		10	written exam/oral exam
practical teaching			
midterm(s)		40	
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: CULTURE OF EQUALITY			
Lecturer: Jasmina B. Karić			
Course status: elective mutual course for multiple modules			
ECTS: 4			
Prerequisites: None			
Aim: To bring the culture of equality closer to students through institutional culture, dramatics, being a part of the culture, representation and education.			
Outcomes: Students are expected to increase their sensitivity towards diversity by learning about the culture of equality, in order to spread awareness and implement their knowledge throughout the society.			
Content <i>Lectures:</i> Getting to know people with disabilities through various models of different approaches and techniques such as drama techniques, trainings, controls and audits, anti-discrimination laws, inclusive information of assistive technologies, accessible environments, partnership development, and employment. <i>Practical work:</i> Visiting institutions relevant to sensitizing the public and the culture of equality. Workshop.			
Literature 1. British Council: Kultura jednakosti 2007 Museums, Librarians and Archives Council (2007) 2. Karić, J. Radovanović, V. Andjelković, S. 2012. The Inclusive Potential Of Applied Theatre In Activities With People With Disabilities, Cerebral Palsy, A Multidisciplinary and multidimensional approach, International thematic collection of papers, Beograd 2012, ISBN 978-86-84765-39-2 (ASERS) 3. Karić J., Radovanović V., 2010. Doprinos radionica savremenog plesa u senzibilizaciji društva prema osobama sa invaliditetom, U: J. Kovačević i V. Vučinić (ur.): <i>Disabilities and Disorders: Phenomenology, Prevention and Treatment, Part I</i> . Beograd: Fakultet specijalne edukacije i rehabilitaciju, CIDD, str. 351-36, str. 527, ISBN 978-86-80113-98-2			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Interactive methods			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	20	oral exam	50
midterm(s)		.....
seminars	20		

Study program: Special education and rehabilitation, module: visual disability, motor disability, hearing disability, sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: Motor behavior of persons with sensory, intellectual and motor disabilities			
Lecturer: Goran M. Nedović			
Course status: Elective			
ECTS: 4			
Prerequisites: /			
Aim: The aim of the course is to introduce students with occurrence of motor disabilities in persons with intellectual, sensory and motor deficits.			
Outcomes: Acquiring knowledge about the specificities of motor behavior in people with sensory, intellectual and motor deficits.			
Content <i>Lectures:</i> Motor behavior (definition, concept, different research approaches). Planning, controlling and performing the movement. Motor learning (specificity of motor learning in persons with motor, sensory and intellectual disabilities). Motor program. Cognitive aspects of motor behavior. Significance of sensory information in the organization and control of motor activity. Structure of motor behavior in persons with intellectual disabilities. Structure of motor behavior in persons with sensory disabilities. Structure of motor behavior in persons with motor disabilities. The significance of differential evaluation of motor disturbances and disorders. Motor disorders in persons with intellectual disability. Motor disorders in persons with sensory deficits. Motor disorders in persons with motor deficits. <i>Practical work:</i> Determination of somatic status. Assessment of the structure of motor behavior in persons with sensory deficits. Assessment of the structure of motor behavior in people with intellectual disabilities. Estimation of the structure of motor behavior in multiple impaired persons. Assessment of the structure of motor programs in people with sensory, intellectual and motor disabilities. Development of individual programs for preventive an corrective exercises.			
Literature 1. Nedović, G., Rapačić, D. (2012). <i>Praktikum preventivno korektivnog rada u osnovnoj školi</i> . Beograd: Društvo defektologa Srbije; 2. Rapačić, D., Nedović, G. (2007). Struktura motoričkog ponašanja kod osoba sa invaliditetom. U D. Radovanović (ur.), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (615-641). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, ISBN 978-86-80113-67-8, [COBISS.SR-ID 140477196]; 3. Nedović G., Rapačić D., Subotić M. (2006). Struktura motoričkih programa kod osoba sa zatvorenom povredom mozga. <i>Medicinski žurnal</i> , 12 (1-2), 23-27; 4. Rapačić D., Nedović G. (2006). Paradigma mentalne reprezentacije i motorne egzekucije kod tranzitivnih i netranzitivnih pokreta. Međunarodna konferencija - <i>Multidisciplinarni pristup u specijalnoj edukaciji i rehabilitaciji</i> , Zbornik radova i sažetaka, str. 96 -105, Beograd; 5. Nedović G., Šapić M., Ilić D. (2004). Kognitivni deficiti motornog ponašanja kod osoba sa invaliditetom i osoba sa povredama mozga. Program i zbornik radova 3. <i>Simpozijuma neurologije i psihijatrije razvojnog doba</i> , str. 207-210, Beograd. 6. Rapačić, D., Ivanuš, J., & Nedović, G. (1996). Izvođenje pokreta kod mentalno retardiranih. <i>Beogradska defektološka škola</i> , 1, 105-116; 7. Rapačić, D., Nedović, G., & Jablan, B. (1995). Vrste grešaka u izvođenju pokreta kod slepih. <i>Beogradska defektološka škola</i> , 2, 101-108.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Interactive lecture, Power Point Presentation, case report, screening of films from practice.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
midterm(s)	/	.....
seminars	20		

Study program: Special education and rehabilitation. Module Sensorimotor disability			
Type and level of studies: basic			
Title of the subject: Mental hygiene			
Lecturer: Dragan Pavlović			
Course status: elective			
ECTS: 4			
Prerequisites: Basic knowledge in psychiatry and mental health			
Aim: Adoption of the basic principles of mental hygiene, theory and practice, the application of procedures and techniques in the prevention and maintenance of mental health. Examining multidisciplinary mental hygiene and teamwork. Implementation of the principle of mental hygiene in practice.			
Outcomes: The ability of students to recognize the risk of mental health disorders, knowledge of the application of basic mental and hygienic measures in the preservation and improvement of mental health, and the ability to participate in teams / programs for their prevention and treatment.			
Content <i>Lectures:</i> Definition, history, theory and practice of mental hygiene. Biological, psychological and social causes of mental disorders. The brain is the basis of behavior, feelings and cognition Mental hygiene problems of children, adolescents, adults and the elderly; maladaptive behavior. Psychiatric disorders: anxiety disorders, psychosis, addiction diseases, developmental disorders, and others. Mental disorders in children and adolescents, role of school, family and social environment. Stress and antistress and other methods of prevention of mental health disorders and improvement. Skills in solving problems, time economies and dealing with problems. Multidisciplinary mental hygiene - Social and legal / forensic aspects. Non-pharmacological and pharmacological			
Literature <u>Pavlović DM</u> . Mental health of school children. Belgrade: Orion Art, 2014. <u>Pavlović DM</u> , <u>Pavlović AM</u> . Higher cortical functions. Basics of behavior neurology and neurophysiology. Belgrade, Serbia. Orion Art, 2016.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: classical educational method using video presentations and active involvement of students in work, seminar work			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	40
practical teaching		oral exam	20
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation, module Prevention and Treatment of Behavioral Disorders; Speech and language pathology; Special education and rehabilitation of people with intellectual disabilities			
Type and level of studies: Basic academic			
Title of the subject: FAMILY AND FAMILY RELATIONS			
Lecturer: Zoran P. Ilić			
Course status: Elective			
ECTS: 6			
Prerequisites: None			
Aim: The main goal of this course is to provide students with introductory knowledge about nature, functions, types, structure, relationships, and dynamics of the family. Special emphasis is to be given to the thorough exploration of different types and causes of family dysfunction as well as an examination of complex social, legal and methodological network for prevention and treatment of families with structural, relational and parenting dysfunctionalities.			
Outcomes: Upon successful completion of this course the students will become familiar and adopt cutting-edge theoretical knowledge about the causes, and characteristics of typical functional, structural and relational forms of family disorders; become familiar with children and family social protection system and adopt a systemic perspective and skills for effectively dealing with families with a problem.			
Content Lectures: The course content encompasses definition, in depth analysis and practical implementation of the following relevant concepts: (a) family, family functions, structure and relationships; (b) traditional and contemporarily family; (c) disadvantaged and dysfunctional families; (d) family life cycles and types, causes and consequences of disturbed family lifecycles; (e) types and characteristics of family problems, crisis and disfunctions; (f) methods and techniques of family assessment (genogram, eco/map...); (g) special pedagogical, systematic and systemic approach to prevention, treatment and empowerment of children, youth and families. Practical work: Acquiring cutting-edge practical knowledge, strategies, and skills for working with disadvantaged and dysfunctional families.			
Literature 1. Ivan Vidanović (2009). Pojedinač i porodica. Fakultet političkih nauka, Beograd. 2. Milojković, M., Srna, J., Mićović, R. (1997). Porodična terapija. Centar za brak i porodicu, Beograd. 3. Anđelka Milić (1988). Rađanje moderne porodice. Zavod za udžbenike i nastavna sredstva, Beograd.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, collaborative and interactive class activities, small and plenary groups discussion, case analysis and presentations, individual mentoring and consultations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	.....
seminars	15		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic studies			
Title of the subject: Child abuse			
Lecturer: Vesna Ž. Nikolić-Ristanović			
Course status: Elective			
ECTS: 6			
Prerequisites: Psychology of personality, Sociology			
Aim: The course aims to enable students: to acquire the basic knowledge about child abuse, its forms, factors that contribute to its performance, about health, social and behavioural consequences that child abuse produces as well as about its victims and perpetrators; to get familiar with methodological and ethical specificities of child abuse research, as well as with contemporary legal and social forms of protection, assistance and support of child abuse victims both worldwide and in Serbia.			
Outcomes: Acquiring basic theoretical knowledge about ethiological, phenomenological and research specificities of child abuse as well as about the forms of victim protection and assistance, and the ability to apply acquired knowledge on concrete cases from practice.			
Content			
<i>Lectures:</i>			
1. The notion and history of child abuse; 2. The scope and characteristics of child abuse in Serbia and worldwide; 3. The forms of child abuse, its indicators and possibilities of identification; 4. Indirect and direct violent victimisation of children; 5. Transgenerational transmission of violence; 6. Psychological and physical violence against children; 7. Corporal punishment and difficulties of distinction from physical violence; 8. Sexual violence against children; 9. Short and long term consequences of child abuse; 10. Measuring victimisation of children, methods and specificities of child abuse research; 11. Assistance and support of child abuse victims: protection models and victim support services for children in Serbia and worldwide; 12. Legal protection of child abuse victims; 13. The role of police, education, health and social institutions as well as civil society organisation in early detection and protection of children from violence; 14. Protocols for procedures in cases of child abuse and multidisciplinary teams.			
<i>Practical work:</i> Tutorials, visits of institution that offers protection and shelter to child abuse victims, guest lectures, interviewing exercises, analyses of video materials and concrete cases of child abuse.			
Literature:			
1. Žegarac, N. (2004) <i>Deca koja čekaju: Izazovi i trendovi profesionalne prakse u zaštiti dece od zlostavljanja</i> , Beograd: Save the children, str. 1-98. ISBN: 86-83939-12-X			
2. Herman, DŽ. (2010) <i>Trauma i oporavak: Struktura traumatskog doživljaja</i> . Novi Sad: Psihopolis. ISBN: 978-86-86653-80-2			
3. Nikolić-Ristanović, V. (2003) Podrška žrtvama i sekundarna viktimizacija: savremena zakonska rešenja i praksa, <i>Temida</i> , 1, str. 3-12. ISSN: 1450-6637			
4. Hanak, N., Tenjović, L., Išpanović-Radojković, V., Vljaković, A. (2013) Epidemiološko istraživanje nasilja nad decom u Srbiji. <i>Temida</i> , str. 75-102. ISSN: 1450-6637			
5. Stevanović, I. (2007) Međunarodnopravna zaštita maloletnih lica od zlostavljanja i zanemarivanja. <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i> , 1-2, str. 219-241. ISSN: 0350-2694			
6. Stevković, LJ. (2006) Nasilje nad decom u porodici i njegove posledice po zdravlje. <i>Temida</i> , 3, str. 23-31. ISSN: 1450-6637			
7. Stevković, LJ. (2013) Telesna kazna-nasilno sredstvo vaspitanja dece kao faktor rizika nasilnog ponašanja u odraslom dobu. <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i> , 1-2, str. 165-184. ISSN: 0350-2694			
8. Stevković, LJ. (2013) <i>Uticaj rane nasilne viktimizacije na nasilni kriminalitet odraslih</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, magistraska teza, str. 14-44			
9. Čorović, E. (2012) Sporni oblici disciplinskog kažnjavanja dece – da li je reč o osnovu isljučenja protivpravnosti krivičnog dela ili nasilju nad decom? <i>Crimen</i> , 2, str. 211-221. ISSN: 2217-219X			
Number of active classes per week: 4	Lecture: 2		Practical work: 2
Teaching methods:			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)		.....
seminar	30		

Study program: Special Education and Rehabilitation; modules: Visual Impairment, Motor Disability, Sensorimotor Disability, Hearing Disability, Prevention and Treatment of Behavior Disorders			
Type and level of studies: Basic Academic			
Title of the Subject: GENDER AND FAMILY SOCIOLOGY			
Lecturer: Filipović R. Mirko			
Course status: elective			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Introduction to the basic conceptual network and different theoretical and methodological approaches used by sociologists and social anthropologists in order to analyze phenomena of gender and family in contemporary societies. Special focus is put on presenting and understanding the rapid changes in these fields during a few recent decades.			
Outcomes: Acquaintance of fundamental knowledge about gender and family phenomena and critical awareness concerning the place and role of gender and family patterns, regimes and orders, and deeper social mechanisms that determine them maintaining or creating new forms of social inequalities, disorganization and exclusion. Capacity for recognizing different ideologies, stereotypes and prejudices as well as their function in maintaining the existing social order.			
Content			
<p><i>Lectures:</i> 1. Sex and Gender Differences: Biology and the Division of Labour, Social Construction of Gender Roles. 2. The Origins of Gender Inequalities in Liberal, Radical and „Black“ Feminism. 3. Theories of the Private and Public Patriarchy. Post-modern Feminism. 4. Gender and Social Stratification 5. Gender and Health. Social Bases of Health. 6. The woman Liberation: Suggestions and Chances 7. Masculinity: Cultural Concepts, Gender Patterns Hierarchy, Crises Trends and Gender Order Changes 8. Family, Industrialization and Modernization. Family and Kinship in contemporary World 10. Changes in Family’s Functions, Diversity of Family Patterns and Global Trends. One-parental Families, Recomposed Families and Homosexual Families. Class and Ethnicity Influence 11. Inequality of Marital Roles: Children Care and House Work, Career management, Time budget, Emotional Work 12. Marriage and Divorce. „Threats“ of Alternative Patterns 13. Postmodernity: Transformation of Intimacy and Parental Practices, Homosexual families.</p> <p><i>Practical work:</i> These hours follow classic lectures, and include discussion, homework reports and interactive workshops.</p>			
Literature			
<ol style="list-style-type: none"> 1. E. Gidens: <i>Sociologija</i>, Ekonomski fakultet, Beograd 2003. ISBN 86-403-0521-8, pp. 114-152, 184-208, 235-241, 303-306, 393-404, 361-366 2. M. Haralambos, M. Holborn: <i>Sociologija: teme i perspektive</i>, Golden marketing, Zagreb 2002., ISBN 953-212-100-5 pp. 126-198, 502-587. 3. Burdje, P. (2001), <i>Vladavina muškaraca</i>. Podgorica, CID, Univerzitet Crne Gore 4. Milić, A. (2001) <i>Sociologija porodice</i>. Beograd. Čigoja 5. Turza, K. (2007). <i>Medicina i društvo</i>. Beograd: Medicinski fakultet. ISBN 978-86-902645-2-0 			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods: Classical lectures, creative workshops, discussion and homework reports			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars			

Study programme: Special education and rehabilitation			
Title of the subject: Inclusion and integration			
Type and level of studies: basic academic			
Lecturers: Jasmina M. Kovačević, Svetlana S. Slavnić			
Course status: elective mutual course for multiple modules			
ECTS-credits: 5			
Prerequisites: /			
Aim: Introducing inclusive education models, preparing students for the implementation of inclusive education and development of individual educational plans in support of inclusive education. Development of positive attitudes towards inclusive education.			
Course outcome . Students are able to implement inclusive education, develop individual educational plans, support and assist teachers, parents and students in inclusive education.			
Course content			
<p><i>Lectures:</i> From integration to inclusion; Legal framework for inclusive education; Models of inclusive education; Types of indirect and direct support in inclusive education; Individual educational plan; Assessment of students by IEP(Individual Educational Plan); Monitoring the application and evaluation of IEPs; Preparedness of regular schools for inclusive education; Preparedness of a disabled child for inclusion in inclusive education. Partner relationship of parents and school. Connecting schools with associations of parents of children with disabilities and children of proper development. Cooperation of the school with health, social security and other institutions.</p> <p><i>Practical Exercises:</i> Preparing students to accept children with disabilities. Development of individual plans and programs for support in educational work. Assessment and monitoring of development and educational achievements of children with developmental disabilities. - individualization in evaluation of school results. Organization and realization of additional work, free activities with children with developmental disabilities.</p>			
Literature			
<ol style="list-style-type: none"> 1. Kovacevic, J., Macesic-Petrovic,D. (2012).Inclusive education-Empirical experience from Serbia, <i>Intertational Journal of Educational Development</i>, vol.32.br. 3.str. 463-470 2. Kovačević, J. (2011). <i>Dete sa posebnim potrebama u redovnoj školi</i>,Univerzitet u Beogradu-Učiteljski fakultet. ISBN 978-86-7849-147-4 3. Radić-Šestić, M., Kovačević, J. (2010). <i>Upravljanje inkluzivnom školom i uloga specijalnog edukatora-rehabilitatora</i>, Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, ISBN978-86-6203-000-9 , str. 334 4. Jasmina Kovačević, Zora Jachova (2016). Creating Inclusive Practice, In Vlado Timovski (Eds) <i>10th International Balkan Education and Science Congress on the topic of "Education and globalization.</i> (pp.921-932). Ss. Cyril and Methodius University-Skopje Faculty of Pedagogy „St.Kliment Ohridski“-Skopje, Republic of Macedonia, ISBN 978-9989-823-49-7 			
Number of active classes per week: 3	Lecture: 2		Exercises: 1
Teaching methods: collaborative learning; group work, interactive teaching; cooperative work model with the application of individual, group and tandem work; work on research tasks; term paper; literature review; class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10		
practical teaching	10	<i>Oral examination</i>	50
midterm(s)	15	.....
seminars	15		

Study program: Special education and rehabilitation – Module of visual impairments; Sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: METHODS OF TEACHING BRAILLE			
Lecturer: Branka Đ. Jablan			
Course status: Obligatory for the Module of visual impairments and the Sensorimotor disability			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: The aim of the course is for students to learn Braille and to get to know contemporary methodological and didactical approaches in teaching Braille.			
Outcomes: Students will master theoretical knowledge and methods of blind children' and adults' literacy acquisition and they will be able to apply acquired knowledge immediately after the completion of the course. At the end of the course students will know how to make process of learning Braille interesting to blind children and how to provide high level of learning in relation to chosen methods and procedures.			
Content <i>Lectures:</i> The course curriculum will be realized through following contents: Creation of Braille. Specific features and characteristics of Braille. Assessment of readiness and preparation of blind children for learning to read and write. Methods and procedures of learning how to read and write. Teaching blind children to read and write. Practicing reading and writing Braille. Dual media literacy of blind children. Literacy of those who lost their sight later in life. Functional approach in learning Braille. <i>Practical work:</i> In the first phase students will master Braille symbols. In the next phase, students will learn to apply different kinds of methodical approaches and to teach blind children to read and write Braille.			
Literature 1. Jablan, B. (2010). <i>Čitanje i pisanje Brajevog pisma</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, str. 11-195. ISBN 978-86-80113-95-1. 2. Jablan, B., Maksimović, J., Grbović, A. (2012). Dvostruka pismenost dece sa oštećenjem vida. <i>Pedagogija</i> , 4, LXVII, str. 580-587. ISSN 0031-3807. 3. Sistematika Brajevog pisma za srpski jezik u opštoj primeni. (2011). Beograd: Savez slepih Srbije.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Slide show presentations; practical teaching using assistive technology for blind persons' literacy acquisition; micro teaching (students' exercises for performing specific parts of the teaching lesson).			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
seminars	20		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: PHYSIOLOGICAL OPTICS			
Lecturer: Dragomir M. Stamenković			
Course status: Obligatory for the Module of visual impairments			
ECTS: 5			
Prerequisites: Passed exam Ophthalmology			
Aim: To acquire theoretical and practical knowledge in geometric optics as a branch of physics and understanding the functioning of the eye as an optical system. Study of the quality of the image (aberration of the eye optical system) as well as the optical aspects of visual perception, refraction and refraction anomalies.			
Outcomes: More comprehensive examination of the eye as an optical system, the quality of visual perception and the application of acquired knowledge in the study and correction of ametropic conditions.			
Content <i>Lectures:</i> The nature of light. Basic concepts and laws of geometric optics. Gaussian optics. Optical diopter and optical elements (lenses, mirrors, prisms). Cardinal points of the optical system. The theory of image formation and the quality of the image - the theory of aberration. Eye as an optical system and the formation of the image on the retina. Visual perception and contrast sensitivity. Photometry of vision. Optical aspects of refraction and refractive anomalies of the eye. Optical aspects of accommodation, binocular and color vision. Optical aspects of vision impairments. <i>Practical work:</i> Exercises in geometric optics - the basis of the optical calculus (cardinal points, position of the image, increment and magnification). Geometric aberrations (chromatism, spherical, coma, astigmatism, distortion). Demonstration and practical work with basic optical elements and optical systems - lenses, magnifiers, microscopes.			
Literature 1. Vasiljević, D. (2004). <i>Optički uređaji i optoelektronika</i> (str 1-64). Beograd: Mašinski fakultet. ISBN 86-7083-493-6. 2. Parunović, A. (1997). <i>Upoznajte svoje oči</i> . Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-06103-0. 3. Parunović, A., Cvetković, D. (1995). <i>Korekcija refrakcionih anomalija oka</i> (str. 1-120). Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-04525-6. 4. Hribar-Košir, A. (2002). <i>Priročnik za očesno optiko</i> (strp. 1-112). Carl Zeiss Maribor, 681.7(035). 5. Atchison, D. A., Smith, G. (2000). <i>Optics of the Human Eye</i> . Butterworth Heinemann, ISBN 0-7506-3775-7. 6. Rosenfield, M., Logan, H. (2009). <i>Optometry: science, techniques and clinical management</i> . ELSEVIER. ISBN 978-0-7506-8778-2.			
Number of active classes per week:		Lecture: 2	Practical work: 2
Teaching methods: Demonstratively-illustrative method. Practical exercises in the ophthalmic cabinet and the visually impaired center.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	25
practical teaching	10	oral exam	25
midterm(s)	15		
seminars	15		

Study program: Special education and rehabilitation – Module of visual impairments and Sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: LITERACY FOR STUDENTS WITH LOW VISION			
Lecturer: Aleksandra B. Grbović			
Course status: Obligatory for the Module of visual impairments; elective for the Sensorimotor disability			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Gaining knowledge of contemporary instructional approaches needed for teaching literacy skills to students with low vision, as well as methods and techniques of reading for people who experienced decrease of vision in later stages of life.			
Outcomes: Students will master theoretical and practical knowledge about evaluating educational needs of low vision children and applying specific teaching strategies for reading and writing. Students will be able to apply assistive technology for reading and writing, and create suitable conditions for using print materials according to the needs of low vision children and adults.			
Content <i>Lectures:</i> The contemporary approach to educating low vision children (conditions, programs and learning mediums). Visual and developmental characteristics of low vision children as a foundation for educational approach. Physiological basis for reading and writing. Teaching methods for literacy of low vision children. Practical guidelines for resolving specific problems in reading and writing and solutions for improving literacy in the case of eye diseases and a conditional of visual system that are the most common cause of low vision among children and adults. <i>Practical work:</i> Determining the ability of low vision children to use black print by applying clinical and pedagogical evaluations. Observing instructional classes for literacy of low vision students. Gaining knowledge for applying optical and non-optical devices for reading and writing in case of refractive anomalies, poor motor eye co-operation, eye related diseases, damage to optical tract and visual field deficits.			
Literature 1. Grbović, A. (2017). <i>Metodski pristupi čitanju i pisanju kod slabovide dece i odraslih</i> , Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju (269 str.) ISBN 978-86-6203-095-5.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Interactive lecture, practice work, group discussion and analysis of a observing classes			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	20	oral exam	50
midterm(s)	20		

Study programme: : Special education and rehabilitation – module of visual impairments			
Course title: Diagnostic <i>correction procedures in vision rehabilitation</i>			
Lecturers: Zorica M. Savković			
Level of Study, semester: basic academic studies, semester V,VI			
Course status: Obligatory			
Credits: 6			
Condition: Ophthalmology			
Course goal			
The objective of this course is to inform students through theoretical and practical teaching of basic refractive eye disorders and their correction. Also a special aspect refers to the detailed knowledge and clinical determination of the size and quality of the anomalies of refraction, either subjectively or objectively, because this only provides a good quality correction and the knowledge of the properties of the correction lenses provides the best choice and the way of correction, so it is designed so that through this subject it adopts all the rules of determining the glasses and contact lenses.			
Course outcomes			
Examining the properties and practical application of optical means for ametropic correction. Introduction to characteristics and training for the application of optical and optoelectronic aids in optometry and ophthalmology.			
Course content			
<i>Lectures:</i>			
It deals with the basic phases and procedures of diagnostics, correction and rehabilitation of vision. A special aspect refers to the detailed knowledge and clinical determination of refractive errors.			
<i>Exercises:</i>			
Training for self-work on devices for vision diagnostics, as well as correction of vision with glasses and contact lenses. Rehabilitation work on monocular and binocular vision.			
Literature			
1. Perunović, A., Cvetković, D., i saradnici (1995). <i>Korekcija refrakcionih anomalija oka</i> , Zavod za udžbenike i nastavna sredstva, Beograd.			
2. Savković, Z., Stankov, B. (2001). <i>Dijagnostički postupci i terapijske metode kod stabizma i ambliopije</i> , Revida, Beograd.			
3. Smiljanić, N. (2001). <i>Ispitivanje vidnih funkcija</i> , Zavod za udžbenike i nastavna sredstva, Beograd.			
4. Veljković, D. (1995). <i>Dijagnostičke procedure u oftalmologiji</i> , Medicinski fakultet, Kragujevac.			
5. Savković, Z. (2016). <i>Optometrija</i> , Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd.			
Hours of active teaching	Lecture: 2	Exercises: 2	
Methods of teaching:			
Lectures, exercises, interactive classes, video presentations, independent tasks and demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	20	test paper	
practical lessons	30	oral examination	50
colloquia		.....
seminar			

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic			
Title of the subject: METHODS OF PRESCHOOL WORKING WITH BLIND AND LOW VISION CHILDREN			
Lecturer: Vesna J. Vučinić			
Course status: Obligatory course for the Module of visual impairments			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Acquiring of working methods for realization content and aims of program for preschool working with low vision and blind children.			
Outcomes: Student competences for preschool working with low vision and blind children.			
Content <i>Lectures:</i> Working methods with children with visual impairments – subject, aims, and relations with other science disciplines. Preschool education of blind children, importance, aim, assignments, organization, programs, resources. Methods in preschool working with low vision and blind children. Principle, activities, games, planning and programming. Observation, assessment, (tools) and preparations of blind and low vision children for preschool education. Preparation for school. <i>Practical work:</i> Practical work will be realized in preschool groups where students will apply acquired knowledge.			
Literature 1. Kamenov, E. (1985). <i>Metodika vaspitno-obrazovnog rada sa predškolskom decom</i> . Beograd: Zavod za udžbenike i nastavna sredstva. 2. Vučinić, V. (2003). Perceptivno-motorne aktivnosti dece oštećenog vida predškolskog uzrasta. <i>Beogradska defektološka škola, 1-2</i> , 137-144. 3. Vučinić, V., Eškirović, B. (2001). Tiflodidaktičke specifičnosti organizacije igara sa slepom decom predškolskog uzrasta. <i>Beogradska defektološka škola</i> , 47-54. 4. Vučinić, V., Anđelković, M. (2008) Načela predškolskog vaspitanja i obrazovanja dece sa oštećenjem vida. <i>Beogradska defektološka škola, 2</i> , 75-91. 5. Vučinić V., Pavlović, S. (2007). Putevi unapređenja razvoja dece oštećenog vida predškolskog uzrasta <i>Beogradska defektološka škola, 1</i> , 99-115. 6. Vučinić, V., Eškirović, B., Jablan, B. (2007). Značaj ranog iskustva u orijentaciji i samostalnom kretanju slepe dece, <i>Beogradska defektološka škola, 3</i> , 63-75. 7. Anđelković, M., Vučinić V., Jablan B., Eškirović B. (2012). Stavovi roditelja dece tipičnog razvoja prema inkluzivnom obrazovanju dece sa oštećenjem vida predškolskog uzrasta. <i>Specijalna edukacija i rehabilitacija, 11(4)</i> , 507-520. 8. Ivanović, R., Marković, M., Gajić, Z., Beljanski-Ristić, L., Kovačević, I., Krsmanović, M., ... Šain, M. (2009). <i>Korak po korak 2-vaspitanje dece od tri do sedam godina</i> . Beograd: Kreativni centar.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, practical works, video presentations with discussion			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	20	oral exam	50
midterm(s)			
seminars	20		

Study program: Special education and rehabilitation – Module of visual impairments; Sensorimotor disability			
Type and level of studies: Basic academic			
Title of the subject: PROGRAMMED DEVELOPMENT OF VISUAL PERCEPTION CHILDREN WITH VISUAL IMPAIRMENTS			
Lecturer: Branka M. Eškirović			
Course status: Obligatory for the Module of visual impairments and the Sensorimotor disability			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Basic academic and professional-applicative knowledge about programs and methods of education and rehabilitation assessment and development of visual perception and functional vision of persons with and without visual impairment.			
Outcomes: Basic academic and professional ability for assessment and programming of maximum use of residual vision and developing visual efficiency.			
Content <i>Lectures:</i> General provisions of the programmed development of visual perception. Perception – visual perception – visual efficiency – functional vision. The model of visual functioning of children with low vision in school and other living conditions. Development of visual efficiency of children with visual impairment at early, preschool and school age. Methods of assessment and programmed development of visual functioning. The pedagogical assessment and developing the visual efficiency of children with visual impairment. Low vision acquired during adulthood – visual education programs. Optical and non-optical devices and the development of visual efficiency. Basics of assessment and stimulation of visual perception in children with visual impairment and with additional disabilities. <i>Practical work:</i> Assessment and development of visual efficiency using the "Look and Think" model. Assessment and development of visual efficiency by the Natali Barraga model. Low vision assessment for educational purposes. Functional vision's assessment and treatment. Visual skills development: the perception of three-dimensional models and two-dimensional shapes, the perception of movement, text, differentiation and color naming. Implementation of visual training in class teaching.			
Литература 1. Ешкировић, Б. (2015). <i>Визуелно функционисање и слабовидост</i> . Београд: Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију – Издавачки центар- ИЦФ, стр.199-281. ISBN 978-86-6203-059-7 2. Ешкировић, Б. (2002). <i>Визуелна ефикасност слабовиде деце у настави</i> . Београд: СД Публик, стр. 90-207. ISBN 86-84019-02-4 3. Ешкировић, Б., Вучинић, В. (2009). Развој визуелне перцепције код деце оштећеног вида до поласка у школу, у Радовановић, Д. (ур.), <i>Истраживања у специјалној едукацији и рехабилитацији</i> , Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију – CIDDD, Београд, стр. 605- 616, COBISS. SR-ID 167686156, ISBN 978-86-80113-84-5 4. Lueck, A. H. (2004). <i>Functional Vision – A Practitioner’s Guide to Evaluation and Intervention</i> (25-61, 115-130, 177-200). American Foundation for the Blind. 5. Chapman, E. K., Tobin, M. J., Tozze, F. H., Moss. S. (1989). <i>Look and Think- Visual Perception Training for Visually Impaired Children (5 to 11 years), A Handbook for Teachers</i> (55-100). Royal National Institute for the Blind, London. 6. Barraga, N. C. (1977). <i>Increased Visual Behavior in Low Vision Children</i> New York: American Foundation for the Blind, 113-153. Barraga, N. C. (1977). <i>Increased Visual Behavior in Low Vision Children</i> (113-153). New York: American Foundation for the Blind.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Verbal-textual and demonstrative-illustrative method, individual practical work.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	15	oral exam	50
seminars	25		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: BASICS OF TECHNOLOGY AND TECHNIQUES OF TREATMENT OF EYE DISEASE			
Lecturer: Miroslav R. Stamenković			
Course status: Obligatory for the Module of visual impairments			
ECTS: 5			
Prerequisites: Passed exam Ophthalmology			
Aim: Adopting basic knowledge of technology and eye testing techniques.			
Outcomes: Mastering the basic techniques of examining eye disease.			
Content <i>Lectures:</i> The history of ophthalmic instruments development. Contemporary approaches in Ophthalmic diagnostics. Perimetry. Color vision. Adaptation to darkness. Spalt lamp. Autorefractometry. Ophthalmoscopy. Retinoscopy. Keratometry. Fundus camera. OCT. Ultrasound in the diagnosis of eye diseases. <i>Practical work:</i> Visual field testing techniques. Adaptation testing techniques. Techniques for examining color vision. Mastering the basics of techniques: examination of the front eye segment, direct ophthalmoscopy, retinoscopy, keratometry, autorefraction, A and B scans.			
Literature 1. Golubović, S. (2009). <i>Oftalmologija – udžbenik za studente medicine</i> (47-51). Beograd: Medicinski fakultet Univerziteta u Beogradu. ISBN 978-86-7117-265-3. 2. Stanojević-Paović, A., Milenković, S., Kontić, Đ. (2008). <i>Fiziologija oka</i> . Beograd: Medicinski fakultet Univerziteta u Beogradu (124-164). ISBN 978-86-7117-229-5. 3. Rosenfield, M., Logan, N. (2009). <i>Optometry: science, techniques and clinical management</i> . Elsevier. Philadelphia. ISBN 9780750687782. 4. <i>Manual of ocular diagnosis and therapy</i> . Deborah Pavan Langston. 3 rd ed little brown comp. Boston Toronto London 1991. 5. <i>The Wills eye manual</i> . Thieme. 2 nd ed. 1991.			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: Lectures, practical classes, seminars and consultations. Interactive teaching – group work of students			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	written exam	/
practical teaching		oral exam	50
midterm(s)	30		

Study program: Special education and rehabilitation			
Type and level of studies: basic academic, the fifth semester			
Title of the subject: Linguistics			
Lecturer: Maja P. Ivanović			
Course status: obligatory course of the module Hearing disability			
ECTS: 4			
Prerequisites: None			
Aim: The course aim is to inform students about verified scientific facts which are concerned with nature and development of language as all humanity features, and especially with facts concerned with language structure and language function. The special aim is to enable students to gain knowledge about language and its structure that could be applied in diagnostics and treatment in speech pathology in language, both in habitation and rehabilitation of deaf and near-deaf persons.			
Outcomes: Majoring this studies programme students will be theoretically and practically enabled to analyse language behavior in an individual. Gained knowledge about language will give students a necessary basis for outdoing and understanding expert studies programmes from speech therapy. Knowledge and skills in analyzing language phenomena will be applied in diagnostics and speech pathology and language treatment, both in habitation and rehabilitation of deaf and near-deaf individuals.			
Content <i>Lectures:</i> Contemporary linguistics theory and its concepts; methods and techniques of research in linguistics; important language features; language functions; language origin – phylogenesis, sociogenesis, ontogenesis; language univirsals; language, culture, society; general language structure; relevant relations among language structure levels; grammar relations – syntagmatic relations, paradigm relations, functional relations; grammar rules: prescriptive rules – descriptive rules; grammar categories; morphological system; syntactic system; lexicon structure; linguistic semantics; linguistic pragmatics; discourse and text, conversation. <i>Practical work:</i> Exercises classes, Practical training of students for analysis of linguistic phenomena			
Literature Бугарски Р. (1996). <i>Увод у општу лингвистику</i> . Београд: Чигоја штампа/XX век (Сабрана дела, 6), 1-269, ISBN 867558-200-5 ; Бугарски Р. (1996). <i>Лингвистика о човеку</i> . Београд:Чигоја штампа/XX век (Сабрана дела, 3), 15-155, ID 48322828 Кашић З. (2014). <i>Лингвистика- практикум за студенте ФАСПЕРА</i> .			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: Interactive lecturing with application of current technical means			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	up to 5	written exam	up to 60
practical teaching	up to 5	oral exam	
midterm(s)	up to 30	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Surdopsychology			
Lecturer: Sanja M. Dimoski			
Course status: obligatory course of the module Hearing disability			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: To acquire basic knowledge about the specifics of cognitive, communicative, emotional and social functioning of persons with hearing impairment; To acquire basic knowledge about methods of psychological intervention and scientific research of these issues;			
Outcomes: Knowledge of the psychological development and functioning of a person (child) with hearing impairment and the application of such knowledge in their education, habilitation and rehabilitation; Acquiring the skills to provide psychological support to the child (adult) and his family; Training for teamwork and research;			
Content <i>Lectures:</i> The subject of surdopsychology, Methods of psychological assessment, Bio-psycho-social model of hearing impairment and inclusion; cognitive, emotional and social development of people with disabilities and hearing disorders; social attitudes, the importance of social attitudes for the development of people with disabilities and hearing disorders; specific methods and techniques for providing a psychologically support to person with hearing impairment and family; <i>Practical work:</i> Producing theoretical topics through interactive learning forms, discussion groups on the subject of surdopsychology, training methodology ; case reports; group work related to theoretical topics; practicing techniques of psychological support;			
Literature Radoman, V. (2005). Surdopsihologija. Fakultet za specijalnu edukaciju i rehabilitaciju. Beograd. ISBN86-80113-45-X Dimoski, S. (2011). Stavovi prema osobama oštećenog sluha i faktori koji ih određuju. Fakultet za specijalnu edukaciju i rehabilitaciju. Beograd. ISBN 978-6203-008-5 Dimoski, S. (2004). Poremećaj ponašanja kod slušno oštećene dece i omladine, Beogradska defektološka škola, Beograd, Vol. 2-3, str 51-63; ISSN 0354-8759 Dimoski, S. (2006). Ciklusi razvoja porodice deteta sa slušnim oštećenjem, Beogradska defektološka škola, Beograd, Vol. 1 str. 1-11; ISSN 0354- 8759			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: lectures, exercises, consultations, power point presentations, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	80
practical teaching	10	oral exam	
midterm(s)		.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Rehabilitation of Deaf and Hard of Hearing Children			
Lecturer: Sanja T. Djokovic			
Course status: Obligatory course of the module Hearing Disability			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: The aims of this course is to gain an understanding of the process of rehabilitation and habilitation of deaf and hard of hearing children, to get acquainted with modern methods that are being applied, as well as mastering the process of creating individual plans and programs for listening and speech-language re/habilitation.			
Outcomes: The course develops competencies, knowledge and skills necessary for independent work on the assessment of hearing and speech-language abilities of deaf and hard of hearing children. Also, the course helps student develop ability to plan and conduct individual treatments within the area of re/habilitation of deaf and hard of hearing children.			
Content			
<i>Lectures:</i> The course includes the basic theoretical frameworks of the concept of rehabilitation and habilitation, methods used in the re/habilitation of children with hearing impairment. The modern concept of rehabilitation is presented through several basic segments: prevention, detection, diagnostics, classification, amplification and treatment. Specific information about sound perception processes, as the basic stimuli for acquiring auditory experiences in speech recognition in hearing impaired conditions, will be covered in this course. The course also covers specific models for the formation of certain voice-language segments of deaf and hard of hearing children.			
<i>Practical work:</i> The students will learn about techniques and methods of hearing evaluation as a primary deficit and both speech and language as a secondary consequence. They will also master the process of creating individual plans and programs for listening and speech-language re/habilitation, and also be instructed in methods of implementation and conduction of planned re/habilitation procedures.			
Literature			
1. Đoković, S. (2004): Individualni tretman kod dece oštećenog sluha, 147 strana, CIDD, Beograd, ISBN 86-80113-39-5			
2. Đoković S., Pantelić S. (2008): Jezička kompetencija dece oštećenog sluha kao kriterijum pri upisu u redovnu školu, U susret inkluziji - problemi u teoriji i praksi, CIDD, str. 277-297, ISBN 978-86- 80113-71-5			
3. Kostić Đ., Vladislavljević S., Popović M. (1983): Testovi za ispitivanje govora i jezika, Zavod za udžbenike i nastavna sredstva, Beograd, 247 str. UDK 616.22-008.5			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, with use of modern technical aids, workshops, consultations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20		
seminars	10		

Study programme: Special education and rehabilitation			
Title of the subject: Teaching Strategies and Models for deaf and hard of hearing people			
Type and level of studies: basic academic			
Lecturer: Kovačević M. Jasmina			
Course status: Obligatory course of the module – Hearing disability			
ECTS-credits: 5			
Prerequisites: /			
Aim is improving specific knowledge in the field of education of deaf and hard of hearing children and youth; adopting learning strategies and methodology for applying innovative models in the organization of educational work; development of a research attitude to the theory and practice in education of people with hearing impairments.			
Course outcome: Knowledge about the education of deaf and hard of hearing people. An active research approach to different learning strategies and education concepts for the deaf and hard of hearing; the application of innovative models in the organization of teaching.			
Course content			
Lectures: The subject, aim and task of education of the deaf and hard of hearing. Taxonomy of educational goals. Areas of education. Contemporary approaches to education of the deaf and hard of hearing. Teaching deaf and hard of hearing children. Principles of teaching. Methods of teaching. Specific methods of working with the deaf and hard of hearing: verbal, non-verbal and combined methods. Teaching strategies. Determinants of self-concept in deaf and hard of hearing children. Motivational and self-regulated learning components of classroom - academic performance. Media in classroom. Educational technology. Innovation in the education of deaf and hard of hearing children and youth.			
Practical exercises: Professional competencies; co-operative learning methods; problems in the education of the deaf and hard of hearing; research tasks.			
Literature:			
1. Kovačević J., Radić-Šestić, M. (2014). <i>Pristupi u obrazovanju gluvih i nagluvih</i> , Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju str. 51-93			
2. Kovačević, J. (2003). <i>Didaktički sistemi u školovanju gluvih</i> , DDJ, Beograd, str. 30- 166			
3. Kovačević, J. (2000). <i>Učestalost primene metoda u vaspitno-obrazovnom radu gluvih</i> , DDJ, Beograd, str. 13-60			
4. Vilotijević, M. (1999). <i>Didaktika III</i> , Naučna knjiga i učiteljski fakultet, Beograd			
5. Savić, Lj., Ivanović, P. (1994). <i>Surdopedagogija</i> , Defektološki fakultet, Beograd, str od 3 do 100.			
Number of active classes per week - 3	Lectures: 2		Practical exercises: 1
Teaching methods: collaborative learning; group work, interactive teaching; cooperative work model with the application of individual, group and tandem work; work on research tasks; term paper; literature review; class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	<i>Research task</i>	20
practical teaching	10	<i>Oral exam</i>	50
midterm(s)	10	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Speech Building with Deaf and Hard of Hearing Children			
Lecturer: Isaković S. Ljubica			
Course status: obligatory course for the module Hearing disability			
ECTS: 6			
Prerequisites: No			
<p>Aim: The aim of this course is to acquaint students with the theoretical foundations and practical issues related to the way in which sounds are produced with deaf and hard of hearing children, i.e. the way of speech building. Within this course, students should learn how: deaf and hard of hearing children are taught to produce sounds, sound clusters, words and sentences correctly and clearly when speaking and reading; to develop speech in its basic function, the function of communication; to read the lips and facial expressions of the interlocutors; to use mime, finger alphabet and sign language, to use proper hearing amplification.</p>			
<p>Outcomes: Knowledge gained in the area of speech building with deaf and hard of hearing children will create the basis for students' further learning in the area of special education and rehabilitation of the deaf and the hard of hearing, it will enable them to solve practical tasks in the habilitation and rehabilitation of deaf and hard of hearing children and to learn about practical achievements in surdology. They are trained to link and apply gained knowledge and follow permanently the development of science and practice in the field of surdology. The competence for team and independent performance of tasks in the field of surdology is gained.</p>			
<p>Content</p> <p><i>Lectures:</i> subject and tasks of speech building of deaf and hard of hearing students; theoretical foundations of speech building with deaf and hard of hearing children; speech techniques; voice and its features; demutization methods – oral method, writing method, total communication method, use of methods worldwide nowadays; the role of games in the articulation process with deaf and hard of hearing children; rhythmic in speech–rhythm in speech of deaf and hard of hearing children; articulation–definitions and necessary conditions for correct articulation, exceptions and important factors; sounds in the Serbian language and their production –according to place and manner of their articulation; reading of facial expressions and lips of interlocutors –hearing and speech reading, sight and speech reading, readability of sounds, important factors for speech reading; educational and technical means used in teaching articulation.</p> <p><i>Practical work:</i> exercises, other forms of teaching, study research. Practical training of students to take part in the habilitation and rehabilitation of deaf and hard of hearing children</p>			
<p>Literature</p> <p>Dimić N. (2002): Metodika artikulacije, Defektološki fakultet, Beograd, 255 str. ISBN 86-80113-34-4 Dimić D., Dimić, N. (2003): Funkcija čitanja govora sa usana, DDSCG, 29-72, ISBN 86-84765-00-1</p>			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Theory classes: lectures with the use of modern technical means. Exercises: hospitation or independent students' work lasting a school class			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	5	oral exam	50
midterm(s)	35	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic studies			
Title of the subject: TEACHING METHODS OF PRESCHOOL WORK WITH DEAF AND HARD OF HEARING CHILDREN			
Lecturer: Tamara R. Kovačević			
Course status: obligatory course for the module Hearing disability			
ECTS: 5			
Prerequisites: None			
Aim: The aim of teaching this course is to introduce students to the emergence of the concept of preschool education and the specific pedagogical-psychological profile of deaf and hard of hearing children, as well as to enable them to structure the programmes of preschool education for this population of children			
Outcomes: The course develops competencies, knowledge and skills needed for applying all forms of work within preschool education programmes for deaf and hard of hearing children			
Content <i>Lectures:</i> Function and content of general methods; Preschool institution, organization of life in a preschool institution; Education, adaptation of children in the institution, regime of living and child behaviour, social relationships among children, development of children's self-reliance, education of the will, development of personal identity; Characteristics of psychophysical development of preschool children; Programming, planning and evaluation; Fields of work (cognitive development, working on the formation of speech, elementary mathematical terms, terms referring to nature and society); The fields of social, aesthetic, work, sensory and physical education <i>Practical work:</i> Visiting the kindergartens; Visiting preschool groups for deaf and hard of hearing children, establishing contact with them, assessing psycho-physiological abilities of deaf and hard of hearing children, taking part in organization and implementation of activities in preschool groups			
Literature 1. Kamenov E. (2006): Vaspitno-obrazovni rad u dečijem vrtiću –opšta metodika, Dragon, Beograd, str. (od 5-29), (44-139), (170-230), ISBN 86-83535-57-6 2. Savić Lj., Ivanović P. (1988): Metodika gluvih i nagluvih I predškolska surdometodika, Zavod za udžbenike i nastavna sredstva, Beograd, str. (21-33), (65-129), (252-309) nema ISBN			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, trainings, group discussion, homework, tests, analysis of video presentation			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	20		
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Sign Language 2			
Lecturer: Isaković S. Ljubica, Kovačević R. Tamara			
Course status: obligatory course for the module Hearing disability			
ECTS: 4			
Prerequisites: Successfully completed course in Sign Language 1, regular attendance of lectures and exercises			
Aim: The aim of this course is to teach students sign language at intermediate level and enable them to communicate with deaf and hard of hearing persons as well as to apply gained knowledge in their future professional work.			
Outcomes: Mastering the intermediate level of sign language, students begin to communicate with deaf and hard of hearing students as well as with adults with confidence and they create the possibility for further development in understanding the phenomenon of deafness as well as the ways in which the deaf communicate. They acquire the ability to solve practical tasks in the field of communication in sign language.			
Content <i>Practical work:</i> Dactylogy – fluency in one-handed and two-handed alphabet. Sign (gesture) – movements and shapes, space and orientation, natural and conventional signs. Learning signs in the following areas:conventional phrases; work – employment, communication and forms of communication; numbers - trading; transport; meetings and conferences; army; religion. Sign expression in appropriate terms, simple sentences with or without complements and complex sentences. Interpersonal communication among students and of students with informants. Beginner’s translating – newspaper articles, short extracts from books			
Literature 1.Savić, Lj.(1996): Priručnik za prevodioce gluvim licima, Savez gluvih i nagluvih Jugoslavije, Beograd, 175 strana, ID 48197900			
Number of active classes per week:	Lecture: 0		Practical work: 3
Teaching methods: exercises, interactive classes			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures		written exam	
practical teaching	20	oral exam	
midterm(s)		practical exam	80
seminars			

Study programme: Special education and rehabilitation			
Title of the subject: REEDUCATION OF THE PSYCHOMOTOR ORGANIZATION OF DEAF AND HARD OF HEARING CHILDREN			
Type and level of studies: basic academic			
Lecturer: Slavnić S. Svetlana			
Course status: Obligatory course of the module – Hearing disability			
ECTS: 4			
Prerequisites /			
Aim: The aim is for students to get acquainted with the re-education of psychomotor organization as a method, its aspects and skills to perform.			
Course outcome: To enable students to independently create and implement exercises for the re-education of psychomotor organization in the future work.			
Course content			
Lectures: Defining the re-education of psychomotor organization as a method in solving school problems in deaf and hard of hearing children with neat and disharmonic development. Application of re-education of psychomotor organization. Options for prevention of disorders in psychosocial development of deaf and hard of hearing children. Development and types of movement. Development and types of lateralization. The relationship between body and space. Development of praxia and developmental dyspraxia in deaf and hard of hearing children. Gnosis and developmental dysgnosis. Practognostic organization. Graphomotor organization of deaf and hard of hearing children.			
Practical exercises: Training and implementation of psychomotor organization re-education exercises in deaf and hard of hearing children of preschool and school age with dyspraxia, dysgnosia, dyslexia, dysgraphia and dyscalculia.			
Literature:			
1. Bojanin, S.,(1985). Neuropsihologija razvojnog doba i opšti reedukativni metod, Zavod za udžbenike i nastavna sredstva, Beograd, str.69-108,149-162,173-211,334-340,383-416			
2. Maćešić-Petrović, D.,Slavnić,S.,(2005). Reedukacija psihomotorike i školsko postignuće dece sa lakom mentalnom retardacijom, Istraživanja u defektologiji, Centar za izdavačku delatnost, Beograd,133-143			
3. Slavnić,S.,Mikić,B.,Maćešić,D.(1995). Psychomotor organisation in young hearing impaired children, 18th International Congress of the Deaf, Tel-aviv, Israel			
4.Povše-Ivkić,V., Govedarica,T. (2000). Praktikum opšte defektološke dijagnostike, Institut za mentalno zdravlje, Beograd			
5.Vujasinović, Z., Dimić, N., Slavnić, S. (2007). Funkcija pokreta u razvoju govora kod gluve i nagluve dece, (odabranapoglavlja), Društvo defektologa Srbije, Beograd, ISBN 978-86-84765-17-0			
Number of active classes per week - 3	Lectures: 1		Practical exercises: 2
Teaching methods: Lectures with application of modern technical means, independently holding one class.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	oral exam	50
practical teaching	30	-	-

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Assistive Technologies for Deaf and Hard of Hearing			
Lecturer: Vesna S. Radovanović			
Course status: obligatory course for the module Hearing disability			
ECTS: 4			
Prerequisites: None			
Aim: The aim of this subject is to get student acquainted with theoretical and practical knowledge and skills for use and application of tools and supplies for assistive technologies in the rehabilitation and education of deaf and hard of hearing people.			
Outcomes: The outcome of the subject is envisaged that students acquire knowledge and skills to evaluate the characteristics and ways of working of means and devices of assistive technologies; identification of obstacles (in communication and access to information); to develop strategies for introducing appropriate means and tools for assistive technologies into education and rehabilitation programs; to form skills for the role in the team for the application of assistive technologies; promoting the application of assistive technologies in rehabilitation, education, employment and everyday life.			
Content <i>Lectures:</i> Obstacles encountered by deaf and hard of hearing (access to information and communication); the term and definition of assistive technologies; classification of assistive technologies for deaf and hard of hearing; means and supplies for deaf and hard of hearing; development of plans and strategies for the introduction of assistive technologies in IOP; resource centers for the application of assistive technologies; assistive technology teams; evaluation of teaching supported by means and tools of technology; advantages and limitations in the use of assistive technologies. <i>Practical work:</i> In the framework of the exercises, it is planned to search the Internet about examples of application of assistive technologies in education and rehabilitation of deaf and hard of hearing, as well as the evolution of the use of assistive technologies; training students for applying questionnaires to identify problems and choosing the right mean or tool of assistive technology; AT assessment and inclusion in IOP; creation of evaluation lists for assessing the contribution of assistive technologies.			
Literature 1. Radovanović, V. (2016). <i>Asistivnetehnologijezagluveinagluve</i> . UniverzitetuBeogradu, Fakultetzaspecijalnuedukacijuirehabilitaciju: ICF, str. 176. ISBN 978-86-6203-085-6; COBISS.SR-ID 225828876 2. Radovanović, V., Radić-Šestić, M. (2012).FMsistemikaopodrškanagluvojdeci, <i>Beogradskadefektološka škola</i> , 18(1), br. 52, str. 39-48, ISSN 0354-8759 3. Radovanović, V., Karić, J. (2008). Elektronsko učenje – izjednačavanje uslova za gluvu i nagluvu decu, U: D. Radovanović (ur.): <i>U susret inkluziji – dileme u teoriji i praksi</i> .Beograd: Fakultetzaspecijalnuedukaciju i rehabilitaciju – CIDD, str. 375-382, str: 711, ISBN 978-86-80113-71-5 4. WATI (2009). Assistive Technology for Students who are Deaf or Hard of Hearing, in <i>Assessing Students' Needs for Assistive Technology</i> , pg. 1-17.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, exercises , interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: METHODOICAL APROACHES OF PRESCHOOL WORK WITH CHILDREN WITH MOTOR DISABILITY			
Lecturer: Snežana J. Nikolić; Snežana B. Ilić			
Course status: obligatory			
ECTS: 6			
Prerequisites: no			
Aim: The general part of the course presenting organizational forms and the overall organization of educational work at pre-school age, points to the contents of the educational work and provides students with adequate support and methods for presenting educational contents. A special section presents the models of structuring educational content in detail, activities in educational areas, developmental aspects of and children and their psycho-physical abilities. Provides basic information on the methodical aproaches of developing individual educational plans/programs and compulsory preparation of those children for enrollment in elementary school (introduction of program contents of the "small school" program and instructions for their implementation).			
Outcomes: To provide theoretical and practical approach for the right model and method, resources and contents in preschool educational work, as well as the ways of implementing pre-school education programs for children with motor disability, according to their needs and abilities. To get acquainted with the conceptual and methodical frameworks of individual educational programs and designing preparatory education programs for children with motor disability.			
Content			
<i>Lectures:</i> Organization of educational work, dimensions of the structure of the educational process. Structuring activities in educational areas. Structuring activities according to development aspects. Structuring activities according to the psychophysical abilities of the educational group. Individual development programs: conceptual and methodical frameworks for individual programs; contents of individual programs; assessment, preparation, implementation; an integrative methodical approach in the educational process.			
<i>Practical work:</i> Preparing children with motor disorders for school: goals and outcomes of pre-school preparation; organization of "small school" (space, time, material); basic program areas and activities of "small schools"; identification of difficulties in learning and behavior. Elements of readiness and skills for inclusion in the school environment, Implementation and integration methods into the regular system, monitoring methodology and differential diagnostic approach that provides an adequate choice of future forms of education (special, custom, regular).			
Literature			
1.Nikolić, S. (2012). <i>Metodika vaspitno-obrazovnog rada sa decom sa motoričkim poremećajima predškolskog uzrasta</i> . 350 strana. Društvo defektologa Srbije, Beograd.			
2. Nikolić, S., Ilić, S. (2005). Predškolsko vaspitanje dece s motoričkim poremećajima. U D. Rapaić i sar (ur.), <i>Školovanje dece s motoričkim poremećajima</i> (69-99). Defektološki fakultet, Univerzitet u Beogradu.			
Number of active classes per week:	Lecture: 1	Practical work: 2	
Teaching methods: Lectures with interactive learning, applying audio-visual methods (Power Point presentations), showing short videos and films.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation, module - Motor disability			
Type and level of studies basic academic			
Title of the subject: Methodological approaches in working with children with motor disability 1			
Lecturer: Radmila M. Nikić, Fadilj, N. Eminović			
Course status: Obligatory			
ECTS: 6			
Prerequisites: no condition			
Aim Introduce students with a methodical approach in the realization of the program tasks of the teaching of the Serbian language			
Outcomes Ability of students to independently perform the program tasks of teaching Serbian language in working with pupils with motor disability			
Content Lectures: Characteristics, specificities and program contents of the curriculum of the Serbian language in working with pupils with motor disability. Educational abilities and potentials of students are important for the adoption of program contents of the Serbian language. Teaching initial reading and writing, readiness and opportunities for pupils with motor disability to learn initial reading and writing. Types of reading, artwork processing, oral and written expression. Application of the principle of individualization, concretization and differentiation in the processing of the teaching material of the Serbian language. General approach in processing basic concepts of language and spelling in working with pupils with motor disability. Changes and reasons for changes in the Serbian language teaching program. Development of individual educational plan from Serbian (adaptation, modification or adaptation with modification of curriculum). Practical work Hospitable on classes in regular schools and schools for motor disability students; Creation of methodological units (individual and group); Independent watch keeping.			
Literature 1. Nikić, R. (2008). <i>Metodika razredne nastave sa telesno invalidnim licima</i> . Fakultet za specijalnu edukaciju i rehabilitaciju, 630 strana, CIDD, Beograd. 2. Eminović, F., Nikić, R. (2013). Oslonci i barijere za inkluzivno obrazovanje u Srbiji. U S. Nikolić, D. Ilić Stošović, M. Stošljević (ur.) <i>Stručni saradnik u inkluzivnom obrazovanju</i> (29-59). Beograd: Društvo defektologa Srbije. 3. Stošljević, L., Čukić, R., Stošljević, M. (1999). <i>Metodika razredne nastave za telesno invalidna lica (Somatometodika) – specijalni deo</i> . Beograd: BIG. 4. Nikić, R., Eminović, F. (2005). Nastavni plan i program (opšte i posebne karakterisitke). U Rapaić i sar. (ur.) <i>Školovanje dece sa motoričkim poremećajima</i> (131-195). Katedra za Somatopediju, Defektološki fakultet Univerziteta u Beogradu, Beograd			
Number of active classes per week	Lecture: 2		Practical work: 2
Teaching methods: Lectures in P.Point format, representation video materials, work in group, analysis of existing literature			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	
practical lessons	25	oral exam	50
midterm(s)		.....
seminar(s)	15		

Study program: Special education and rehabilitation, module - Motor disability			
Type and level of studies basic academic			
Title of the subject: Methodological approaches in working with children with motor disability 2			
Lecturer: Radmila M. Nikić, Fadilj, N. Eminović			
Course status: Obligatory			
ECTS: 6			
Prerequisites: no condition			
Aim Introduce students with a methodical approach in the realization of the program tasks of the teaching of the mathematics			
Outcomes Ability of students to independently perform the program tasks of teaching mathematics in working with pupils with motor disorders			
Content Lectures: The essence of teaching mathematics (psycho-physical features of pupils with motor disorders) goal, tasks and specificity of acquaintance with mathematical concepts; Mathematics education plan and program; Conditions for teaching realization; Organization of teaching of mathematics (in grades I, II, III and IV, as well as in combined classes). Program structure and operational tasks of teaching mathematics in working with students with motor. class I - IV class. Preparation period for mathematical content processing. Objects in space and relationships among them. The concept of a set in the initial mathematics teaching. Number processing and all four computational operations within natural numbers. Changes and reasons for changes in the mathematics curriculum. Development of individual educational plan in mathematics (adaptation, modification or adaptation with curriculum modification). Practical work Hospitable on classes in regular schools and schools for motor disorders students; Creation of methodological units (individual and group); Independent watch keeping			
Literature 1. Nikić, R. (2008). <i>Metodika razredne nastave sa telesno invalidnim licima</i> . Fakultet za specijalnu edukaciju i rehabilitaciju, 630 strana, CIDD, Beograd. 2. Eminović, F., Nikić, R. (2013). Oslonci i barijere za inkluzivno obrazovanje u Srbiji. U S. Nikolić, D. Ilić Stošović, M. Stošljević (ur.) <i>Stručni saradnik u inkluzivnom obrazovanju</i> (29-59). Beograd: Društvo defektologa Srbije. 3. Stošljević, L., Čukić, R., Stošljević, M. (1999). <i>Metodika razredne nastave za telesno invalidna lica (Somatometodika) – specijalni deo</i> . Beograd: BIG. 4. Nikić, R., Eminović, F. (2005). Nastavni plan i program (opšte i posebne karakterisitke). U Rapaić i sar. (ur.) <i>Školovanje dece sa motoričkim poremećajima</i> (131-195). Katedra za Somatopediju, Defektološki fakultet Univerziteta u Beogradu, Beograd			
Number of active classes per week	Lecture: 2	Exercises: 2	
Teaching methods: Lectures in P.Point format, representation video materials, work in group, analysis of existing literature			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	
practical lessons	25	oral exam	50
midterm(s)		.....
seminar(s)	15		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Teaching approaches in education of children with motor disabilities 3			
Lecturer: Ilić-Stošović D. Danijela			
Course status: Obligatory			
ECTS: 6			
Prerequisites: /			
Aim: Main aim of this course is to enable students, through theoretical and practical framework, for independent realization and adaptation of curriculum objectives in lecturing school subject “Nature and society” (in all models and educational settings) for children with motor disabilities.			
Outcomes: Students will be able to prepare and realize curriculum objectives in lecturing school subject “Nature and society”, through implementation various teaching methods and tools, as much as implementation various models of teaching styles such as traditional teaching, programing teaching, active teaching and learning. Students will be able to make adaptation of all teaching methods, tools and style according specifics of learning and functional abilities in pupils with motor disabilities.			
Content <i>Lectures:</i> 1)The essence of teaching nature and society (functional abilities in children with motor disabilities, specificity in introduction and adoption of natural and social concepts); 2) Curriculum of subject “Nature and society”; 3) Planning and programing in teaching “Nature and society”; 4) Different operating angle conditions; 5) Teaching organization in lecturing “Nature and society” (at first, second, third and fourth grade of elementary school age, as much as in classes with mixed grades); Specifics in writing Individual Education Plan for school subject “Nature and society”. <i>Practical work:</i> 1) Writing textual preparation for lecturing subject “Nature and society” according curriculum aims and functional abilities in pupils with motor disabilities; 2) Practical realization of the lecturing 3)Writing Individual Education Plans for subject “Nature and society”.			
Literature 1. Nikić, R. (2008). <i>Metodika razredne nastave sa telesno invalidnim licima</i> , Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd. ISBN 978-86-80113-80-7, CIDD, Beograd. 2. Ilić-Stošović, D., Nikolić, S., Nedović, G. (2008). Izmene u nastavnim programima – od procene do realizacije. U D. Radovanović (ur), <i>U surset inkluziji – dileme u teoriji i praksi</i> (551-563). Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd. 3. Vajnbrener, S. (2010). <i>Podučavanje dece s teškoćama u učenju u redovnoj nastavi</i> . Kreativni centar, Beograd (str. 32-46).			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Classes during this course will be realized as frontal, interactive, individual, work in groups or in pairs. PPT presentation and video material will also be used.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	30	oral exam	50
midterm(s)	10	.....
seminars	/		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Habilitation and rehabilitation methods and techniques			
Lecturer: Vera I. Ilanković			
Course status: Obligatory			
ECTS: 8			
Prerequisites: /			
Aim: Main aim of this course is to enable students to understand, through basic information, demonstration and practicing, development of locomotor system as integral unit. Also, aim of this course is to enable student to understand that psychomotor development as integral unit is based on motor and sensorimotor development and integrated with cognitive, emotional and social development.			
Outcomes: Student will be able to do functional assessment of disturbances and disabilities, as much as to do assessment of different regression levels in adult persons. Student will master therapeutic methods and techniques and will be able to make adequate plan and program of habilitation or/and rehabilitation for all ages, from pre-term born babies to elderly persons, in all areas and condition of rehabilitation.			
Content			
<p><i>Lectures:</i> Functional anatomy and physiology of the locomotor system (bone and joint system, muscle, peripheral and central nervous systems, as well as the autonomic nervous system). Neurophysiological basis of movement. Biomechanics of the movement. Motor control and motor learning. Biomechanics aspects of movement in each part of human body. Biomechanics aspects of different moduls of body position (lying, sitting, four-legged, kneeling and standing positions). Complex movements - walking, running ... Kinesiologic analysis of normal walking and walking disorders caused by damage in some elements of the locomotor system. Psychomotor development of children age from 0 to 6 years. Functional assessment as a precondition for the application of habilitation or rehabilitation. Functional assessment's methods of the psychomotor development's and regression's level. The definition, principles and objectives of habilitation and rehabilitation. Types of habilitation's and rehabilitation's methods and techniques, and their use in the stimulation of the proper growth, development and function of the locomotor system, as well as the prevention of motor disabilities. Implementation of rehabilitation methods for stimulation and correction of motor disabilities. Authorized methods and techniques for correction of motor disabilities. Authorized methods and techniques for habilitation and rehabilitation of sever motor disorders and in prevention of inactivity consequents. Integral-integrative habilitation and rehabilitation.</p> <p><i>Practical work:</i> The application and practice of the content of lectures, as follows: functional assessment, assessment of child's developmental level, assessment of regression level in adults, creating of plan and program in habilitation or rehabilitation as much as creating of their realization, practicing in implementation of different methods and techniques in habilitation and rehabilitation. Practicing in implementation of methods in parental education, preschool teacher education and teacher education. The training for the application of authorized methods and techniques with the aim of prevention of motoric disorders, as well as a consequence of the inactivity. Overcoming architectural barriers. Practicing the use of didactic toys and didactic teaching materials. Application of different aids for moving.</p>			
Literature			
<ol style="list-style-type: none"> 1. Ilanković, V., Ilanković, N. (2001). <i>Psihomotorni razvoj deteta</i>. Medicinski fakultet, Beograd. 2. Ilanković, V., Ilanković, N. (2009). <i>Psihomotorni razvoj deteta</i>. VMŠ Militin Milanković, Beograd. 3. Ilanković, V., Ilanković, N. (2009). <i>Restaurativna kineziterapija</i> (3. dopunjeno izdanje). Beograd. 4. Ilanković, V., Ilanković, A. (2014). <i>Metode i tehnike habilitacije i rehabilitacije u razvojnom periodu</i>. Beograd. 5. Ilanković, V. (2005). Kontinuirana rehabilitacija kao preduslov za adekvatno školovanje dece sa motoričkim poremećajima. U: Rapačić D. et al. (ur.): <i>Školovanje dece sa motoričkim poremećajima</i>. Defektološki fakultet. Beograd 2005. p 9-67. 6. Ilanković, V., Ilanković, A. (2013). Habilitacija i rehabilitacija kao preduslov za inkluzivni model školovanja. U: Nikolić S, Ilić-Stošević D. (ur.): <i>Stručni saradnik u inkluzivnom obrazovanju</i>. Društvo defektologa Beograd 2013. p 211-266. 			
Number of active classes per week:	Lecture: 3	Practical work: 2	
Teaching methods: Lecturing, practical teaching, individual work, demonstration of techniques and skills, demonstration of abilities/disabilities at different patients in teaching bases.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
midterm(s)	/	.....
seminars	20		

Study program: Special education and rehabilitation, module Motor disability			
Type and Level of studies: Basic academic studies			
Title of the subject: Assistive technology			
Lecturer: Gordana R. Odović			
Course status: Obligatory			
ECTS: 6			
Prerequisites: None			
Aim: Gaining theoretical and practical knowledge regarding assistive technologies in education, rehabilitation, communication and daily living of persons with motor disabilities.			
Outcomes: Student will be able to <i>identify</i> appropriate assistive technology devices for persons with motor disabilities and implement it in education, rehabilitation, communication and daily living as well.			
Content:			
<i>Lectures:</i> Assistive technology for communication, daily living and rehabilitation of persons with motor disability; Matching assistive technology device to individual needs and abilities; Assistive technology in inclusive and special education of students with motor disability.			
<i>Practical work:</i> Analyze of using and applying assistive technologies in education, communication, daily living and rehabilitation; Performing an assistive technology assessment and evaluation of a person's abilities and limitations to determine an appropriate assistive technology device; Performing an assistive technology assessment to determine an appropriate assistive technology devices in inclusive and special education, rehabilitation and daily living for persons with motor disabilities.			
Literature			
<i>Required books/texts:</i> Stošljević, L., Čukić, R., Stošljević, M. (1999). <i>Metodika razredne nastave za telesno invalidna lica (somatometodika) – specijalni deo.</i> Beograd:Univerzitet u Beogradu, Defektološki fakultet ID= 83919884.; Odović, G. (2004). Značaj asistivne tehnologije u profesionalnoj rehabilitaciji i aktivnostima svakodnevnog života telesno invalidnih lica. <i>Beogradska defektološka škola</i> , 2-3, 171 – 176. ; Odović, G. (2010). Asistivna tehnologija na radnom mestu. <i>Specijalna edukacija i rehabilitacija</i> , 9 (2), 341 – 354.			
<i>Additional Readings:</i> Beck, J. (2002). Emerging Literacy Through Assistive Technology. <i>Teaching Exceptional Children</i> , 35(2), 44 – 48.; Lahm, E. A., & Sizemore, L. (2002). Factors that influence assistive technology decision-making. <i>Journal of Special Education Technology</i> , 17(1), 15.			
Number of active classes per week	Lecture: 2		Practical work: 1
Teaching methods: Lectures with interactive learning, applying audio-visual methods (Power Point presentations), showing short videos and films.			
Evaluation of knowledge (maximum scor 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	15	oral exam	50
midterm(s)		.....
seminar	25		

Study program: Special education and rehabilitation, module Sensorimotor disability			
Type and level of studies: Basic academic			
Title of the subject: APPROACHES IN PRESCHOOL WORKING WITH CHILDREN WITH SENSORIMOTOR DISABILITIES			
Lecturers: Snežana B. Ilić, Tamara R. Kovačević, Vesna J. Vučinić			
Course status: Obligatory			
ECTS: 7			
Prerequisites: n/a			
Aim: The goal is to introduce students with the ways of preschool working with children with sensorimotor disabilities, as well as overall organization of work with this children (place, equipments, resources...).			
Outcomes: Deeply understand approaches in preschool working with children with visual, hearing, motor or multiple disabilities. Student is able to make independent or group assessment in order to make support for children with developmental disorders. Student can complete assignment to create Individual education plan, environment adaptation, as well as how to help and support work of preschool teachers, coworkers and other professionals. Student can implement stimulations and support actions independently or in a group. Student is able to make connection and implement acquired knowledge. Student is able to follow the newest information in science and practice in area of hearing visual and motor disabilities. Student acquires competences to work in a team.			
Content			
<p><i>Lectures:</i> Including subjects of functions and content general methods; kindergartens, organization of preschool life; education, children preschool adaptation, living routines and children behavior, social relations between children, development of children independency, the will education, development of the personal identity; characteristics of psychophysical and psychosocial development of the preschool children with developmental disorders; programming, planning and evaluation; specific methods in working with children with developmental disorders; communication achievement with children; specific approaches in the developmental of cognition and speech, basic mathematic concepts, concepts of the nature and social science, social, esthetic, working, sensory and physical education; place and role of the special educator in preschool team.</p> <p><i>Practical work:</i></p> <p>Visiting the kindergartens; trainings how to make a quality contact and communication with children, activities performing which are connected with a necessary assessment for a type of a support for the children with developmental delay and disability ; performing activities for creating Individual education plan with children with developmental delay and disability in kindergartens; defining a necessary activities for environment adaptations for children, assessment of children with hearing impairments, involvement in organization and realization activities in kindergartens.</p>			
Literature			
<ol style="list-style-type: none"> 1. Kamenov, E. (2006). Vaspitno-obrazovni rad u dečijem vrtiću –opšta metodika. Beograd: Dragon, str. (od 5-29), (44-139), (170-230), ISBN 86-83535-57-6 2. Savić, Lj., Ivanović, P. (1988). Metodika gluvih i nagluvih I predškolska surdometodika. Beograd: Zavod za udžbenike i nastavna sredstva, str. (21-33), (65-129), (252-309) 3. Niemann, S., Jacob, N. (2005). Kako pomoći slijepoj djeci, Zagreb: Hrvatski savez slijepih. ISBN 953-7225-01-1 4. Nikolić, S., Ilić-Stošović, D., Ilić, S. (2015). Razvojna procena i tretman dece predškolskog uzrasta. Praktikum. 212 strana. Beograd: Resursni centar „Znanje“ 			
Number of active classes per week:	Lecture: 3		Practical work: 4
Teaching methods: Lectures, Power Point presentations, short videos and films			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20		
Seminars	10		

Study program: Special education and rehabilitation, module <i>Sensorimotor disability</i>			
Type and level of studies: Basic academic studies			
Title of the subject: Assistive technology in individual education plan			
Lecturer: Gordana R. Odović, Vesna S. Žigić, Vesna S. Radovanović			
Course status: Obligatory			
ECTS: 6			
Prerequisites: None			
Aim: Gaining theoretical and practical knowledge on assistive technology devices and its using and applying in special education and rehabilitation.			
Outcomes: Student will be able: to identify characteristics and functions of assistive technology devices; to identify barriers (architectural, institutional, communication or information); to develop strategies for implementing assistive technology devices in special education and rehabilitation program; to develop skills for participate in assistive technology team; to promote the use of assistive technology in education, rehabilitation, employment and daily living.			
Content			
<p><i>Lectures:</i> Promotion of inclusive society; Barriers facing persons with disabilities; Informatic literacy; Concept and definition of assistive technology; Classification of assistive technology; Assistive technology for persons with hearing disabilities; Assistive technology for persons with motor disabilities; Resource centers for assistive technology; Assistive technology teams; Assistive technology in the IEP; Evaluation of assistive technology contribution in education and rehabilitation.</p> <p><i>Practical work:</i> Assess of informatic literacy; Applying of questionnaire for problem identification and matching persons and technology; Assistive technology assessment and implementation in IEP; Developing evaluation lists for contribution of assistive technologies.</p>			
Literature			
<ol style="list-style-type: none"> Žigić, V., Radić-Šestić, M. (2006). <i>Računarska tehnologija za osobe oštećenog vida i oštećenog sluha</i>. Beograd: CIDD, 143 str. ISBN 86-80113-48-4 Radovanović, V., Karić, J. (2011). Asistivne tehnologije za gluve i nagluve – sredstva za komunikaciju, <i>Beogradska defektološka škola</i>, Vol. 17(3), br. 51, str. 467-475. Radić-Šestić, M., Radovanović, V., Žigić, V. (2007). Korišćenje Interneta u nastavi za decu oštećenog sluha. <i>Inovacije u nastavi</i>, 20(2), 114-120. Odović, G. (2004). Značaj asistivne tehnologije u profesionalnoj rehabilitaciji i aktivnostima svakodnevnog života telesno invalidnih lica. <i>Beogradska defektološka škola</i>, 2-3, 171 – 176. Odović, G. (2010). Asistivna tehnologija na radnom mestu. <i>Specijalna edukacija i rehabilitacija</i>, 9(2), 341 – 354. 			
Number of active classes per week	Lecture: 3		Practical work: 3
Methods of teaching: Lectures with interactive learning, applying audio-visual methods (Power Point presentations), showing short videos and films.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	15	oral exam	50
midterm(s)	25	.....
seminars			

Study program: Special education and rehabilitation – Sensorimotor disability			
Type and level of studies: Basic academic studies			
TITLE OF THE SUBJECT: APPROACHES IN WORKING WITH SCHOOL AGE CHILDREN WITH SENSORIMOTOR DISABILITY			
Lecturers: Branka Đ. Jablan, Vesna S. Radovanović, Radmila M. Nikić			
Course status: Obligatory for the Sensorimotor disability			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Acquiring theoretical and practical knowledge about approaches in working with school age children with sensorimotor disability.			
Outcomes: Students will be ready to apply appropriate approaches in working with school age children with sensorimotor disability. Readiness for teamwork in planning activities for working with these children.			
Content <i>Lectures:</i> Principles in educating school age children with sensorimotor disability. Characteristics of children with sensorimotor disability. Sensory integration. Teaching model: five steps in working with children with sensorimotor disability. Communication of children with sensorimotor disability (Braille, Picture Exchange Communication System – PECS and Mayer-Johnson symbols, Calendar System, Sign language). Development of social skills in children with sensorimotor disability. Orientation and mobility of children with sensorimotor disability. <i>Practical work:</i> Application of perceptive-motor stimulation program. Preparing activities in sensory room. Creating a communication book.			
Literature 1. Jablan, B. (2016). <i>Dete sa oštećenjem vida u školi</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, str. 249-303. ISBN 978-86-6203-078-8. 2. Radovanović, V., Karić, J. (2011). Asistivne tehnologije za gluve i nagluve – sredstva za komunikaciju, <i>Beogradska defektološka škola</i> , 17(3), 51, 467-475. 3. Ayres, J. (2002). <i>Dijete i senzorna integracija</i> . Zagreb: Naklada Slap. 4. Stanić, N. (2005). <i>Znakovni jezik</i> , video rečnik za gluve i nagluve.			
Number of active classes per week:	Lectures: 3	Practical work: 3	
Teaching methods: Lectures followed by slide show presentations, video analysis and analysis of students' papers. Micro teaching (students exercising for performing specific activities with children).			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	25
practical teaching	20	oral exam	25
seminars	20		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic studies			
Title of the subject: Preventive and corrective work in elementary school			
Lecturer: Goran M. Nedović			
Course status: Obligatory course for module Sensorimotor disability; Elective course for modules Visual Impairment and Hearing disability			
ECTS: 5			
Prerequisites: /			
Aim: The aim of the course is to provide students with theoretical and practical knowledge of preventive and corrective work in elementary school.			
Outcomes: Acquiring knowledge and professional competence for preventive and correction work in elementary school.			
Content <i>Lectures:</i> Preventive and corrective work in elementary school (concept, aim and tasks of preventive and corrective work). Program areas of preventive and corrective work in elementary school (reeducation of psychomotor, development of speech and language, preventive and corrective exercises and games, specific writing, assistive technologies). Methods of preventive and corrective work. Detection of the causes and nature of learning (difficulties) problems. Methodology of making specific programs for preventive and corrective work. Specific preventive and corrective treatment. Support and help students in mastering the program content. Support and assistance to the teacher in the realization of classes. Program areas of preventive and corrective work in elementary school. Application of information and assistive technologies in preventive and corrective work. <i>Practical work:</i> Practicum of preventive and corrective work in an elementary school.			
Literature 1. Nedović, G., Rapaić, D. (2012). <i>Praktikum preventivnog korektivnog rada u osnovnoj školi</i> . Beograd: Društvo defektologa Srbije; 2. Rapaić, D., Nedović, G. (2011). <i>Cerebralna paraliza: praktičke i kognitivne funkcije</i> . Beograd: Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. Monografija, 161 strana, ISBN 978-86-6203-014-6, [COBISS.SR-ID 184736524]; 3. Nedović, G., Rapaić, D., Odović, G. (2006). Procena opterećenosti učenika obolelih od cerebralne paralize. <i>Obrazovni refleksi</i> , 2, 45-56; 4. Nedović, G. (2009). Preventivno korektivni rad u specijalnoj edukaciji i rehabilitaciji. U F. Eminović (ur.), <i>Savremeni tretman dece sa posebnim potrebama</i> (str. 131–138). Beograd: Institut za patofiziološke poremećaje i govornu patologiju „Prof.dr Cvetko Brajović“, Zbornik radova. ISBN 978-86-912629-0-7, [COBISS.SR-ID 167488524].			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Interactive lecture, Power Point Presentation, case report, screening of films from practice.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
midterm(s)	/	.....
seminars	20		

Study programme: Special education and rehabilitation, module Sensorimotor disability			
Course title: UNIVERSAL DESIGN OF ENVIROMENT			
Lecturers: Vesna S. Žigić, Marina N. Radić-Šestić, Gordana R. Odović			
Level of Study, semester: basic academic studies, semester VI			
Course status: : Obligatory			
Credits: 6			
Condition: no conditions			
Course goal Introduction students with the possibilities of adaptation and modification of living, educational and working environment and removing barriers for people with special needs. The universal design will include school and work environment modification, school place, modification of teacher's workplace, modification of access to information, removing of architectural barriers for people with hearing disorders, visual impairments, sensorimotor disorders, as well as acquiring knowledge of technologies, means and aids used in education, rehabilitation and everyday life of these people.			
Course outcomes Introduction students with the application of existing technologies, tools and aids for the adaptation and modification of life, education and work environment for people with hearing disorders, visual impairments and sensorimotor disorders in education, rehabilitation and everyday life.			
Course content <i>Lectures:</i> The concept, description and definition of universal design through the universal accessibility of technogy, modern approach and standards in the design and modification of the environment, the adaptation of means, procedures and technology in the application of universal design, and the development of the abilities necessary for the use of these aids. <i>Exercises:</i> Introducing and practically mastering procedures, aids and technologies in the application of universal design for people with hearing disorders, visual impairments and sensorimotor disorders.			
Literature 2..Žigić, V; Šestić, M. (2006): "Computer technology for persons with visual impairment and hearing impairment",Practicum, CIDD, Faculty of Special Education and Rehabilitation, Belgrade. ISBN 86-80113-49-2 1.Žigić, V; Maćešić Petrović, D. (2017). Universal design in education and rehabilitation of people with visual impairment ", FASPER, ICF, Belgrade. ISNB 978-86-6203-099-3			
Hours of active teaching		Lecture: 3	Exercises: 3
Methods of teaching: Lectures, multimedia, interactive teaching, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activites during lectures	10	test paper	50
practical lessons	15	oral examination	
colloquia	25	.....
seminar			

Study program: Special education and rehabilitation, module Sensorimotor disabilities			
Type and level of studies: Basic academic			
Title of the subject: PSYCHOLOGY OF FAMILY WITH ATYPICALLY DEVELOPING CHILD			
Lecturer: Dragana V. Stanimirović			
Course status: obligatory			
ECTS: 4			
Prerequisites: There are no prerequisites			
Aim: Setting up the reference framework for understanding psychodynamic family relationships in families with atypical child and foundations for providing necessary support to those families.			
Outcomes: Acquiring basic concepts of various theoretical approaches to psychology of family, recognizing the patterns of interaction and understanding psychodynamics in families with atypically developing child. Getting basic qualifications for working in partnership and for giving adequate support to the parents and other family members with atypical child.			
Content <i>Lectures:</i> Defining basic family concepts from the aspect of various theoretical approaches and presenting different models of family functioning. Describing the specifics of each family life cycle stage in family with atypically developing child (children with developmental disabilities and gifted children). Explaining topics such as: parents' reactions to the sensory or motor impaired child and typical patterns of behaviour, specificity of attachment, sibling role and psychodynamic of family relations. Discussing unrecognized gift of disabled children by their parents. Presenting various research data of family with atypical children "portraits", the amount of stress experience, ways of coping etc. Finally, considering the parents' role as partners in creating IEP for their child who needs an additional support. <i>Practical work:</i> Clarifying the theoretical issues and practicing the application of gained knowledge in hypothetical situations.			
Literature			
<ol style="list-style-type: none"> 1. Stanimirović, D. (2005). <i>Stres u porodicama sa slepim adolescentom – specifičnost iindividualnog i porodičnog prevladavanja</i>. Doktorska disertacija, Univerzitet u Beogradu, Filozofski fakultet, str. 23-24, 25-41, 50-65, 151-177. 2. Mitić, M., Radojević, B., Hrnjica, S., Žegarac, N., Stefanović, M., Veljković, L., Rajović, V., Piper, B., Radović Župunski, M. (2011). <i>Deca sa smetnjama u razvoju – potrebe i podrška</i>. Beograd: Republički zavod za socijalnu zaštitu, Familia. 3. Mitić, M. (1997). Porodica, zdravlje i bolest. U D. Berger (ur.) <i>Zdravstvena psihologija</i> (str. 217-239). Beograd: Društvo psihologa Srbije – Centar za primenjenu psihologiju. 4. Stanimirović, D. (2016). <i>Adolescenti sa oštećenjem vida u susretu sa razvojnim I dodatnim izazovima</i> (str. 51-58, 173-176, 181-185, 234-239, 242-249). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-081-1. 5. Stanimirović, D. I Mijatović, L. (2012). Obrasci afektivne vezanosti za roditelje i prijatelje kod mladih oštećenog vida. U S. Stoilković, J. Todorović i G. Đigić (ur.), <i>Ličnost i obrazovno-vaspitni rad</i> (str. 169-179). Niš: Filozofski fakultet. ISBN 978-86-7379-256-9 6. Dragojević, N., Milačić Vidojević, I. (2011). Razlike u vulnerabilnosti majki i očeva dece sa ometenošću. <i>Specijalna edukacija i rehabilitacija</i> 10(4), 573-593. ISSN 1452-7367 7. Dragojević, N. (2010). Stres u porodicama sa telesno invalidnim detetom. U J. Kovačević i V. Vučinić (ur.), <i>Smetnje i poremećaji: Fenomenologija, prevencija i tretman</i>, deo I (str. 105-118). Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-99-9 8. Dimoski, S. (2006). Ciklusi razvoja porodice deteta sa slušnim oštećenjem. <i>Beogradska defektološka škola</i>, br. 1, 1-11. ISSN 0354-8759 9. Stanimirović, D. (2013). Redosled rođenja kao determinanta percepcije porodičnog funkcionisanja. <i>Specijalna edukacija i rehabilitacija</i>, 12(3), 335-352, ISSN 1452-7367 Doi: 10.5937/specedreh12-4274 10. Krulj, S. R., Arsić, Z. (2008). Osnovne pretpostavke i uslovi za razvoj darovitosti i kreativnosti u porodici. U G. Gojkov (ur.), <i>Metodološki problem istraživanja darovitosti</i> (str. 345-353). Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača „Mihailo Palov“ 			
Number of active classes per week:	Lecture:2	Practical work: 1	
Teaching methods: Lectures, practical classes, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written or oral exam	50
practical teaching	15		
midterm(s)			
seminars	20		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Undergraduate academic studies			
Title of the subject: METHODICAL APPROACHES TO THE PREVENTION OF BEHAVIORAL DISORDERS			
Lecturer: Žunić-Pavlović P. Vesna			
Course status: Obligatory course of the module			
ECTS: 8			
Prerequisites: No prerequisites			
Aim: Introduction to theoretical fundamentals and characteristics of basic approaches to the prevention of behavioral disorders and related problems. Understanding the structure, content and methods of implementation of prevention programs. Training for critical examination and evaluation of the effectiveness of different approaches in prevention. Developing necessary competences and skills for independent realization of all stages of preventive efforts.			
Outcomes: Students will gain knowledge of theoretical and empirical fundamentals of basic approaches to the prevention; be informed about different levels, strategies and domains of preventive efforts; gain knowledge about the principles of effective prevention and the characteristics of effective programs; be able to assess the needs for preventive action and to choose the appropriate preventive program; be familiar with the interventions and programs that are most often applied in practice; be able to assess the quality of preventive programs implementations and their effectiveness.			
Content			
<i>Lectures:</i>			
1) Historical development of the prevention of behavioral disorders and related problems; 2) Contemporary conceptual-methodological approaches; 3) Levels, strategies and domains of preventive efforts; 4) Principles of effective prevention; 5) Stages of preventive actions: assessment needs, planning, implementation and evaluation; 6) Programs and interventions aimed at children and adolescents, parents, families, schools and communities.			
<i>Practical work:</i>			
1) Research on risk and protective factors: individual, family, peer, school and community; 2) Methods and procedures for assessing the needs for preventive action; 3) Analysis of prevention programs in contemporary practice; 4) Preventive interventions: thematic lectures, skills training, mentoring, peer mediation, extracurricular activities, counseling, cooperation with the local community, rule book and video surveillance; 5) Drafting a plan of prevention program.			
Literature			
1. Žunić-Pavlović, V., Popović-Ćitić, B., Pavlović, M. (2010). <i>Programi prevencije poremećaja ponašanja u školi</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. (str. 11-171). ISBN 978-86-80113-92-0			
2. Popović-Ćitić, B., Žunić-Pavlović, V. (2005). <i>Prevencija prestupništva dece i omladine</i> . Beograd: Ministarstvo prosvete i sporta RS i Pedagoško društvo Srbije. (str. 21-89). ISBN 86-7452-024-3			
3. Žunić-Pavlović, V., Pavlović, M. (2008). Osnovni pristupi u školskim programima prevencije poremećaja ponašanja. U D. Radovanović (Ur.), <i>Poremećaji ponašanja u sistemu obrazovanja</i> (str. 129-140). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 97886-80113-70-8			
4. Pavlović M., Žunić-Pavlović, V. (2012). Koncept rezilijentnosti u savremenoj literaturi. <i>Nastava i vaspitanje</i> , 61(2), 232-246. ISSN 0547-3330			
5. Žunić-Pavlović, V., Kovačević-Lepojević, M. (2010). Uvod: Savremeni pristupi u prevenciji i tretmanu poremećaja ponašanja. U V. Žunić-Pavlović, M. Kovačević-Lepojević (Ur.), <i>Prevencija i tretman poremećaja ponašanja</i> (str. 9-38). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-96-8			
6. Kovačević-Lepojević, M., Žunić-Pavlović, V. (2012). Primena video nadzora u kontroli kriminala. <i>Specijalna edukacija i rehabilitacija</i> , 11(2), 325-345. ISSN 1452-7367			
Number of active classes per week: 4	Lecture: 2		Practical work: 2
Teaching methods:			
Lectures, practical work, consultation, seminars, discussions, research work in small groups, individual practical work, thematic lectures of experts in the field			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written or oral exam	50
practical teaching	10		
midterm(s)	20		
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic studies			
Title of the subject: DEVELOPMENTAL PREVENTION OF BEHAVIORAL DISORDERS			
Lecturer: Branislava B. Popović-Čitić			
Course status: Obligatory			
ECTS: 8			
Prerequisites: Introduction to developmental psychology			
Aim: The aim of the course is to acquire knowledge in the field of contemporary theory, research and practice of behavioral disorders prevention.			
Outcomes: Students' ability to critically review the contribution of contemporary theories and research in the field of prevention science and to know the mechanisms of action, effectiveness and implementation of preventive programs, strategies and interventions in different life domains.			
Content			
<p><i>Lectures:</i> Crime and behavioral disorders (conceptual and terminological delimitation). Strategic approaches to crime prevention and behavioral disorders (law enforcement, situational, developmental and community prevention). Prevention science. Developmental prevention (concept, development, purpose, goal, tasks). Theories of positive development (Socio-ecological development model, The concept of risk and protective factors, The life course perspective). Developmental theories of behavioral problems (introduction of development orientation in research, results of longitudinal studies, characteristics and elements of developmental theories). Risk and protective factors (concept, characteristics, models of interaction, relationship to behavioral problems). Research on risk factors (individual, family and extrafamilial factors). Research on protective factors (individual and environmental factors). Classification frameworks of risk and protective factors (Web of influence model, Social developmental model, Social developmental strategy, Resiliency model). Principles of prevention. Prevention strategies (information, education, alternatives, problem identification and referral, community-based processes, changing social context). Preventive programs (elements, classifications, bases of effective programs, principles of effective programs).</p> <p><i>Practical work:</i> Analysis of the results of the results of research studies on risk and protective factors. Analysis of the characteristics of effective preventive programs. Analysis of the connection of preventive interventions with risk and protective factors.</p>			
Literature			
<ol style="list-style-type: none"> Popović-Čitić, B., Žunić-Pavlović, V. (2005). <i>Prevenција prestupništva dece i omladine</i>. Beograd: Ministarstvo prosvete i sporta Republike Srbije, Pedagoško društvo Srbije. (str. 65-94). ISBN 86-7452-024-3 Popović-Čitić, B. (2008). <i>Prevenција nasilnog ponašanja učenika u školskoj sredini. Doktorska disertacija</i>. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu. (str. 29-112). Popović-Čitić, B. (2013). Osnove razvojne prevencije problema u ponašanju dece i omladine. <i>Socijalna misao</i>, 20(4), 111-127. ISSN 0354-401X Popović-Čitić, B. (2005). <i>Prevenција fokusirana na rizične i protektivne faktore kao savremeni pristup prevenciji prestupništva mladih. Socijalna misao</i>, 12(1), 27-55. Popović-Čitić, B., Popović, V. (2009). <i>Koncept rizičnih i protektivnih faktora: klasifikacioni okviri za potrebe prevencije poremećaja ponašanja dece i omladine. Socijalna misao</i>, 16(3), 43-65. ISSN 0354-401X Popović-Čitić, B. (2008). <i>Efektivni programi prevencije poremećaja ponašanja u školskoj sredini</i>. U: D. Radovanović (Ur.), <i>Poremećaji ponašanja u sistemu obrazovanja</i> (str. 155-167). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar. ISBN: 978-86-80113-70-8 Popović-Čitić, B. (2013). <i>Principi efektivnih preventivnih programa. Socijalna misao</i>, 20(1) str. 103-116. ISSN 0354-401X Žunić-Pavlović, V., Popović-Čitić, B., Pavlović, M. (2010). <i>Programi prevencije poremećaja ponašanja u školi</i>. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar. (str. 22-39). ISBN: 978-86-80113-92-0 			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Interactive teaching, presentations, discussion groups, small group work, video materials.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)	30		
seminars			

Study program: Special Education and Rehabilitation,			
Module: Prevention and Treatment of Behavioral Disorders			
Type and level of studies: Basic academic (Bachelor'a Degree,V, VIsemester)			
Title of subject: PSYCHOLOGY OF CRIME			
Lecturer: Danka M.Radulović			
Course status: Obligatory			
Credits: 7			
Pre-requisites: Psychological basis of behavior disorders			
Aims: a) understanding basic theoretical approaches and research models in psychological exploring of criminal behavior; b) acquiring knowledge about psychology of criminal psychopaths and relevant indicators of their essential role in crime; understanding criminal-law significance of severe mental illness, addictive disorders, sexual deviations and mental retardation; c) acquiring knowledge about strategic approach in responding to crime and possible forms of treatment of offenders.			
Outcomes: Acquired theoretical and practical psychological knowledge needed for prevention and suppression of crime and for treatment of offenders.			
Content:			
<p><i>Lectures:</i> Introduction: subject, objectives and tasks of psychology of crime. Theoretical paradigms and research approaches in psychological exploring of crime. The origins of criminal behavior:biological and social factors, personality, learning and situational factors. Psychopathy and crime; Various conceptions of criminal psychopathy; Psychological, neurophysiological and criminological characteristics of psychopathy; Differences in conative and cognitive characteristics in psychopath and non psychopath offenders; Psychological typologies of criminal psychopaths and criminal profiling; Indicators of substantial role of psychopathy in crime –intensity and volume of crime, types of offences, recidivism. Psychological theories of crime. Psychology of violence; Differences in violence in psychopaths and non psychopaths; Sexual violence: psychological–criminological profile of extreme destructive offenders. Psychological factors of non violence forms of crime. Mental illness and crime. Mental retardation and crime. Psychological corrective treatment of offenders; Contraindicative forms of treatment for criminal psychopathy.</p> <p><i>Practical work:</i> presentations of the research models, methods and techniques in psychology of crime; case studies and analysis of examples from criminal law and police practice, students presentations.</p>			
Literature:			
<ol style="list-style-type: none"> 1. Radulović,D. (2006) <i>Psihologija kriminala –psihopatija i prestupništvo</i>. Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju i Institut za kriminološka i sociološka istraživanja. ISBN 86-83287-15-7 2. Momirović,K.,Popović,D.(2002)<i>Psihopatija i kriminal</i> Leposavić: Univerzitet u Prištini. 41-49, 173-181., COBISS.SR-ID 512082860 3. Radulović, D., Radovanović, D., Momirović, K. (2003) O tipovima psihopatskih kriminalaca. U: K. Momirović, D. Popović (Ur.) <i>Konstrukcija i primena taksonomskih neuronskih mreža</i>. (str. 225-236). Leposavić. ISBN 86-82329-1 4. Radulović, D., (2006). Valjanost informacija prikupljenih poligrafom u predkrivičnom postupku. U: D.Radovanović (Ur.) <i>Novo krivično zakonodavstvo –dileme i problemi u teoriji i praksi</i> (str. 399-408). Institut za kriminološka i sociološka istraživanja i Viša škola unutrašnjih poslova. ISBN 86-83287-14-9 5. Radulović, D. (2014) <i>Psihološke osnove poremećaja u ponašanju</i> Belgrade, Univrzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju (selected chapters), 267-284. ISBN 987-86-6203-47-4 6.Radulović, D. (2012), The core problem of crime in societies: psychopath offenders, <i>Sociološki pregled, vol. XLVI, br. 4</i>, 583-600. ISSN 0085-6320. 7.Radulović, D. (2008) Differences in Cognitive and Conative Characteristics in Psychopath and Non Psychopath Offenders, <i>International Journal of Social Health Information Management</i>, Vol. 1, Issue 1. pp 1-6. ISSN 1942-9665 8.Радулович Д. (2013) Насилине психопатических личностей и реакция правоохранительных органов, <i>Вопросы психологии</i>, №4, 115-123, ISSN 0042-8841. 			
Hours of active teaching	Lecture: 2	Exercises: 1	
Methods of teaching: lectures,presentations of empirical research findings and examples from practice.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activites during lectures	10		
practical lessons	20	oral examination	50
colloquia			
Seminar	20		

Study program: Special education and rehabilitation, module Prevention and Treatment of Behavioral Disorders			
Type and level of studies: Basic academic			
Title of the subject: THEORY OF EDUCATION AND TREATMENT OF JUVENILE OFFENDERS			
Lecturer: Zoran P. Ilić			
Course status: Obligatory			
ECTS: 8			
Prerequisites: Successfully completed courses: (1) Introduction to Pedagogy and (2) Introduction to Social Pedagogy			
Aim: The course is designed to introduce students to cutting-edge theoretical, conceptual, methodological framework in the field of upbringing, special education and re-socialization of juvenile offenders as well as to build capacity of students to translate those concepts into applicable practical strategies for working effectively with juveniles with behavioral disorders throughout entire prevention and treatment continuum of interventions processes.			
Outcomes: Upon successful completion of this course the students will: (a) master the theoretical-conceptual and methodological special education of young people with behavioral disorders framework; (b) gain in depth understanding of the historical development, current state of affairs in the field of social responses to juvenile delinquency and behavioral disorders, especially in the area of treatment and resocialization of young offenders; (c) be enabled to implement knowledge and skills acquired in the practice of special education of juvenile offenders; and (d) embrace an humanistic, positive developmental approach to the prevention and treatment of juveniles with behavioral disorders.			
Content Lectures: Lecturing part will include the following topics and issues: basic conceptual and terminological delineation; goals of upbringing and corrective educational work with young people with behavioral disorders; conceptual methodological foundation and current trends and tendencies in corrective educational work with young people; general ethical principles, standards and challenges in the field of upbringing and re-education of young people with disabilities; the foundation and essential of constituting the process, phases and stages of upbringing and treatment of youth with behavioral disorders, reviving and re-socializing young people; the characteristics of institutional, community and alternative educational and corrective programs for young people; role of social, local and global, factors of educational corrective work with young people; schooling and vocational training of youth with behavioral disorders; social integration and reintegration of young people with behavioral disorders; scientific research of the process and effectiveness of upbringing and treatment of youth with behavioral disorders. Practical work: Exercises, Other forms of teaching, Study research work. Practical application of knowledge gained from theoretical education, presentation of student works, visits to institutions and institutions for treatment of young people in conflict with the law.			
Literature 1. Ilić, Z. (2000). Resocijalizacija mladih prestupnika – Osnove pedagogije mladih sa poremećajima u društvenom ponašanju, Defektološki fakultet, Beograd. ISBN 86-80113-27-1 2. Stakić, Đ.(2004). Etičke dileme i izazovi socijalnog rada – priručnik. Ministarstvo rada, zapošljavanja i socijalne politike Republike Srbije, Beograd. ISBN 86-906557-2-7 3. Ilić, Z. (2008) Mladi u riziku i sukobu sa zakonom u školi, Poremećaji ponašanja u sistemu obrazovanja, str. 9-25., FASPER, Beograd. ISBN 978-86-80113-70-8 4. Stakić, Đ. (2013) Priručnik za stručnjake u sistemu maloletničkog pravosuđa. International management group-IMG 5. Stakić, Đ. (2016). Delotvorni programi tretmana dece i adolescenata sa problemima i poremećajima ponašanja. Beograd: Centar za primenjenu psihologiju.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures; Collaborative-interactive teaching/learning activities; Individual mentoring and consultations; Small group and plenary discussions and Students' presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study programe: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic studies			
Title od the subject: Criminology with juvenile delinquency			
Lecturer: Vesna Ž. Nikolić-Ristanović			
Course status: Obligatory			
ECTS: 8			
Prerequisites: Psychology of personality, sociology, basis of criminal law			
Aim: That students: acquire basic knowledge about criminology as an academic discipline, about notion and forms of crime, their phenomenological and etiological characteristics, causes, perpetrators and victims, with special emphasis on juvenile delinquency; are able to connect acquired theoretical knowledge with concrete cases from practice.			
Outcomes: Knowledge about criminology notions and different forms of crimes, and ability to connect theory with concrete cases from practice			
Content <i>Lectures:</i> The notion and types of crime; Problems of crime recording ; Basic phenomenological characteristics of crime; Notion, subject and development of criminology; Criminology methods and research; Violent crime; Domestic violence; Sexual violence; Political violence; Traffic delinquency; Property and professional crime; White collar crime; Organised crime; Trafficking in people and drag trafficking; Criminogenic factors and theoretical explanations of crime; The notion and characteristics of juvenile delinquency, importance of determination of minority age; Ethiology of juvenile delinquency; Media and juvenile delinquency; Domestic violence of juveniles; Victimisation and juvenile delinquency; Juvenile homicides; Social reaction to juvenile delinquency; Specificities of criminal law position of juveniles; Restorative justice and juvenile delinquency; Criminality of women and girls. <i>Practical work:</i> Tutorials, visits to courts, prisons and other relevant institution, lectures by professionals, interviews and surveys			
Literature Konstantinović-Vilić, S., Nikolić-Ristanović, V., Kostić, M. (2012). Kriminologija. Niš: Centar za publikacije Pravnog fakulteta u Nišu. ISBN: 978-86-7148-162-5 Nikolić-Ristanović, V., Stevković, Lj. (ur.) (2014) <i>Maloletnička delinkvencija u svetu i Srbiju: Trendovi i društveni odgovori</i> . Beograd: Prometej i Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN: 978-86-87971-54-7			
Number of active classes per week: 4	Lecture: 2		Practical work: 2
Teaching methods: Lectures, tutorials, workshops, seminars, debates, essays, audio-visual material, guest lectures, professional visits			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Points	Final exam	Points
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterms(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation – Sensorimotor disability, Module of visual impairments, Motor disability			
Type and level of studies: Basic academic studies			
Title of the subject: DEVELOPMENTAL EYE DISORDERS			
Lecturer: Miroslav R. Stamenković			
Course status: Obligatory for the Sensorimotor disability; elective for the Module of visual impairments and Motor disability.			
ECTS: 5			
Prerequisites: Passed exams Medical physiology and Human genetics			
Aim: Introduction to the basics of ophthalmology. Normal embryonic development of the eye. Study of individual eye segments and functional tests in ophthalmology is in the function of understanding the level and form of visual impairment.			
Outcomes: Acquiring knowledge about developmental eye disorders, which is in the function of understanding the specificity of visual functioning and other characteristics of the person with visual impairment.			
Content <i>Lectures:</i> Embryology. Development of visual functions. Evaluation of visual function in children. Heredodegenerative diseases. Teratogenic factors in the emergence of anomalies of the organs of vision. Colobamatus anomalies of the organs of vision. Developmental disorders of the skull and the eye cavities, eyelids, lacrimal apparatus, eyeball, cornea, chamber angle, vitreous body, choroid, retina, optic nerve. Disturbance of eyeball motility in developmental age. Nystagmus. Developmental eye disorders associated with developmental disorders of the central nervous system and other organ systems. <i>Practical work:</i> The students will be instructed to provide complete visual function assessment included: visual acuity, ocular motility, stereo visual acuity and electrophysiological tests.			
Literature 1. Avramović, S. (2007). <i>Razvojni oftalmološki poremećaji</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 86-80113-56-5. 2. Aramović, L., Avramović, S. (2003). Razvojne anomalije po veličini očne jabučice mikroftalmus. <i>Istraživanja u defektologiji</i> , 2, 49-53. ISSN 1451-3285. 3. Avramović, L., Avramović, S. (2005). Teratogeno delovanje alkohola na razvoj organa vida. <i>Istraživanja u defektologiji</i> , 7, 229-236. ISSN 1451-3285.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical classes, seminars and consultations. Interactive teaching – group work of students.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	written exam	/
practical teaching		oral exam	50
midterm(s)	30		

Study program: Special education and rehabilitation, modules: Motor disability, Visual disability			
Type and level of studies: Basic academic			
Title of the subject: EARLY INTERVENTION			
Lecturer: Snežana B. Ilić			
Course status: elective			
ECTS: 5			
Prerequisites: no			
Aim: To give students theoretical and practical knowledge of modern early intervention programs by supporting a child with developmental delay or disabilities and his / her family.			
Outcomes: To enable students to work in two areas through theoretical and practical presentations: with a family of a child with developmental disabilities or risks for developmental disabilities and with the child in different environments.			
Content <i>Lectures:</i> Concepts and conceptual changes in early intervention. Access changes: from institution to family (from medical to social model). Theoretical models on the relationship between risk and developmental outcomes. Components of early intervention programs. The role of parents in early intervention. Parent - child interaction in the context of everyday routines. Parenting a child with developmental delay/disability and typical interaction patterns. Early interactions disturbance and intervention programs. Implications for programming. Early intervention program and family support. Effectiveness of Early Intervention programs. <i>Practical work:</i> Application of assessment techniques, procedures and instruments in the early recognition of delays or disorders. Application of early intervention procedures. Parental counseling in the context of everyday routines.			
Literature <ol style="list-style-type: none"> Hix-Small, H., Ilić S. (2017). Situation Analysis of Early Intervention in Republic of Serbia, in Early Childhood Intervention: For meeting sustainable development goals of the new millennium, Proceedings, 33-41 University of Belgrade, Faculty of Special Education and Rehabilitation, Serbia. Nikolić, S., Ilić-Stošović, D., Ilić, S. (2010). Early intervention in special education and rehabilitation. In Nedović, Rapačić, Marinković (ed): Special education and rehabilitation – science and/or practice. 195-226. Society of Special Educators and Rehabilitators of Vojvodina, Novi Sad. Ilić, S., Nikolić, S. (2013). Pristup „porodica u centru“ i individualizovani plan usluga porodici (ipup) kao oblici podrške deci sa smetnjama/kašnjenjima u razvoju. U S. Nikolić, D. Ilić -Stošović, M. Stošljević (ur.), Stručni saradnik u inkluzivnom obrazovanju (str. 81-104). Društvo defektologa Srbije, Beograd. Grinspen, S., Vider, S. (2010). Dete s posebnim potrebama. Karupović d.o.o. Beograd. Ljubešić, M. Ljubešić, M (2004) Suvremeni koncept rane intervencije za neurorizičnu djecu. Journal of Gynaecology, Perinatology, Reproductive Medicine and Ultrasonic Diagnostics, 13; 57–60 			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, Power Point presentations, short videos and films			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	
practical teaching	20	oral exam	50
midterm(s)			
Seminars	15		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: OPTICS IN OPHTHALMOLOGY			
Lecturer: Dragomir M. Stamenković			
Course status: Elective for the Module of visual impairments			
ECTS: 5			
Prerequisites: Passed exams Ophthalmology and Physiological optics			
Aim: Acquiring theoretical and practical knowledge from the basis of optics for vision correction: lenses for glasses, contact lenses, aids for visually impaired. Study of the theory of optical systems and practical training for the application of optical and optoelectronic devices in optometry, ophthalmology, ophthalmosurgery as well as devices for visually impaired persons.			
Outcomes: Examination of the properties and practical application of optical means for correction of ametropia and visual impairment. Introduction to characteristics and training for the application of optical and optoelectronic devices in optometry and ophthalmology.			
Content <i>Lectures:</i> Optics for vision correction: lenses for glasses (monofocal, bifocal, multifocal, photochromic, optical filters), prescription for glasses, frames, contact lenses (rigid, gaspermeable, soft, silicone-hydrogel, orthokeratology, for keratoconus, progressive, for astigmatism, scleral), aids for visually impaired persons (magnifiers, telescopic systems, prismatic glasses, optical filters, optical and optoelectronic devices). Fitting of contact lenses (optical aspects) and wearing training. Optical and optoelectronic devices in optometry, ophthalmology, ophthalmosurgery (lasers, ultrasound). <i>Practical work:</i> Production and training for determining, prescribing, ordering and wearing optical visual correction devices - eyeglasses, contact lenses, prismatic glasses, optical filters, telescopic and optoelectronic magnifiers. Features and application: radiuscope, photometer, keratometer, refractometer, biomicroscope, corneal topograph, aplanatic tonometer, pachymeter, field of vision, ultrasound and laser ophthalmic devices.			
Literature 1. Vasiljević, D. (2004). <i>Optički uređaji i optoelektronika</i> (str. 64-168). Beograd: Mašinski fakultet. ISBN 86-7083-493-6. 2. Hribar-Košir, A. (2002). <i>Priročnik za očesno optiko</i> (str. 112-306). Carl Zeiss Maribor, 681.7(035). 3. Parunović, A., Cvetković, D. (1995). <i>Korekcija refrakcionih anomalija oka</i> (str. 120-199). Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-04525-6. 4. Barthelemy, B., Thiebaut, T. (2004). <i>Contactologie</i> . Lavoisier. ISBN 2-7430-0658-7. 5. Kaschke, M., Donnhacke, K-H., Rill M.S. <i>Optical Devices in Ophthalmology and Optometry</i> . WILEY –VCH. ISBN 978-3-527-41068-2.			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Active classes, demonstratively-illustrative method. Practical exercises in the ophthalmic cabinet, visually impaired center and in the laboratory for manufacture of contact lenses and eyewear lenses.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	15		
seminars	15		

Study program: Special education and rehabilitation – Module of visual impairments, Module: Motor disability, Speech and Language Pathology			
Type and level of studies: Basic academic			
Title of the subject: Theoretical Bases of Counselling in Rehabilitation			
Lecturer: Dragana V. Stanimirović			
Course status: Elective			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: Setting up the reference framework and foundations for understanding and providing professional support to persons that experienced a loss related to: a) their own body and/or some psychological functions, b) significant people from their surroundings. Offering information regarding students' advanced education in the field of counselling and psychotherapy.			
Outcomes: Acquiring basic concepts and principles of various models of counselling/psychotherapy and increasing students' sensitivity and empathy as prerequisites for efficient job performance.			
Content <i>Lectures:</i> Definitions and determinations of the essential characteristics of counselling and psychotherapy, especially of counselling in rehabilitation; main questions of application (aims, users, issues, competences and roles of counsellor, ethical questions); usual and pathological reactions to actual and symbolic losses caused by diseases or injuries and (in)adequate support and counselling in grief; Rogers' client-centered psychotherapy model, model based on Kelly's theory of constructs and other frameworks which are useful in helping professions; key concepts, basic principles, techniques, areas of application of counselling/psychotherapy models which allow advanced education for special educator and rehabilitator or speech therapist (psychodrama, transactional analysis, gestalt therapy etc.). <i>Practical work:</i> Using concrete materials (structured and unstructured narratives, illustrative examples) and demonstrations of psychotherapy techniques, as incentives for developing necessary skills.			
Literature 1. Corey, G. (2004). <i>Teorija i praksa psihološkog savjetovanja i psihoterapije</i> (pp.15-25, 43-49, 170-194, 457-467). Zagreb: Naklada Slap ISBN 953-191-243-2. 2. Arambašić, L. (2008). <i>Gubitak, tugovanje, podrška</i> (pp.33-34, 62-67, 95-98, 143-148, 157-161, 197-199, 316-318, 372-376). Zagreb: Naklada Slap ISBN 978-953-191-290-7. 3. Worden, W. (2005). <i>Savjetovanje i terapija u tugovanju</i> (pp.51-56). Zagreb: Naklada Slap ISBN 953-191-257-2. 4. Davis, H. (1996). <i>Savetovanje roditelja hronično obolele ili dece ometene u razvoju</i> (pp.12-20, 27-30, 31-47, 50-69, 71-78). Beograd: Institut za mentalno zdravlje ISBN 86-82277-07-7. 5. Kondić, K., Vlajković, J., Štajner-Popović, T. (1998). <i>Slušam te, razumem te, prihvatam te</i> (pp. 11-24, 25-29, 29-34, 44-46). Beograd: IP Žarko Albulj.			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, practical classes, practical teaching, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	
practical teaching	15	oral exam	50
seminars	20		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Advanced hearing technology			
Lecturer: Sanja B. Ostojic-Zeljko Assistant: Mina A. Nikolic			
Course status: Elective for module Hearing disability			
ECTS: 6			
Prerequisites: None			
Aim: The aim of course is to provide knowledge about basic principles in field of hearing technology for children and adults with hearing loss. Students acquire to recognize indications for hearing aids or CI, factors of listening development using hearing aids or CI.			
Outcomes: After completing the course the students will be able to realize management, evaluation and aural rehabilitation of clients with hearing aids or CI.			
Content			
<i>Lectures:</i> Factors for classification hearing loss, indications and candidacy for hearing aid or CI users (children and adults), types of hearing aids, history of hearing aids, bone conducting hearing aids, using of FM trainers, basis of surrounding and classroom acoustics.			
<i>Practical work:</i> Observation of selection process of hearing aid or other amplification strategies on children and adults with hearing loss.			
Literature			
Ostojić-Zeljko, S., Đoković S. (2017). Kohlearna implantacija ishod i perspektiva, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar fakulteta (ICF), ISBN 978-86-6203-094-8, p. 39-49: 72-93162-180.			
Ostojić, S., Mikić, B., Mirić, D. (2012). Savremeni modeli amplifikacije senzorneuralnih i konduktivnih oštećenja sluha, Specijalna edukacija i rehabilitacija, vol. 11, 3, 469-482			
Ostojić, S., Đoković, S., Nikolić, M. (2012). Kohlearni implant-slušanje u svakodnevnom situacijama, Beogradska defektološka škola, vol. 18 (3), br. 54, 379-386, UDK 376.33, ISSN 0354-8759			
Blamey, P.J. (2005). Sound processing in hearing aids and CIs is gradually converging, Emerging trends in cochlear implants, Vol. 58 • No. 11			
Spencer P.E, Marschark, M. (2003). Cochlear Implants: Issues and Implications Deaf Studies, Language, and Education, ISBN 0-19-514997-1, str. 434-451			
Maltby, M.T. (2002). Principles of Hearing Aid Audiology, ISBN: 1 86156 257 8, str. 80-123			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, practical work, interactive education			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	.....
seminars	5		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Counseling and Instructive Work in Special Education and Rehabilitation			
Lecturer: Sanja T. Djokovic, Tamara P. Kovacevic			
Course status: Obligatory or elective mutual course for multiple modules			
ECTS: 6			
Prerequisites: No prerequisites			
<p>Aim: The aim of this course is to enable students to gain and advance knowledge in counseling and instructional work with children with disabilities and disorders, their families, educators, teachers and peer groups in the standard system of upbringing and education. Also, the goal is to develop skills for identifying, defining and directing children, their families, and other professionals working with the child to find ways to overcome the difficulties. Likewise, this course aims to train students to conduct high-quality counseling and instructive work in the standard system of upbringing and education and to determine the necessary additional support.</p>			
<p>Outcomes: Students will be able to identify, develop and implement various types of counseling and instructive work, including individual counseling, counseling for a small, large and peer groups; students will be able to analyze evidence and use empirically based interventions in the form of additional support for children with disabilities and disorders; students will develop awareness of critical psycho-social and educational issues related to the children themselves, their families and other professionals working with children with disabilities or disorders; students will be trained in the guidance process and will be able to determine the appropriate types of support that will lead to a better functioning children and families in the everyday environment.</p>			
<p>Content</p> <p><i>Lectures:</i> Theoretical portion of this course will cover the following: terminological and conceptual determination of counseling and instructive work and emphasizing the differences between psychological and counseling; the analysis of the legislation related to the position and role of special educator in the expert team; presentation on high-quality counseling and instructive work; psychosocial specificities of children with disabilities and disorders and their families; defining sources and ways of collecting information about the child; application of a self-concept and a naturalistic approach to assessing the difficulties children and they families encounter in day-to-day functioning, as well as determining the needs arising from the perceived difficulties in order to determine the necessary additional support; forms and ways of implementation of counseling and instructive work with different target groups, such as: family, educators, teachers, peers.</p> <p><i>Practical work:</i> Practical portion of this course will cover the following: analysis of the legal framework related to a special educator and rehabilitator as a professional associate in kindergarten and school; identifying and applying various techniques for collecting data on a child with disabilities and disorders and their families; the application of naturalistic methods in assessing the difficulties encountered by children and their families; the management of documentation in kindergartens and schools; providing additional support for children with disabilities and disorders in kindergarten and school; application of different counseling tactics; practicing communication strategies in counseling and instructive work; organization of instructive work with children, family, educators and teachers and peers; developing a counseling and instructive plan for different target groups; practicing elaboration in an expert team.</p>			
<p>Literature</p> <ol style="list-style-type: none"> English, K. (2002). <i>Counseling children with hearing impairment and their families</i>. Boston, MA: Allyn & Bacon. English, K. (2008). <i>Counseling for audiologists Listening with a „Third Ear“</i> Nottingham, The Ear Foundation. Đoković S., Kovačević T. (2011). Surdološko savetovanje gluvih i nagluvih osoba i njihovih porodica, Beogradska defektološka škola, DDS, FASPER, 17 (3), br. 51, str. ISSN 0354 – 8759 American Speech-Language and Hearing Association. (2004). <i>Guidelines for Audiologists Providing Informational and Adjustment Counseling to Families of Infants and Young Children With Hearing Loss Birth to 5 Years of Age</i>. Rockville: ASHA. 			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures with application of modern technical aids, exercises and consultations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	10		
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: THE PARTNERSHIP BETWEEN THE FAMILY, SCHOOL AND THE COMMUNITY			
Lecturer: Jasmina B. Karić			
Course status: elective mutual course for multiple module			
ECTS: 5			
Prerequisites: None			
Aim: The main course aim is to introduce students to theory and practice in order to strengthen partnerships between family, school and community, by developing sensitivity for other people as well as developing communication and social skills.			
Outcomes: Students should learn how to be able to establish professional relationships with families that are meaningful, productive and cooperative. Partnerships are important in order to align the child's achievement with his / her real abilities.			
Content <i>Lectures:</i> The subject includes content divided into theory and practice relevant to helping parents and other family members work with their child. General theoretical principles and procedures of collaborative partnership between families, professionals and the community, information on community resources, specific training techniques for families, and the ability to relate families to appropriate services, the rights of parents and their children. Recognizing basic communication styles and developing abilities for assertive behavior, strengthening tolerance for discomfort. <i>Practical work:</i> Exercises, Other forms of teaching, Study research work.			
Literature 1. Hilton Dejvis (1995) Savetovanje roditelja hronično obolele ili dece ometene u razvoju, Institut za mentalno zdravlje, Beograd. 2. Danijel, Goleman, 2011 Emocionalna inteligencija. Geopolitika 3. Danijel, Goleman. 2007 Socijalna inteligencija. Geopolitika 4. Sulejman Hrnjica (1997) Deca sa posebnim potrebama u osnovnoj školi, Učiteljski fakultet, Beograd. 5. Karić, J., Jovčić, Lj. (2007): Partnerski odnos roditelj-dete-lokalna zajednica, I naučni skup Univerziteta u Beogradu, Fakulteta za specijalnu edukaciju i rehabilitaciju-Nove tendencije u specijalnoj edukaciji i rehabilitaciji, Zbornik radova, str. 569-573.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, labs, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	20	oral exam	50
midterm(s)		.....
seminars	20		

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Approaches to Deaf and Hard of Hearing Children with Multiple Disabilities			
Lecturer: Dimić D. Nadežda, Radovanović S. Vesna, Isaković S. Ljubica			
Course status: elective course for the module Hearing disability			
ECTS: 5			
Prerequisites: regular attendance of lectures and exercises			
Aim: The aim of this course is to acquaint the students with the theoretical foundations and practical problems related to the education and approaches to deaf and hard of hearing children with multiple disabilities. Within this course, the students should learn about the specificities of different forms of multiple disabilities of deaf and hard of hearing students: intellectual disability and deafness; physical disability and deafness; visual impairment and deafness; pervasive developmental disorders and deafness; deaf children with learning difficulties and behavioural disorders			
Outcomes: Acquired knowledge of areas within the approaches to deaf and hard of hearing students with multiple disabilities will provide the students with the basis for gaining further knowledge of areas within special education and rehabilitation of the deaf and the hard of hearing as well as enable them to link and apply the acquired knowledge in practice in the education and rehabilitation of deaf and hard of hearing children with multiple disabilities.			
Content <i>Lectures:</i> Multiple disabilities in the population of deaf and hard of hearing children. Types of additional disabilities in the group of deaf and hard of hearing children with multiple disabilities. Education and raising of deaf and hard of hearing children with multiple disabilities. Schooling of deaf and hard of hearing children with multiple disabilities in Serbia. Educational work for deaf and hard of hearing children with multiple disabilities. The form of social support to deaf and hard of hearing children with multiple disabilities in the inclusion process. The family of a deaf and hard of hearing child with multiple disabilities. Support of the social community to deaf children with multiple disabilities. Assistance given to deaf children with multiple disabilities at educational institutions. Specificities of different forms of multiple disabilities of deaf and hard of hearing children. Intellectual disability and deafness. Physical disability and deafness. Visual impairment and deafness. Pervasive developmental disorders and deafness. Deaf children with learning difficulties and behavioural disorders. <i>Practical work:</i> exercises, practical training of students to participate in the education, different activities and methodical approaches to deaf and hard of hearing children with multiple disabilities.			
Literature 1.Nestorov Stevan (2010): Višestruko ometena gluva deca, Zadužbina Andrejević, Beograd, ISBN 978 – 86 – 7244 – 896 – 2, COBISS:SR-ID 179620108 2.Dimić, Nadežda, Nestorov, Stevan ((2009, a): Stavovi surdologa o obiku obrazovanja i vaspitanja višestruko ometene dece oštećenog sluha, Beogradska defektološka škola, Društvo defektologa Srbije i FASPER, Beograd, 3, 1-12, ISSN 0354 - 8759 3.Dimić, Nadežda, Nestorov, Stevan ((2009, b): Razumljivost govora kod višestruko ometene gluve i nagluve dece, , Beogradska defektološka škola, Društvo defektologa Srbije i FASPER, Beograd, 3, 1-12, ISSN 0354 - 8759 4.Glumbić, Nenad, Ivona Milačić – Vidojević (2009): Autizam i oštećenje sluha, Beogradska defektološka škola, Društvo defektologa Srbije i FASPER, Beograd, 1, 179 – 188, ISSN 0354 - 8759 5.Nestorov Stevan, Dimić, Nadežda (2010): Specifičnost verbalnog i znakovnog izraza kod višestruko ometene dece oštećenog sluha, , Beogradska defektološka škola, Društvo defektologa Srbije i FASPER, Beograd, 1, 131-142, ISSN 0354 - 8759 6.Mikić, Branka (2007): Sindromska oštećenja sluha , Specijalna edukacija i rehabilitacija, FASPER, CIDD, Beograd, 3-4, 13 – 25,ISSN 1452-7367			
Number of active classes per week:	Lecture:2	Practical work: 1	
Teaching methods: Exercises, interactive teaching, practical training			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	10	oral exam	50
midterm(s)	35	.....
seminars			

Study program: Special education and rehabilitation, modules: Hearing Disability, Sensomotoric disability			
Type and level of studies: basic academic, the sixth semester			
Title of the subject: Ontogenesis of language			
Lecturer: Maja P. Ivanović			
Course status: elective course			
ECTS: 5			
Prerequisites: None			
Aim: The aim of the course is to inform students about verified scientific facts related to the acquisition of the first (mother) language and the facts related to the phenomenon of early and late bilingualism.			
Outcomes: By mastering this study program, students will be theoretically and practically able to analyze developmental language phenomena. Acquired knowledge of language development will create students a necessary basis for mastering and understanding professional study programs in the field of special education and rehabilitation. Knowledge and skills in the analysis of developmental language phenomena will be applicable in diagnostics and treatment of speech and language disorders.			
Content <i>Lectures:</i> Theories on language acquisition; early language development; the influence of biological factors and language environment; individual differences; first year; active linguistic development - the acquisition of the elementary structure of the mother tongue; acquisition-spontaneous learning; phonological development; grammatical development; semantic development; initial pragmatic development; search for conversational rules and misunderstandings; the development of language from the sixth to the eleventh year - the stage of expansion of language competence; a child in the situation of early bilingualism; a child in a situation of late bilingualism - advantages and possible problems. <i>Practical work:</i> Practical training for students to analyze individual developmental language phenomena			
Literature Кристал Д. (1996). Кембричка енциклопедија језика – Усвајање језика. Београд: Нолит, 227-248, без ID Кашић З. (1998). Поступност успостављања значењског односа хипонимије у децјем лексикону. <i>Београдска дефектолошка школа, бр.2</i> , Београд, 1998, 96-107. Кашић З., Н. Д. Димић (1999). Типови аграматизама у зависној клаузи код глуве и наглуве деце. <i>Београдска дефектолошка школа, бр.2-3</i> , Београд, 1999, 5-14. Кашић З. (2002). Аграматична продукција и семантичка „збрка“ код деце раног школског узраста. <i>Истраживања у дефектологији 1</i> , Београд: Дефектолошки факултет, 113-130. Кашић З. (2003). Перцепција дистинктивних обележја у изолованим једносложним речима код деце млађег школског узраста. <i>Истраживања у дефектологији – Сметње у развоју</i> . Београд: Дефектолошки факултет - ЦИДД, 217-240. Кашић З., Борота В. (2003). Неграматичност и аграматизам у активном синтаксичком развоју. <i>Српски језик, VIII/1-2</i> , 439-455.			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Interactive sessions with the application of modern technology.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	up to 5	written exam	up to 60
practical teaching	up to 5	oral exam	
midterm(s)	up to 30	.....
seminars			

Study program: Special education and rehabilitation – Module: Prevention and treatment of behavioral disorders, Motor disability; Speech and Language Pathology; Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic academic			
Title of the subject: Media and social deviances			
Lecturer: Aleksandar L. Jugović			
Course status: Elective			
ECTS: 5			
Prerequisites: No			
Aim: Students should master the main categories relations between media - social deviances and understand: the notion and character of media and media contents; how the media represents social deviances and social diversity; the link between media content and their impact on the manifestation of deviant behaviors; media portrayal of the institutions of social control; phenomenon of media addiction (internet, video games, etc.); possibilities of using media in the prevention of social deviations; basic methods of investigating the connections between media and deviances.			
Outcomes: Students should learn how to: critically "read" the influence of the media and be trained in decoding media content; to adopt the skills of media pedagogy; to learn about the potential negative effects of the influence of media content and messages on people's behavior; use media in the prevention of social deviances and campaigns to reduce prejudice towards vulnerable social groups.			
Content			
<i>Lectures:</i> Concept and types of media. Media Content Formats. Methodology of research of media relations and social deviances. Media and creation of Social Identities. Media and stereotypes. Moral panic. Media and vulnerable groups. Media and social diversity. Media and body. Media about children and youth. General theories about the influence of the media on the audience. Media as a causal factor of social deviances (media effects). Use of media and parenting. Media and violence. Media and crime. Media pictures of institutions of social control. Addiction and media (internet, video-game). Cyber bullying. Media literacy and media in the prevention of social deviances.			
<i>Practical work:</i> Within the framework of practical classes, students work through exercises to overcome the matter through the application of theoretical knowledge on cases of media content. Application of the media content analysis method. Developing strategies for using media in social marketing campaigns and preventing deviant behavior. Some topics are addressed through discussion groups and analysis of video and internet materials. Examination of acquired knowledge is done through colloquiums.			
Literature			
1. Poter, Dž. (2011). <i>Medijska pismenost</i> . Beograd: KLIO. (selected chapters)			
2. Džajls, D. (2011). <i>Psihologija medija</i> . Beograd: KLIO. (selected chapters)			
3. Jugović, A. (2014). <i>Zapisi iz anomalije</i> . Beograd: Institut za kriminološka i sociološka istraživanja. (selected chapters)			
4. Mediji i društvene devijacije (rider). Selected texts from scientific monographs, journals and proceedings.			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: PowerPoint presentations, lectures with interactive learning, discussion groups, small group work, quiz, visits to relevant institutions, the use of educational video material, consultation through individual mentoring and e-mail communication with a teacher, student exposure.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	Oral exam	50
midterm(s)	40		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Special education and rehabilitation of elderly people with motor disabilities			
Lecturer: Miodrag L. Stošljević			
Course status: elective			
ECTS: 5			
Prerequisites: /			
Aim: The student will be familiar with theoretical and practical basics of special education and rehabilitation of elderly people with motor disabilities, which includes terms, object and tasks. The student will study classification and types of pathological conditions among elderly population. At the end, student will study all aspects of special education and rehabilitation interventions for elderly people.			
Outcomes: The student will be in detail overmaster knowledge related to prevention of aging process and diagnostics of elderly people. Special attention will be paid to special education and rehabilitation interventions for elderly people, as well as knowledge related to sport and recreation of elderly people.			
Content <i>Lectures:</i> Definition, object, term and task of special education and rehabilitation for elderly people with motor disabilities. Evolvent of historical overview of special education and rehabilitation for elderly people with motor disabilities. Periodization of old age. Causes of aging. Psychic manifestation of normal aging. Physical manifestation of normal aging. Pathology conditions in old age. Mental disorders in old age. Neurological disorders in old age. Impaired locomotor apparatus in old age. Internist diseases in old age. Special education and rehabilitation prevention of aging process. Special education and rehabilitation diagnostics of elderly people. Special education and rehabilitation intervention among elderly people. Sport and recreation among elderly people. <i>Practical work:</i> Follow thematic fields of theoretical teaching			
Literature 1. Stošljević, M. (2013). Osnovi specijalne edukacije i rehabilitacije osoba sa motoričkim poremećajima (osnovi somatopedije – udžbenik, 253 str. Društvo defektologa Srbije, Beograd. ISBN 978-86-84765-44 2. Stošljević, L., Stošljević, M., Odović, G. (2006). Procena sposobnosti osoba sa motoričkim poremećajima, FASPER, Beograd. ISBN 86-80113-48-4			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Oral lecture, interactive teaching, consultations, power point presentation			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)		.....
Seminars	30		

Study program: Special education and rehabilitation, module Motor disability, Sensorimotor disability; Speech and Language Pathology			
Type and level of studies: Basic academic			
Title of the subject: Continuous Rehabilitation in Inclusive Education			
Lecturer: Vera I. Ilanković			
Course status: Elective			
ECTS: 5			
Prerequisites: /			
Aim: The aim of this course is to enable students to use principles and skills of integrative application in parallel and synchronized program of rehabilitation and education in children with developmental disabilities and disorders. Also, the aim of this course is to enable students for proper using of methods and techniques in continuous rehabilitation with special facilities for the training of parents, educators and teachers.			
Outcomes: The outcome is the ability of students to apply acquired knowledge and application's skills in the context of functional special education diagnostics and rehabilitation in an integral and integrated way, to adequately intervene in emergency situations and circumstances according the child's needs and school area conditions, to facilitate the socialization of children with developmental disabilities, to conduct training of parents, educators and teachers for continued rehabilitation and teamwork and integrative approach to the process of inclusive education.			
Content			
<p><i>Lectures:</i> The definition, principles, forms and types of rehabilitation methods and techniques. Specifics in functional assessment of psychomotor development chronological level and the level of regression in preschool and school children in terms of inclusive education model. Objective choice of methodological approach to the child in accordance with the type, shape and degree of developmental problems and disorders. Proper selection of habilitation or rehabilitation program and its application in terms of the model of inclusive education. Recognizing the needs of architectural solutions, educational toys and teaching aids for teaching in kindergartens and schools. Application of different aids in school area. Training of parents, educators and teachers. Result's evaluation of the applied rehabilitation program in relation to the chronological age in psychomotor development, in relation to adaptation and functionality in the school area, as well as in relation to achievement in mastering the curriculum. The principles of integral and integrated approach to continuous rehabilitation in inclusive education.</p> <p><i>Practical work:</i></p> <p>The choice of methodology access to the child according to the type, kind and degree of developmental disorders. Training for functional diagnosis of child's developmental disabilities and disorders in inclusive education model. Writing specific habilitation and rehabilitation programs. Practicing the methods and techniques of habilitation and rehabilitation in terms of preschool and school space conditions and during the teaching process. Training students in mastering techniques to help children in self-care and daily activities in the kindergartens and schools. Development of skills for working with parents, educators, teachers.</p>			
Literature			
<ol style="list-style-type: none"> Ilanković, V., Ilanković, N. (2009). <i>Psihomotorni razvoj deteta</i> (3. dopunjeno zdanje). VMŠ Militin Milanković, Beograd. ISBN 978-86-87639-01-0 Ilanković, V., Ilanković, N. (2009). <i>Restaurativna kineziterapija</i> (3. dopunjeno izdanje). Beograd. Ilanković, V., Mikavica, S. (2012). <i>Metode i tehnike habilitacije i rehabilitacije (Kineziterapija u razvojnom periodu)</i>. Beograd. Ilanković, V. (2005). Kontinuirana rehabilitacija kao preduslov za adekvatno školovanje dece sa motoričkim poremećajima. U D. Rapić i sar. <i>Školovanje dece sa motoričkim poremećajima (9-67)</i>. Beograd: Defektološki fakultet. ISBN 86-80113-41-7 Ilanković, V., Ilanković, A. (2013). Habilitacija i rehabilitacija kao preduslov za inkluzivni model školovanja. U S. Nikolić, D. Ilić-Stošović & M. Stošljević (ur.) <i>Stručni saradnik u inkluzivnom obrazovanju</i>)211-266). Beograd: Društvo defektologa. ISBN 978-86-84765-45-3 			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Lecturing, practical teaching, individual work, demonstration of techniques and skills, demonstration of abilities/disabilities at different pupils in teaching bases.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
midterm(s)	/	.....
seminars	20		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders, module Sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: PREVENTION OF BEHAVIORAL DISORDERS AT SCHOOL			
Lecturer: Branislava B. Popović-Čitić			
Course status: Elective common course of multiple modules			
ECTS: 6			
Prerequisites: /			
Aim: The aim of the course is acquiring theoretical knowledge about the basic approaches, interventions and effectiveness of school-based behavioral disorders prevention programs, meeting with the procedures for protecting students against violence, abuse and neglect in educational institutions, as well as practical mastering of the methodology for the development of appropriate professional materials for the implementation of preventive activities in school environment.			
Outcomes: Students' ability to independently plan and implement preventive activities at school, to know the basic characteristics of effective school-based preventive programs, approaches, strategies and interventions, and master the procedures of protecting students from violence, abuse and neglect in educational institutions.			
Content			
<p><i>Lectures:</i> Basics of the education system (types of institutions, legal acts, school organization, administrative bodies, professional associates). Educational work at school (annual plan and program of work, extracurricular activities). Preventive programs at school (principles, components, program approaches, strategies and interventions, effectiveness). Preventive interventions at school (thematic lectures, social skills training, counseling, peer mediation, mentoring, school regulations on behavior). Educational-disciplinary procedure at school (responsibility of students, easier and more serious violation of student' obligations, educational and disciplinary measures). Protection of students against violence, abuse and neglect in educational institutions (a team for child protection from violence, protection program, preventive activities, intervention procedures, documentation and records).</p> <p><i>Practical work:</i> Preventive work in participatory groups (principles, techniques, application). Preventive work at the department level (principles, techniques, curriculum). Workshop work (principles, techniques, types of workshops, structure of workshops). Evaluation of preventive activities (techniques, evaluation games). Creating materials for the implementation of preventive activities in the school (preparation of a guide for a focus group interview, development of guides and manuals for interactive thematic lectures, creation of scenarios for an educational workshop, development of evaluation games).</p>			
Literature			
<ol style="list-style-type: none"> Đurić, S., Popović-Čitić, B. (2007). <i>Bezbedna škola</i>. Beograd: Fakultet bezbednosti. (str. 15-70). ISBN 978-86-84069-30-8 Žunić-Pavlović, V., Popović-Čitić, B., Pavlović, M. (2010). <i>Programi prevencije poremećaja ponašanja u školi</i>. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. (str. 124-142). ISBN 978-86-80113-92-0 Trikić, Z., i sar. (2006). <i>Vršnjačka medijacija – od svađe slade</i>. Beograd: Nemačka organizacija za tehničku saradnju. (str. 117-146). ISBN 86-904125-0-6 Kordić, B., Popović-Čitić, B., Babić, L. (2012). Mentorstvo mladih u funkciji unapređenja bezbednosti obrazovno-vaspitnih ustanova. U: B. Kordić, A. Kovačević, B. Banović, (Ur.), <i>Reagovanje na bezbednosne rizike u obrazovno-vaspitnim ustanovama</i> (str. 167-180). Beograd: Fakultet bezbednosti. ISBN 978-86-84069-69-8 Kalezić-Vignjević, A., i sar. (2007). Priručnik za primenu posebnog protokola za zaštitu dece i učenika od nasilja, zlostavljanja i zanemarivanja u obrazovno-vaspitnim ustanovama. Beograd: Ministarstvo prosvete RS. (str. 6-37). ISBN 978-86-7452-033-08 			
Number of active classes per week:		Lecture: 2	Practical work: 2
Teaching methods: Interactive teaching, presentations, workshops, participatory groups, work in small groups.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)			
seminars	30		

Study program: Special education and rehabilitation, module Prevention and Treatment of Behavioral Disorders			
Type and level of studies: Basic academic			
Title of the subject: RESIDENTIAL TREATMENT OF CHILDREN AND YOUTH WITH BEHAVIORAL DISORDER			
Lecturer: Zoran P. Ilić			
Course status: Elective			
ECTS: 6			
Prerequisites: Completed Courses: Social Pedagogy; Criminology and Criminal Law			
Aim: This course is designed to assist students to become familiar with historical development and current state of affairs of the system of institutions and services for residential treatment of children and youth with behavioral disorders as well as to gain in-depth insight into variety of programs, strategies and methodologies for residential treatment of children and youth with disorders in behavior.			
Outcomes: Upon completion of this course, the students will be enabled to effectively apply knowledge and skills acquired in all type and aspects of programs for the residential treatment of children and youth with a behavioral disorder.			
Content Lectures: Defining basic concepts and terms; residential milieu -living ambient as a therapeutic setting; systems of institutionion and services for treatment of children and youth in conflict with law; specificity of treatment of young people in institutions; characteristics of contemporary approaches to institutional treatment of young people; treatment planning and programming in institutions for youth in conflict with the law; institutional treatment and deinstitutionalisation movement; alternatives to institutional treatment; post-institutional suport and help – after care programs for youth leaving residential treatment facilities; research on the process and effectiveness of institutional treatment programs for young people. Practical training: Demonstrations, role play with feedback, Assignments, and exercises, Complex cases studies and analysis, Research projects and Other forms of instructions.			
Literature 1. Ilić, Z. (2000) Resocijalizacija mladih prestupnika, Defektološki fakultet, Beograd. ISBN 86-80113-27-1 2. Ilić, Z. (2007) Kriminalitet mladih i reforma pravnoinstitucionalne zaštite u Srbiji, Zbornik: Stanje kriminaliteta u Srbiji i pravna sredstva reagovanja, str. 298-314., Pravni fakultet, Beograd. ISBN 978-86-7630-071-6 3. Stakić, Đ. (2013) Priručnik za stručnjake u sistemu maloletničkog pravosuđa. International menagment group-IMG			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, interactive class activities and exercises, small and plenary group work and discussion, individual mentoring and consultations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders

Type and level of studies: Basic academic

Title of the subject: Criminality of children and social reaction

Lecturer: Popović B. Zorica

Course status: Elective

ECTS: 6

Prerequisites: None

Aim: To introduce students with mechanisms for responding to delinquency of children in the legal system of Serbia, as well as in comparative law.

Outcomes: Adopting knowledge that could be applied in relevant institutions when working with children who manifest signs of delinquent behavior.

Content

Lectures:

Delinquency of children's concept and different definitions, Age limit and criminal responsibility, Institutional framework and response to children's delinquency, Center for Social Work and Response to Delinquency of Children, Civil Sector and Response to Delinquency of Children, International Standards and Protection of Children's Rights, Child Delinquency and mechanisms of reaction in comparative law.

Practical work:

Presentation of cases from practice.

Literature:

1. Kandić-Popović, Z. (1980): Kriminalitet dece na užem području Beograda, doktorska disertacija odbranjena na Pravnom fakultetu u Beogradu
2. Škulić, M. (2003): Maloletnici kao žrtve i kao učinioci krivičnih dela, Beograd, Dosije, ISBN: 103815948
3. Hrnčić, J., Džamonja-Ignjatović, T. Despotović-Stanarević, V. (2010): Deca i mladi sa problemima ponašanja, Beograd, Republički zavod za socijalnu zaštitu, ISBN 176503820

Number of active classes per week

Lecture: 2

Practical wor: 2

Teaching methods:

Lectures, tests, presentations, consultations, exercises, colloquiums, seminar papers, oral examination of knowledge

Evaluation of knowledge (maximum score 100)

Pre obligations	Score	Final exam	Score
activities during the lectures	30	oral examination	30
practical teaching	20		
midterm(s)	10		
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Enforcement of alternative sanctions			
Lecturer: Danica V. Vasiljević-Prodanović			
Course status: Elective			
ECTS: 6			
Prerequisites: The basics of criminal law			
Aim: The aim of the course is that students acquire knowledge about the organization of the system of enforcement of criminal sanctions in Serbia, become familiar with the procedure for the implementation of alternative sanctions and measures, and to qualify students for the enforcement of alternative sanctions.			
Outcomes: Knowledge on the system of enforcement of criminal sanctions in Serbia, knowledge on the procedure for the enforcement of alternative sanctions and measures.			
Content			
<i>Lectures:</i> Development and the concept of alternative sanctions. International standards for the application of alternative sanctions; Types of alternative sanctions; Normative framework for the application of alternative sanctions in Serbia. Organization of the system and jurisdiction over the implementation of alternative sanctions; Enforcement of alternative sanctions imposed on adult offenders; Basic characteristics of alternative sanctions and measures that may be imposed on juveniles; Application of alternative sanctions and measures imposed on juvenile offenders.			
<i>Practical work:</i> <i>Presentations and discussions:</i> Types of alternative sanctions in our legislation; Advantages and disadvantages of alternative sanctions; Experiences with and effectiveness of community service; Enforcement of suspended sentence with protective supervision; Application of the restorative justice process as an alternative to criminal proceedings; Educational orders as diversion measures; Supervision of special obligations imposed on juvenile offenders.			
<i>Guest experts:</i> Practical issues in implementation of alternative sanctions.			
Literature			
1. Vasiljević-Prodanović, D. (2017) <i>Osnove sistema izvršenja krivičnih sankcija</i> , Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-102-0			
2. Mrvić-Petrović, N. (2010). <i>Alternativne krivične sankcije i postupci</i> . Beograd: Medija centar „Obrana“. ISBN 978-86-335-0296-2			
3. Vasiljević, D. (2007). Rad u javnom interesu kao alternativa zatvoru. <i>Beogradska defektološka škola</i> , 13(3), 149-161. ISSN 0354-8759			
4. Vasiljević, D. (2009) Primena novčane kazne u dnevnom iznosu u nekim zakonodavstvima. <i>Socijalna misao</i> , vol. 16, br. 1/2009. ISSN 0354-401X, str. 99-114.			
5. Vasiljević-Prodanović, D. (2010). Elektronski nadzor: kontrola i prevencija prestupništva. U: V. Žunić-Pavlović, M. Kovačević-Lepojević (Ur.), <i>Prevencija i tretman poremećaja ponašanja</i> (str. 239-256). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-96-8			
6. Vasiljević-Prodanović, D. (2012) Prednosti i nedostaci metodologija evidentiranja podataka o primeni alternativne sankcije rad u javnom interesu u svetu i kod nas. U: V. Nikolić-Ristanović (ur.) <i>Evidentiranje kriminaliteta: Iskustva iz sveta i Srbije</i> , Beograd: Prometej. ISBN 978-86-87971-40-0, str. 213-230.			
7. Vasiljević-Prodanović, D. (2014) Izvršenje alternativnih sankcija u funkciji prevencije kriminaliteta. U: M. Vuković (ur.) <i>8. Međunarodni naučni skup Specijalna edukacija i rehabilitacija danas: Zbornik radova</i> . Beograd: FASPER. ISBN 978-86-6203-061-0, str. 233-238.			
8. Joka, D., Jovanović, O. (2009). Alternativne sankcije i rad poverenika u Republici Srbiji. U: Z. Matejić-Đuričić (Ur.), <i>Istraživanja u specijalnoj pedagogiji</i> (str. 273-286). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-83-8			
9. Zakon o izvršenju vanzavodskih sankcija i mera („Sl. glasnik RS“, br. 55/2014).			
Number of active classes per week:		Lecture: 2	Practical work: 2
Teaching methods: Oral lectures, presentations, discussions, consultations, mentoring, video materials, guest experts, student presentations, field visits.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Undergraduate academic studies			
Title of the subject: SITUATIONAL CRIME PREVENTION			
Lecturer: Žunić-Pavlović P. Vesna			
Course status: Elective course of the module			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Study of theoretical, empirical and practical fundamentals of situational crime prevention. Understanding the situational aspect of the crime. Introduction to the classification systems of situational techniques and specifics of their application in relation to the social context and the type of crime. Training for critical analysis of theory and practice of situational crime prevention. Developing necessary competences and skills to create and evaluate situational prevention programs.			
Outcomes: Students will gain knowledge on basic concepts and theoretical fundamentals of situational prevention; be able to analyze situational aspect of crime; understand the impact of technology development on contemporary crime prevention practice; be informed about various situational prevention techniques and programs; gain practical knowledge of the implementation of situational prevention techniques in different social context; be familiar with the effectiveness of situational techniques in prevention of different types of crime; master the methodology of developing and evaluating the situational prevention programs.			
Content			
<i>Lectures:</i>			
1) Introduction to situational prevention: terminology, concepts, classifications and relations to the other approaches to crime prevention; 2) Analysis of the situational aspects of crime: time, place, opportunity and object involved; 3) Theories of situational prevention; 4) Classification of situational techniques; 5) Categorization of situational prevention programs according to the implementation context and type of crime; 6) Social and ethical issues in situational crime prevention; 7) Specificity of the situational prevention evaluation: crime displacement and diffusion of benefits.			
<i>Practical work:</i>			
1) Implementation of situational prevention techniques at schools, public spaces, public transport, prisons, border crossing and airports; 2) Characteristics, methods of implementation and effectiveness of video surveillance, street lighting, biometric identification, civil patrols, regulations and revictimization prevention; 3) Programs of situational prevention of theft and destruction of public and private property, violation of public order, violent behavior, traffic violation, drug trafficking, terrorism, computer crime and children sexual abuse; 4) Research on effectiveness of situational prevention; 5) Drafting a plan of situational prevention program.			
Literature			
1. Borovec, K., Balgač, I., Karlović, R. (2011). <i>Situacijski pristup prevenciji kriminaliteta</i> . Zagreb: Ministarstvo unutarnjih poslova RH. (str. 9-150) ISBN 978-953-161-257-9			
2. Kovačević-Lepojević, M., Žunić-Pavlović, V. (2010). Teorijski i praktični aspekti situacione prevencije. U V. Žunić-Pavlović, M. Kovačević-Lepojević (Ur.), <i>Prevencija i tretman poremećaja ponašanja</i> (str. 91-109). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-96-8			
3. Vuković, S. (2010). <i>Prevencija kriminala</i> . Beograd: Kriminalističko-policijska akademija. (str. 58-74, 132-146) ISBN 978-86-7020-174-3			
4. Žunić-Pavlović, V., Kovačević-Lepojević, M. (2010). Mere javnog nadzora u službi prevencije kriminala. <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i> , 29 (1-2), 31-49. ISSN 0350-2694			
5. Kovačević-Lepojević, M. (2011). Situaciona kontrola zatvora – prikaz modela. <i>Socijalna misao</i> , 18 (2), 23-41. ISSN 0354-401X			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods:			
Lectures, practical work, consultation, seminars, individual practical work, thematic lectures of experts in the field, visits to institutions			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written or oral exam	50
practical teaching	10		
midterm(s)	20		
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Non-institutional treatment of juveniles with behavioral disorders			
Lecturer: Danica V. Vasiljević-Prodanović			
Course status: Elective			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Provide students with basic knowledge of the non-institutional treatment of juveniles with behavioral disorders. Qualifying students to work in the system of non-institutional protection of juveniles with behavioral disorders.			
Outcomes: Knowledge on the system of non-institutional protection of juveniles with behavioral disorders. Ability to work in the system of non-institutional protection of juveniles with behavioral disorders.			
Content			
<i>Lectures:</i>			
The concept and definition of treatment of juveniles with behavioral disorders; A system of non-institutional protection of juveniles with behavioral disorders; Socio-ecological model of treatment of juveniles with behavioral disorders; Alternative to institutional treatment; The role of the centers for social work in the system of protection of juveniles with behavioral disorders; Assessment, planning and programming of treatment of juveniles with behavioral disorders; Enforcement of the educational measure of enhanced supervision; Application of education orders as diversion measures; Special obligations imposed on juvenile offenders; Family therapy and Multisystemic therapy; Juvenile aftercare.			
<i>Practical work:</i>			
<i>Presentations and discussions:</i> Advantages and disadvantages of institutional treatment; Practical experiences of the centers for social work; Supervision over the enforcement of the educational order; Problems in enforcement of special obligations; Effects of Community Treatment Programs; The importance of support to families of juveniles with behavioral disorders; Function of aftercare.			
<i>Field visit:</i> Visitig Center for Social Work.			
Literature			
1. Krgović, P., Milovanović, M. (2003). <i>Centar za socijalni rad, nastanak, praksa, perspektiva</i> . Beograd: Fakultet političkih nauka. ISBN 86-83765-01-6			
2. Perić, O. (2007). <i>Komentar Zakona o maloletnim učiniocima krivičnih dela i krivičnoravnoj zaštiti maloletnih lica</i> . Beograd: Službeni glasnik. ISBN 978-86-7549-710-3			
3. Stakić, Đ. (2003). Integracija institucionalnog i vaninstitucionalnog tretmana maloletnih delinkvenata. U: D. Radovanović (Ur.), <i>Strategija državnog reagovanja protiv kriminala</i> (str. 511-527). Beograd: Institut za kriminološka i sociološka istraživanja. ISBN 86-83287-06-8			
4. Stevanović, I. (2006). Nova zakonska rešenja o maloletnicima: Značaj alternativa institucionalnom tretmanu. <i>Temida</i> , 9(1), 61-66.			
5. Stevanović, I., Banić, M., Marković, L.J., Đurđić, S., Jovović, J., Zajc, V. (2012). <i>Korak ka preuzimanju odgovornosti</i> . Beograd: Centar za prava deteta. ISBN 978-86-83109-53-1			
6. Zakon o maloletnim učiniocima krivičnih dela i krivičnopravnoj zaštiti maloletnih lica („Sl. glasnik RS“, br. 85/2005)			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods:			
Oral lectures, presentations, discussions, consultations, mentoring, video materials, guest experts, student presentations, field visits.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: PROFESSIONAL PRACTICE I			
Course status: Obligatory for the Module of visual impairments			
ECTS: 6			
Prerequisites: To fulfill pre-examination requirements from professionally-applicative subjects on the third year of basic academic studies.			
Aim: Practically apply knowledge and skills for corectionally-educational work and teaching of blind and low vision students.			
Outcomes: Upon completing professional practice, a student will be able to prepare and fulfill various educational and corrective activities according to the teaching programs of an inclusive educational setting and schools for the blind and visually impaired children.			
Content: A student will carry out the activities according to teaching programs of educational institution and workplace he/she has been assigned to, which includes: <ol style="list-style-type: none"> 1. Observing the behavior of low vision children in various educational situations and tailoring activities to their specific needs. 2. Preparation and fulfilling activities in educational work with blind and low vision children. 3. Evaluating visual efficiency of low vision students. Choosing the teaching tools and creating the activities for visual training. 4. Evaluating tactile-kinesthetic functioning. Choosing the teaching tools and creating activities for a tactile-kinesthetic training of blind children. 5. Individual support to the blind and low vision children for reading and writing. 6. Individual support to the blind and low vision children regarding everyday life activities. 7. Stimulational, correctional and compensational treatment of developmental difficulties of visually impaired children. 8. Implementation of functional approach in to educating children with visual impairments and multiple disabilities 			
Teaching methods: Mentor supervised work.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study programme: Special education and rehabilitation			
Title of the subject: PROFESSIONAL PRACTICE I			
Type and level of studies: basic academic			
Course status: Obligatory course of the module – Hearing disability			
ECTS-credits: 3			
Prerequisites: /			
Aim: Introduction to the amplification for children and adults with hearing disability.			
Course outcome. Acquisition of practical knowledge in the field of amplification for children and adults with hearing disability.			
Course content Introduction to all phases of the trial and choice of hearing aids for children and adults with hearing disability. Knowledge of the basic principles of different models of amplification for children and adults. Acquisition of knowledge and skills in the field of: assessment of hearing disability, choice of amplifier (depending on age, type and degree of hearing disability), creation of personal impression of the concha area, activation and programming of the hearing aid. Knowledge of the technical characteristics and purpose of the behind-the-ear hearing aids (BTE), and CIC, ITC, ITE hearing aids, bone-vibrators for conductive hearing loss, and remote microphone assistive listening device (FM system). Practical exercises get students acquainted with the hearing technique through hearing aids for children and adults: detection exercises, sound discrimination and identification, and speech comprehension exercises. Practicum provides students with the opportunity of practical application of the acquired knowledge in the field of auditory prosthetics.			
Literature:			
Number of active classes per week	Lectures:	Practical exercises:	
Teaching methods:			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Written report on completed professional practice	50	Presentation of the report on completed professional practice	50

Study program: Special education and rehabilitation, module Motor disability			
Title of the subject: Professional practice 1			
Course status: obligatory			
ECTS: 7			
Prerequisites: -----			
Aim: The goal of professional practice is to train students to work in the field of education and rehabilitation of persons with motor disabilities.			
Outcomes: Direct application of theoretical and practical knowledge and skills, students qualified for immediate work with persons with motor disabilities in the field of education and professional rehabilitation.			
Content Students spent time in institutions (institutes, clinics, hospitals, schools) which are specialised in assessing, habilitation, rehabilitation and education of persons with motor disabilities. Students are introduced with methods and techniques which are used in assessing the level and the type of disabilities, as well as with the various developmental characteristics of children with motor disabilities depending on the etiology, age and time of birth. Students are getting familiar with all phases of the multidisciplinary approach to disabilities, from anamnesis and team conclusion, including proposals for rehearsals and determination of tools, up to habilitation planning, rehabilitation and education. Students are learning about specifics of developing plan and program for re/habilitation depending on type and level of motor disability, child's/person's age and on general conditions. Students are introduced to and are taking active role in creating support within the scope of Individual education plan, as well as in creating various approach methods in pre-school and elementary school work. They participate in teamwork, and acquire skills that are necessary for independent professional work with children who are faced with difficulties caused by motor disabilities.			
Teaching methods: Demonstration, work under the supervision of a mentor, independent work.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study program: Special education and rehabilitation, module Sensorimotor disability			
Title of the subject: Professional practice 1			
Course status: obligatory			
ECTS: 5			
Prerequisites: -----			
Aim: The aim of the professional practice is to introduce students with the basic principles of assessment, differential diagnostics, methods and techniques for assessing level and type of disabilities, habilitation and rehabilitation of children and persons with sensorimotor disabilities.			
Outcomes: Learning for future independent and professional application of methods and techniques for detection, assessment and differential diagnosis of children and persons with sensorimotor disabilities. Active participation in habilitation and rehabilitation of children and persons with sensorimotor disabilities.			
Content Students spent time in institutions (institutes, clinics, hospitals, schools) which are specialised in assessing, habilitation and rehabilitation of persons with sensorimotor disabilities. Students are introduced with methods and techniques which are used in assessing the level and the type of disabilities, as well as with the various developmental characteristics of children with sensorimotor disabilities depending on the etiology, age and time of birth. Students are getting familiar with all phases of the multidisciplinary approach to disabilities, from anamnesis and team conclusion, including proposals for rehearsals and determination of tools, up to habilitation and rehabilitation planning. Students are learning about specifics of developing plan and program for re/habilitation depending on type and level of disability, child's age and on general conditions. They participate in teamwork, and acquire skills that are necessary for independent professional work with children and adults who are faced with development, communication, education, social and professional difficulties caused by sensorimotor disabilities.			
Teaching methods:			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Title of the subject: PROFESSIONAL PRACTICE 1			
Course status: obligatory			
ECTS: 4			
Prerequisites:			
Aim: This course is designed to facilitate generalization of knowledge into real practice by allowing to the students to get to become familiar, first hand, the mission, organization, scope and methods of work of social welfare, educational, mental health and criminal and juvenile justice institutions and their specific role to the field of prevention and treatment of behavioral disorders in childhood and adolescence. Understanding the role, competencies and responsibilities of a special pedagogue as a member of multidisciplinary prevention and treatment team. Practicing under supervision implementation of concepts, methodologies and skills acquired.			
Outcomes: Upon completing this course requirements the students will: (a) gain direct insight into role, organization, scope of work of institutions and programs for prevention and treatment of behavioral disorders in childhood and adolescence; (b) get to know the relevant legal framework and other regulatory mechanisms; (c) become familiar with the specifics of place, role and competencies of the special pedagogue as well as other multidisciplinary team members; (d) acquire practical knowledge and enhance skills in the areas of risk, needs and responsivity assessment, treatment and prevention programs planning, conducting, documenting and evaluating.			
Content The internship is carried out at the Center for Social Work, Children and Youth Shelters and Detention Centers, a Institutions for Children Without Parental Care, Residential Treatment Institutions for Juveniles, Educational-Correctional Facilities for Juveniles, Pre-school Child Care Institution, Educational institution, Elementary and Secondary Schools, or a Mental Health Institution for Children, Youth and Families and other institutions for research, prevention and treatment of behavioral problems and disorders. The internship working agenda includes but is not limited to the following: (1) Mission, organization, and method of work of the institution; (2) Legal framework, bylaws and other relevant regulatory mechanisms; (3) Case management and multidisciplinary teamwork; (4) Documentation; (5) Assessment procedure and methodologies; (6) Methodology of planning and realization of prevention and treatment activities; (7) Evaluation procedure and methodologies.			
Teaching methods: Instructions, mentoring, supervised and semi-independent practical work			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study programme: Special education and rehabilitation - module of visual impairments			
Course title: Optometry 1			
Lecturers: Zorica M. Savković			
Level of Study, semester: basic academic studies, semester VII			
Course status: Obligatory			
Credits: 6			
Condition: Ophthalmology			
Coursegoal Acquiring knowledge on ways of correcting and eyeglass and contact lenses prescription. and rehabilitation of monocular and binocular vision.			
Course outcomes Practical application of ametropia correction aids and training for the use of optical and optoelectronic devices in optometry and ophthalmology.			
Course content <i>Lectures:</i> It deals with basic, modern diagnostic, correctional and rehabilitation procedures in the rehabilitation of monocular and binocular vision. <i>Exercises:</i> Clinical aspect of diagnostics and rehabilitation of anomalies of refraction, functional visual disturbances. Correction with glasses and contact lenses.			
Literature 1. Perunović, A., Cvetković, D., i saradnici (1995). <i>Korekcija refrakcionih anomalija oka</i> , Zavod za udžbenike i nastavna sredstva, Beograd. 2. Savković, Z., Stankov, B. (2001). <i>Dijagnostički postupci i terapijske metode kod stabizma i ambliopije</i> , Revida, Beograd. 3. Smiljanić, N. (2001). <i>Ispitivanje vidnih funkcija</i> , Zavod za udžbenike i nastavna sredstva, Beograd. 4. Veljković, D. (1995). <i>Dijagnostičke procedure u oftalmologiji</i> , Medicinski fakultet, Kragujevac. 5. Savković, Z. (2016). <i>Optometrija</i> , Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd.			
Hours of active teaching	Lecture: 2		Exercises: 3
Methods of teaching: Lectures, exercises, internet, interactive teaching, video presentation, independent tasks, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	20	test paper	
practical lessons	30	oral examination	50
colloquia		.....
seminar			

Study programme: Special education and rehabilitation – Module of visual impairments			
Course title: VOCATIONAL REHABILITATION OF BLIND AND VISUALLY IMPAIRED PERSONS			
Lecturers: Vesna S. Žigić			
Level of Study, semester: Basic academic studies, semester VII			
Course status: Obligatory			
Credits: 5			
Condition: no conditions			
Course goal Introduction students with the importance and role of work in the life of people with visual impairment through the study of all stages of vocational rehabilitation and employment models.			
Course outcomes Mastering the theoretical knowledge in the field of vocational rehabilitation, their training for the development of individual education and training programs, employment plans, as well as the realization of accommodation of the school and workplace of blind and visually impaired persons.			
Course content <i>Lectures:</i> It deals with basic phases of vocational rehabilitation, employment models, assessment and requirements of the work environment, ergonomic analysis and accomodation of workplaces, professional traumatism. <i>Exercises:</i> Training for the prevention of professional traumatism and for the implementation of accommodation of the workplaces of persons with visual impairment.			
Literature 1. Žigić, V., Šestić, M. (2006). Employment of visually and hearing impaired persons, CIDD, Faculty of Special Education and Rehabilitation, Belgrade. ISBN 86-80113-53-0 2. Šestić, M., Žigić, V. (2006). Working conditions and working environment, CIDD, Faculty of Special Education and Rehabilitation, Belgrade. ISBN 86-81113-50 3. Žigić, V., Radić-Šestić, M. (2006). Computer Technology for Persons with Visual and Hearing Impairment, Faculty of Special Education and Rehabilitation, CIDD, ISBN 86-80113-49-2, Belgrade, (143 pages).			
Hours of active teaching	Lecture: 2		Exercises: 1
Methods of teaching: Lectures, exercises, interactive teaching, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activites during lectures	25	test paper	
practical lessons	25	oral examination	50
colloquia		.....
seminar			

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: FUNCTIONAL DIAGNOSTICS AND REHABILITATION OF MONOCULAR AND BINOCULAR VISION			
Lecturer: Miroslav R. Stamenkovic			
Course status: Obligatory for the Module of visual impairments			
ECTS: 6			
Prerequisites: Passed exam Ophthalmology			
Aim: Adoption of basic knowledge in the field of functional assessments and rehabilitation of monocular and binocular vision disorders.			
Outcomes: Mastering the techniques of functional assessments and rehabilitation of monocular and binocular vision disorders.			
Content <i>Lectures:</i> Monocular vision function. Binocular vision and physiology of sensomotor cooperation between two eyes. Anatomy of extraocular muscles. Physiology of eyes movements. Neuromuscular eye anomaly. Sensorial signs and symptoms of strabismus, binocular adaptation. Heterophoria. Esotropia. Exotropia. Cyclovertical types of strabismus. Alphabet syndromes. Paralytic strabismus. Special forms of strabismus. Nystagmus. Principles of nonsurgical treatment. Principles of surgical treatment. <i>Practical work:</i> Tests for assessment of the condition and quality of monocular vision functions: visual acuity tests, accommodation tests and AC/A ratio tests. Tests for assessment of the condition and quality of binocular vision functions: history of disease, motility tests, Hirschberg test, assessment of near point of convergence and accommodation, measurement of angle of deviation, measurements on synoptophore, cover-uncover test, stereo vision tests, assessments of sensorial status, diplopia tests.			
Literature 1. Stankov, B., Ljutica, M., Đokić, LJ. (2012). <i>Osnovi strabizmologije</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-039-9			
Number of active classes per week:	Lecture: 2	Practical work: 4	
Teaching methods: Lectures, exercises, seminars, consultations, practice, presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	15		
seminars	15		

Study programme: Special education and rehabilitation –Module of visual impairments			
Course title: ORIENTATION AND MOBILITY OF BLIND PERSONS			
Lecturers: Vesna S. Žigić			
Level of Study, semester: basic academic studies, semester VIII			
Course status: Obligatory			
Credits: 5			
Condition: no conditions			
Course goal Introducing students with specificities and problems of mobility of people with visual impairment, methods, techniques of mobility and self-protection techniques.			
Course outcomes Enabling students to create individual training programs for indoor and outdoor mobility, as well as in a familiar and unfamiliar area using different methods and orientation and mobility techniques.			
Course content <i>Lectures:</i> Introducing students with cognitive mental processes, the role of senses, methods and materials in the orientation and mobility process of people with visual impairment. <i>Exercises:</i> Training students for training persons with visual impairment for orientation and independently mobility using self-protective techniques and different methods of mobility.			
Literature 1. Dikić, S, Žigic V. (2008). Orientation and mobility of persons with visual impairment - peripatology, CIDD, Faculty of Special Education and Rehabilitation, Belgrade. ISBN 978-86-80113-87-6 2. Hill, E. (1976). Independence Training for Visually Children, Park Press, Baltimore.			
Hours of active teaching	Lecture: 2		Exercises: 2
Methods of teaching: Lectures, exercises, internet, multimedia, interactive teaching, video presentation, independent tasks, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	25	test paper	
practical lessons	25	oral examination	50
colloquia		.....
seminar			

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: ADAPTIVE PHYSICAL ACTIVITIES FOR VISUALLY IMPAIRED			
Lecturer: Aleksandra B. Grbović			
Course status: Obligatory for the Module of visual impairments			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: Gaining knowledge on correctionally-pedagogical work in order to improve motor and functional skills of children and young with visual impairments. Creating a solution for their effective participation in various types of physical activities in preschool and in school education, at home or in a wider social community.			
Outcomes: Students will acquire knowledge about factors that limit physical activity of people with impaired vision. Students should gain practical knowledge about methods and techniques of physical education for visually impaired students. Students should be able to choose sport and recreational activities in accordance to interests of children and young with vision impairment and they will be able to adapt physical activities to their visual, cognitive and motor skills.			
Content <i>Lectures:</i> Motor development of visually impaired children. Limitations in performing physical activities due to vision impairment. The approach to various physical activities and exercises of visual impaired: adaptation of places, equipment and gear, adaptation of rules, tempo and techniques. Physical education strategies for blind and low vision students. Physical education class with visually impaired students. Sport and recreational activities for people with visual impairment. Exercises for visually impaired students and for visual impaired children with multiply disabilities, regardless if they were schooled in inclusive or segregative educational settings. <i>Practical work:</i> Observing the specifics of motion and movement of blind and visually impaired persons. Observation, analysis and practical work on a physical education class with blind and low vision students. Creating conditions and physical activities for visually impaired children and young regardless of additional disabilities being present.			
Literature 1. Voronkin, B. I, Golovizin, G. A., Laliašvili, B. A. (1979). <i>Laka atletika, udžbenik za nastavu sa slepima</i> , Beograd: Savez za sport i rekreaciju invalida Srbije. 2. Nešković, B. (2009). <i>Sport lica oštećenog vida: integracija, specifičnosti, mogućnosti</i> . Ljubovija: autorsko izdanje. 3. Grbović, A. (2003). Specifičnosti slabovidih učenika u nastavi fizičkog vaspitanja. <i>Beogradska defektološka škola</i> , 3. (115-121). ISSN 0354-8759 4. Grbović A., Jablan B. (2009). Uređenje prostora i adaptacija opreme i sredstava za nastavu fizičkog vaspitanja sa decom oštećenog vida. <i>Beogradska defektološka škola</i> , 3, Beograd, (131-137). ISSN 0354-8759 5. Grbović, A. (2007). Health problems as a limiting factor in physical education of low vision pupils. In B. Eškirović, V. Vučinić (Eds.), <i>Proceedings of the III ICEVI Balkan Conference Transition of Education and Rehabilitation new possibilities</i> , (389-399), Belgrade: Faculty of Special Education and Rehabilitation. 6. Grbović, A. (2005). <i>Ispitivanje fizičkih sposobnosti slabovidih učenika</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, (15-63).			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, interactive teaching – group and individual assignments.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	15	oral exam	50
seminars	25		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: APPROACHES IN TEACHING MATHEMATICS TO CHILDREN WITH VISUAL IMPAIRMENTS			
Lecturer: Branka D. Jablan, Ksenija M. Stanimirov			
Course status: Obligatory for the Module of visual impairments			
ECTS: 5			
Prerequisites: Passed exam Methods of teaching Braille			
Aim: The aim of the course is for the students to become familiar with the application of methodical approaches for learning mathematics of children with visual impairments and multiply disabled visually impaired children, to learn Braille mathematical symbols and to perform basic arithmetic operations on the abacus.			
Outcomes: After the course completion, students will be able to choose the most appropriate approach to plan activities related to the learning of mathematics of children with visual impairment and multiply disabled visually impaired children; students will master and apply Braille mathematical symbols and will master the basic arithmetic operations on the abacus.			
Content <i>Lectures:</i> Course contents include methodical approaches in initial teaching mathematics: contextual approach, teaching mathematics based on problem solving, cooperative approach, game-based learning, and active learning of mathematics. Studying the concept of a set, of number, fractions, equations and inequalities, geometric contents, measurements and measuring units in children with visual impairments. Getting familiar with mental operations used in mathematics (analysis, synthesis, abstraction, generalization, concretization, specialization, comparing). Mathematical concept. Factors that contribute to the learning of mathematics of children with visual impairment. Difficulties in learning mathematics in children with visual impairments and ways of overcoming them. <i>Practical work:</i> Presenting models for teaching mathematics to children with visual impairment and to multiply disabled visually impaired children. Learning Braille mathematical symbols. Principles of working with the abacus and the way this aid can be used in working with children with visual impairment.			
Literature 1. Dejić, M., Egerić, M. (2006). <i>Metodika nastave matematike</i> . Učiteljski fakultet u Jagodini, str. 25-43, 328-336. ISBN 86-7604-020-6. 2. Jablan, B. (2016). <i>Dete sa oštećenjem vida u školi</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, str. 181-248. ISBN 978-86-6203-078-8. 3. Mani, M. N. G., Plernchaivanich, A. (2005). <i>Mathematics Made Easy For Children with Visual Impairment</i> . ICEVI, pp. 20-50. ISBN 1-930526-02-4. 4. Strategies for teaching mathematics to students with visual impairments and additional disabilities (2000). In: M. C. Holbrook, A. J. Koenig (Eds.) <i>Foundations of Education: Instructional strategies for teaching children and youths with visual impairments, Volume 2</i> , (pp 394-396). American Foundation for the Blind, ISBN 0-89128-339-0. 5. Csocsán, E., Klingenberg, O., Koskinen, K. L., Sjöstedt, S. (2002). <i>Maths “seen“ with Other Eyes: A Blind Child in the Classroom; Teacher's Guide in Mathematics</i> . Esbo: Schildts, pp 55-71. ISBN: 951-50-1300-3. 6. Sharma, M. C. (2001). <i>Matematika bez suza</i> . Ostvarenje, str. 43-84, 148-174, 178-230. ISBN: 953-6827-05-0.			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Lectures followed by slide show presentations, practical teaching (using the abacus, writing math tasks in Braille), and micro teaching (practicing performing certain parts of the teaching class).			
Evaluation of knowledge (maximum score 100)			
Pre obligations		Score	Final exam
activities during the lectures		15	written exam
practical teaching		15	oral exam
seminars		20	/

Study program: Special education and rehabilitation			
Type and level of studies: basic academic			
Title of the subject: Teaching methods of Work with Deaf and Hard of Hearing Children 1			
Lecturer: Dimić D. Nadežda, Isaković S. Ljubica			
Course status: obligatory course for the module Hearing disability			
ECTS: 7			
Prerequisites: Successfully completed course in Speech Building with Deaf and Hard of Hearing Children			
Aim: This course aims to inform students on how the teaching of grammar and stylistics, literary arts, speech culture, reading and writing and literacy is studied and developed in the educational process at schools for deaf and hard of hearing children. The course intends to enable students to adopt oral and creative application of the mother tongue teaching method, working principles and processes and to link theoretical knowledge with applied knowledge.			
Outcomes: Learning the theory and practice taught throughout the course, linking and applying of the gained knowledge will enable students to participate in the organization and teaching of classes in the Serbian language at schools for deaf and hard of hearing children within a team or independently. Students are able to follow permanently the course of development of science and practice in the field of surdology and they have the required level of knowledge which offers the prospect of enrolment on higher level studies.			
Content <i>Lectures:</i> introduction; methods used in teaching the Serbian language; teaching principles in teaching the Serbian language at schools for the deaf and the hard of hearing; forms of teaching used in classes in the Serbian language at schools for the deaf and the hard of hearing; types of classes in teaching the Serbian language at schools for the deaf and the hard of hearing; beginner’s reading and writing classes at schools for the deaf and the hard of hearing; reading and types of reading; the specificities of the lexicon of deaf and hard of hearing students; sentence formation with deaf and hard of hearing students; the culture of oral and written expression at schools for deaf and hard of hearing students; processing of a literary text; grammar and orthography classes at schools for deaf and hard of hearing students; homework in mother tongue teaching at schools for deaf and hard of hearing students; the role of media in mother tongue teaching at schools for the deaf and hard of hearing.: <i>Practical work:</i> exercises, other forms of teaching, study research. Practical training of students to teach the Serbian language independently at schools for deaf and hard of hearing students.			
Literature Dimić N.(1996):Specifičnosti u pisanju slušno oštećene dece, Defektološki fakultet, Beograd,11-74, ISBN 86-80113-17-4 Dimić, N.(1997):Specifičnosti u čitanju dece oštećenog sluha, Defektološki fakultet,Beograd, 27–130, ISBN 86-80113-24-7 Nikolić M. (2000): Metodika nastave srpskog jezika i književnosti,Zavod za udžbenike i nastavna sredstva, Beograd, 7–113, ISBN 86-17-02243-4 Savić, Lj.(1986): Metodika učenja govora gluve dece, Zavod za udžbenike i nastavna sredstva, Beograd, 117-175			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Theory classes – lectures with the application of modern technical means. Exercises – hospitation and students’ teaching at least one school class independently			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	5	written exam	
practical teaching	5	oral exam	50
midterm(s)	40	.....
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: basic academic studies			
Title of the subject: TEACHING METHODS OF WORK WITH DEAF AND HARD OF HEARING CHILDREN 2			
Lecturer: Jasmina B. Karić			
Course status: obligatory course for the module Hearing disability			
ECTS: 5			
Prerequisites: None			
Aim: The main objective of the “Methodology of work with deaf and hearing impaired children 2” is to introduce students to the reading, writing and numeracy disabilities, as well as to diagnose and solve problems in the learning of the deaf and hard of hearing children, the importance of methodology of teaching fundamentals of mathematics as a scientific and teaching discipline and a teaching subject, to understand the essence, specificity and the legality of the process of teaching the fundamentals of mathematics, to master modern teaching of mathematics and to build positive traits of his/her personality.			
Outcomes: Students should be able to properly diagnose and solve difficulties in the learning of deaf and hard of hearing children. To learn about the specifics of constructing mathematical concepts about principles and basic forms of mathematical conclusion, to master the forms of modern organization of mathematical teaching, to be able to concretize didactic-methodical requirements through written preparations for realization of time and fundamentals of mathematics courses.			
Content <i>Lectures:</i> The subject includes contents divided into several thematic areas: Symptoms and disorders of reading, symptoms and writing disorders, symptoms and disturbances of calculation, psychological logical basics of teaching, didactic methodological basis in the teaching of fundamentals of mathematics, lectures, teaching, verification and evaluation, position and the role of a teacher, organization in schools for deaf children, teaching tools and aids in working with children with hearing impairments, implementation of information communication technology in teaching, the implementation of the program of teaching mathematics in schools for hearing impaired children after complex models and methodical preparation of students practice <i>Practical work:</i> Written preparation for different types of classes, the use of information and communication technologies in the preparation of lessons and developing teaching materials, creation and use of measuring instruments for the evaluation of student work, group practiceduringdrama, movement and mathematics classes in regular and special elementary school. Practical classes and sequential analysis of lessons learned, in schools for children with hearing impaired.			
Literature 1. Karić, J. (2006). Metodika početne nastave matematike. Univerzitet u Beogradu. Fakultet za specijalnu edukaciju i rehabilitaciju. 2. Karić, J. (2010). Praktikum iz metodike nastave matematike. Beograd: Društvo defektologa Srbije. 3. Karić, J. 2011. Gluvoća i proces čitanja. Beograd: Društvo defektologa Srbije.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Teaching methods of Work with Deaf and Hard of Hearing Children 3			
Lecturer: Vesna S. Radovanovic			
Course status: obligatory course for the module Hearing disability			
ECTS: 5			
Prerequisites: None			
Aim: The goal is to enable students to plan and prepare for implementing their teaching skills in social studies and science, both in theory and practically.			
Outcomes: Students should be trained for independent preparation and realization of teaching hours with the implementation of modern teaching methods and tools; for performing various forms of extra-curricular work; performance with ecological motives, motives of humanecology, school hygiene, as well as messages regarding environmental protection; respect for human rights, tolerance and emotional literacy; to encourage creativity through the teaching of social studies and science; for the objective and complex evaluation of working withthe deaf and hard-of-hearing children in social studies and science class activities, for evaluation of teaching, team work and permanent education.			
Content <i>Lectures:</i> The course includes contents divided into several thematic areas: contents of social studies and science class; ecology and environmental studies; taxonomic approach in determining the goals and results of teaching; the process and specificities of forming concepts for deaf and hard of hearing children; principles, methods and forms of teaching; teaching aids and facilities; planning in the teaching of social studies and science; extra-curricular work; orientation in time and space; development of health, ecological and humane-ecological routines and culture; the development of creativity through the teaching of social studies and science; complex evaluation of work; application of modern teaching models. <i>Practical work:</i> Preparation and realization of social studies and science classes, field trips (nature, park, institutions, museums, art exhibits, craft shops, etc.),application of various creative techniques for the purpose of preserving the environment.			
Literature 1. Savić, Lj.(1973). <i>Metodika nastave poznavanja prirode u školama za gluvu decu</i> .Beograd: Savez društava defektologa Jugoslavije, (115 str.). 2. Radovanović, V., Karić, J. 2005. Primena egzemplarnog modela rada u nastavi prirode i društva za učenike oštećenog sluha, <i>Inovacije u nastavi</i> , 18 (3), str. 44-50. 3. Radovanović, V., Karić, J. 2010. Efekat savremenih tehnologija na trajnost znanja učenika oštećenog sluha u oblasti prirode i društva, <i>Beogradska defektološka škola</i> , br. 2, str. 273-279, ISSN 0354-8759 4. Jekić, S., Radovanović, V. (2010): Primena igrovnih aktivnosti u nastavi biologije za decu oštećenog sluha, <i>Zbornik rezimea Dani defektologa Srbije</i> , Zlatibor, 15-18. januar, 2010, str. 16. 5. StLeger,L.&Nutbeam,D. (1999): Evidence of effective health promotion in schools.In:Boddy, D. (ed.), <i>The Evidence of Health Promotion Effectiveness: Shaping Public Health in a New Europe</i> .EuropeanUnion, Brussels.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, exercises,interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Teaching methods of work with deaf and hard of hearing children 4			
Lecturer: Radić Šestić N. Marina, Slavnić S. Svetlana, Šešum M. Mia			
Course status: Obligatory course of the module Hearing disability			
ECTS: 4			
Prerequisites: No			
Aim: This course aims to learn students of basic studies on how to teaching and improve visual arts and physical education in the educational process of junior school age deaf and hard of hearing students, and to link theoretical knowledge with applied knowledge.			
Outcomes: The outcome is to enable students to realize the teaching program of visual arts and physical education in educational process of junior school age deaf and hard of hearing students.			
Content			
<p><i>Lectures:</i>Subject, aims and tasks of teaching of visual arts education for students with deaf and hard of hearing; The importance of visual arts; History of the theory and practice of visual arts education; Development of artistic expression in children; Principles in visual arts education; Teaching methods in visual arts education; Forms of work in visual arts education; Syllabus and curriculum in visual arts education for deaf and hard of hearing children; Structure of teaching class in visual arts education; Assessment and evaluation of student's arts works; Organization of visual arts education.</p> <p>Subject, aims and objectives of teaching physical education; Development of physical culture throughout history. Development of physical culture in our country; Physical development; Concept and essence of teaching physical education; Didactic laws and principles in the course of physical education; Teaching methods in the course of physical education; Forms of work in physical education; Types of teaching classes in physical education; Planning in physical education; Methodical instructions for the implementation of the physical education; Assessing and evaluation in physical education.</p> <p><i>Practical work:</i>Getting to know the typology of the teaching methods of visual arts and physical education. Practical sample of teaching. Preparation for teaching class of visual arts and physical education. Writing plan of teaching. Realization of teaching methods of visual art and physical education. Criticism and correction of teaching.</p>			
Literature			
Славнић, С., Ковачевић, Ј. (2005): Методички аспекти наставе ликовне културе и физичког васпитања у школама за глуву и наглуву децу. СДЗСЦГ, Београд, (180 стр.), ИСБН 86-84765-06-0			
Number of active classes per week:	Lecture: 1	Practical work: 2	
Teaching methods:			
Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	.....
seminars	15		

Study programme: Special education and rehabilitation			
Title of the subject: Methodology of educational work for deaf and hard of hearing children			
Type and level of studies: basic academic			
Lecturer: Jasmina M. Kovačević			
Course status: Obligatory course of the module – Hearing disability			
ECTS-credits: 4			
Prerequisites : Teaching Strategies and Models for deaf and hard of hearing people			
Aim: is to familiarize students with theoretical approaches, concepts and models of educational work at schools and care homes for deaf and hard of hearing children and youth.			
Course outcome: Basic knowledge in the field of education of the deaf and hard of hearing. Developed active, research approach to different strategies and concepts of education of deaf and hard of hearing children and youth. Realization of educational components according to the age and primary impairment of children and youth. Training students for planning and programming of educational work, application of contemporary methods, forms and techniques, analytical and research work, and evaluation of educational work at schools and care homes for deaf and hard of hearing children and youth.			
Course content			
<i>Lectures:</i> Objective and tasks of education; Contemporary theories and concepts of education; Characteristics of education and attitudes towards education; Determinants of education; Contents of education and educational components; Principles of educational work and the relation of traditional and contemporary principles; Methods, forms and means of educational work; Planning and programming of educational work; Organization of educational activities in care homes for deaf and hard of hearing children and youth; Care homes and the importance of care homes in the educational work with the deaf and hard of hearing then and now; Function of care homes; Adaptation to life and work at care homes; Daily regimen and group formation; Realization of educational components within the care home activities in relation to age; Evaluation and monitoring of educational work at care homes for deaf and hard of hearing students.			
<i>Practical exercises:</i> Professional competencies of teachers. Research in the function of professional development of educational work. The position of deaf and hard of hearing students in the educational process. Elements of the educational system. Practical work in educational institutions for the deaf and hard of hearing and active participation in the realization of educational components in care homes for deaf and hard of hearing students.			
Literature			
1. Kovačević, J.(2015). <i>Vaspitni rad u domovima /internatima za gluve i nagluve</i> , Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 157.			
2. Trnavac, N i sar. (2007). <i>Pedagogija</i> , Naučna knjiga, Beograd, str. 50.			
Number of active classes per week:4	Lectures: 2		Practical exercises: 2
Teaching methods: collaborative learning; group work, interactive teaching; cooperative work model with the application of individual, group and tandem work; work on research tasks; term paper; literature review; class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	Oral exam	50
practical teaching	10		
midterm(s)	20		
seminars	10		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Professional Rehabilitation of Deaf and Hard of Hearing Persons, with Andragogy			
Lecturer: Radić Šestić N. Marina, Šešum M. Mia			
Course status: Obligatory course of module Hearing disability			
ECTS: 4			
Prerequisites: No			
Aim: The aim of this course is to thoroughly inform and learn students (the theoretical and the practical way) about all stages of professional and vocational rehabilitation and integration of deaf and hard of hearing people.			
Outcomes: After mastering the curriculum, students should be able to connect and apply the acquired knowledge and competently participate in all stages of professional and vocational rehabilitation, and social integration of deaf and hard of hearing persons.			
Content			
<p><i>Lectures:</i> Professional and vocational rehabilitation of deaf and hard of hearing persons (historical overview, current trends, integration and inclusion); Professional orientation and selection; Problems and limitations of professional orientation; Phase of professional orientation; Professional selection; Psychomotor abilities of deaf and hard of hearing persons; Vocational training and adaptation of the workplace; Systems, principles and methods of vocational training; Vocational training - methods and forms; Vocational training of adult deaf/hard of hearing persons - retraining or readaptation; Individual training plan; Postsecondary education; Evaluation of professional or vocational education; Employing of deaf/hard of hearing persons; Individual/individualized plan of employment; Systems of employment persons with deaf/hard of hearing; Career advancement; The problems of employment persons with deaf/hard of hearing; Working conditions and working environment (external and internal factors).</p> <p><i>Practical work:</i> Acquiring students competencies (independently or as team member) to participate in the process of professional orientation, education/training and employment of deaf and hard of hearing persons; Assessment professional interests and psychomotoric abilities of deaf and hard of hearing persons; Making individual plans of education and employment; Analysis of the workplace; Assessment of working conditions and adaptation of the workplace; Improving the social life of deaf and hard of hearing persons.</p>			
Literature			
Radić Šestić, M. i Milanović Dobrota, B. (2016). Profesionalno i radno osposobljavanje osoba sa intelektualnom ometenošću. Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju - Izdavački centar (ICF), udžbenik 263 strana, ISBN 978-86-6203-088-7 (COBISS.SR-ID 227357452)			
Радић-Шестић, М., Жигић, В. (2006). Услови рада и радне средине, Центар за издавачку делатност - ЦИДД, Факултет за специјалну едукацију и рехабилитацију, Београд, 109 стр., практикум, ISBN 86-80113-50-6			
Number of active classes per week:	Lecture: 3	Practical work: 2	
Teaching methods:			
Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	.....
seminars	15		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Support Systems for Adults with Disability			
Lecturer: Radić Šestić N. Marina, Šešum M. Mia			
Course status: Obligatory mutual course for multiple modules			
ECTS: 4			
Prerequisites: No			
Aim: The aim of this course is to introduce students with support systems for adults with disabilities.			
Outcomes: Enable students: to independently manage individual support plan and program of education on the basis of assessments, to choose adequate tools, supplies and equipment, to help adults with disability to adapt to the group, to develop creative and critical thinking, to create conditions for a promotion at work, to constantly monitors the development, to facilitate integration and retirement of persons with disabilities.			
Content			
<p><i>Lectures:</i> Status of persons with disabilities in the labor market; Experience of workers with disabilities; Recreation and Work (balance); Lifelong education of adults for the purpose of horizontal and vertical advancement (goals, barriers and incentives, models, organization and evaluation); Formal, non-formal and informal systems of adult education (professional/vocational training, retraining, specialization); Specifics of adult learning according to Knowles; Active support of adults (objectives, principles, planning, evaluation of the quality of support); The impact of disability on family life; Active support to families with child with disability; The role of community of people with disability in support systems; Adults Quality of life; Indicators of quality of life; Personal and social indicators of quality of life; Secondary and tertiary transition (definition, the aim, the principles, the planning, the evaluation); Retirement.</p> <p><i>Practical work:</i> The students are introduced to the assessment and the practical application of the support for adults to meet their needs in different situations and conditions. The assessment consists in defining an individual program of transition, functional assessment and evaluation of the quality of life (personal and social). Based on the results of the assessment, they are defined individual plans and programs of rehabilitation or support.</p>			
Literature			
<p>Радић Шестић, М., Милановић Доброта, Б., Радовановић, В. (2012). Однос друштва према особама са омеђеношћу. <i>Sociološko društvo Srbije, Социолошки преглед, XLVI</i>, 4, 561–582.</p> <p>Radić-Šestić, M., Gligorović, M., Milanović-Dobrota, B. (2012). Problems of employment and job accommodation of persons with cerebral palsy. In Stošljević, M., Marinković, D., Eminović, F. (Ed.): „<i>Cerebral Palsy – A Multidisciplinary and Multidimensional Approach</i>“, pg. 255-275, Belgrade: University of East Sarajevo – Faculty of Medicine Foča, ISBN 978-86-84765-39-2 (ASERS). DOI: 10.2298/MICP2012255R</p> <p>Jones, E., Perry, J., Lowe, K. et al. (2012). Active support. A handbook for supporting people with learning disabilities to lead full lives. Produced by ARC Cymru (60pp).</p> <p>Benedict, B., Crace, J, Hossler, T. et al (2011). Deaf community support for families: the best of partnerships. eBook Chapter 20. National center for hearing assessment and management (8pp).</p> <p>Gerich, J., Fellinger, J. & Kepler, J. (2011). Effects of social networks on the quality of life in an elder and middle-aged deaf community sample. <i>Journal of deaf studies and deaf education</i> , doi:10.1093/deafed/enr022.</p> <p>Cook, L. H. (2011). Disability, leisure and work-life balance. University of Illinois at Urbana-Champaign, Illinois (201 pp).</p> <p>Greenwood, D. (2001). Local indicators of quality of life. Center for Colorado policy studies (29pp).</p>			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods:			
Lectures, practical excercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	.....
seminars	15		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Rehabilitation of Deaf and Hard of Hearing Adults			
Lecturer: Sanja T. Djokovic			
Course status: Obligatory course of the module Hearing Disability			
ECTS: 6			
Prerequisites: No prerequisites			
Aim: The aim of this course is to introduce students with impairments and hearing disabilities that occur in adulthood. Specific goals are acquiring knowledge about the psycho-social consequences of hearing loss and their impact on the quality of life. Also, the aim is for students to understand and master the application of modern techniques of assessment, amplification and rehabilitation of hearing, speech and language of adults with special emphasis on the elderly.			
Outcomes: The course develops competencies, knowledge and skills necessary for independent work on identification and assessment of hearing and speech-language abilities of deaf and hard-of-hearing adults. The course provides students with knowledge necessary for determining the appropriate type of amplification in accordance with individual biological and psycho-social characteristics of adults. Students are trained to assess the quality of life of deaf and hard-of-hearing adults and advise and suggest certain strategies for improving it. After completing the course the students will be able to determine and apply appropriate methods for hearing, speech and language rehabilitation in deaf and hard of hearing adults			
Content			
<i>Lectures:</i> The course includes an overview of the psycho-social specificities of deaf and hard-of-hearing adults, as well as the analysis of the differences related to the degree of hearing loss. This section examines the prevalence of this disorder worldwide, as well as a comparative overview between individual regions and countries. The most frequent etiological factors that lead to loss of hearing in adulthood, as well as the impact on changes in the quality of life of those adults and their families are presented. The students are instructed in the latest methods and techniques for identification and assessment of hearing, speech and language, as well as in the methods of rehabilitation of the consequences of hearing loss. Different approaches in the rehabilitation of deaf and hard-of-hearing adults are also being evaluated. Students are presented with various communicative styles and strategies that can be applied in the rehabilitation of deaf and hard-of-heard adults.			
<i>Practical work:</i> Practical portion of this class includes instruction in the implementation of a differential analyses of the psycho-social specificities of the deaf and hard-of-hearing adults related to the different degrees of hearing loss. Students will conduct limited epidemiological research by designing questionnaires concerned with different demographic characteristics of deafness and hearing disabilities. Students will be trained to recognize the early symptoms of hearing loss through observation and interviews with hearing impaired individuals. Students will observe and perform the methods and techniques of hearing assessment, and, depending on the results, will learn to determine the appropriate type of amplification. They will perform hearing tests and analyze their effectiveness, implement short-term rehabilitation techniques, and learn about programs for long-term rehabilitation of deaf and hard of hearing adults.			
Literature			
1. Ronald L. Schow & Michael A. Nerbonne, (2007). Introduction to audiological rehabilitation, Pearson, Boston (from 1 to 77, from 245 to 269 pages, from 367 to 429 pages)			
2. David A. DeBonise, Constance L. Donohue, (2008). Survey of Audiology - Fundamentals for Audiologists and Health Professionals, Pearson, Boston (from 337 to 373, and from 429 to 506 pages)			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures and practicum, laboratory research and analysis, group discussions and analysis, term papers, mid-term exam, analysis of video samples, essays.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module: Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Assessment and treatment of persons with motor disability			
Lecturer: Dragan I. Rapačić			
Course status: obligatory			
ECTS: 8			
Prerequisites: none			
Aim: The aim of the course is to introduce students with instruments of assesment of motor disabilities, as well as, methods, techniques and procedures of treatment persons with motor disability			
Outcomes: Students should master basic knowledge techniques of assessment and treatment of motor deficits which are cause of social dysfunction of individuals			
Content <i>Lectures:</i> 1. Clinical approach in assessment of motor dysfunctions. 2. Clinical approach in treatment of motor disabilities. 3. Assessment of praxycal functions. 4 Indicative area of assessment of praxical functions and grading. 5. Assessment of constructive praxia. 6. Indicative area of assessment of constructive praxia. 7. Assessment of lower cognitive functions in serious conditions. 8. Assessment of lower cognitive functions in mild serious conditions, part 1. 9. Assessment of lower cognitive functions in mild serious conditions, part 2. 10. Assessment of higher cognitive functions in changed conditions, part 1. 11. Assessment of higher cognitive functions in changed conditions, part 2. 12. Assessment of higher cognitive functions in changed conditions, part 3. 14. Assessment of possibilities for movement imitation. 15. Construction of premorbid profile. 16. Methods of treatment of person with motor disabilities. 17. Stimulation as method for treatment of person with motor disabilities. 18. Remedial method as method for treatment of person with motor disabilities. 19. Neuropsychological method as method for treatment of person with motor disabilities. 20. Rehabilitation of person with motor disabilities in special education and rehabilitation. 21. Designing of rehabilitation model. 22. Designing of protocol for development of attention. 23. Designing protocol for development of visual memory. 24. Designing protocol for development of verbal memory. 25. Designing protocol for development of movements. 26. Designing model for development for differentiation of finger motor movements. 27. Designing model for development of visuo-motor coordination. 28. Designing model of initiation, navigation and catching. 29. Designing model for development of movement imitation. 30. Designing protocols for development of constructive praxia. <i>Practical work:</i> During practical work students will be trained for application of instruments of assessment, techniques and procedures for treatment of person with motor disabilities.			
Literature 1. Rapačić, D., Nedović, G., Milenković M. (2003). Rehabilitacija perceptualno selektivne pažnje i inicijacije pokreta kod osoba teškim povredama mozga. <i>Istraživanja u defektologiji</i> , br. 2, str. 145-152. 2. Stošljević, L., Rapačić, D., Stošljević, M., Nikolić, S. (1997). <i>Somatopedija</i> . Beograd: Naučna knjiga. 3. Nedović, G., Rapačić, D., Subotić, M. (2006). Struktura motoričkih programa kod osoba sa zatvorenim povredom mozga. <i>Medicinski žurnal</i> , Klinički centar Univerziteta Sarajevo - Institut za naučno-istraživački razvoj, vol. 12, br. 1-2, str. 23-27, Sarajevo. 4. Nedović, G., Rapačić, D., Odović, G., Potić, S., Milićević, M. (2012). <i>Socijalna participacija osoba sa invaliditetom</i> . Beograd: Društvo defektologa Srbije. Monografija, 261 strana.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Interactive teaching, discussion and PPP			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)		.....
seminars	30		

Study program: Special education and rehabilitation, module: Motor disability			
Type and level of studies basic academic			
Title of the subject: Methodological approaches in working with children with motor disorders 4			
Lecturer: Fadilj N. Eminović			
Course status: Obligatory			
ECTS: 8			
Prerequisites: no condition			
Aim Introduce students with methodical approaches in realization of program tasks of teaching skills: art, physical and musical culture			
Outcomes Students' ability to independently perform the program tasks of teaching skills in working with people with motor disturbance and disorders			
Content Lectures: Subject, aims and tasks and Didactic methodical basics of teaching skills, specificity of methodical approaches in teaching skills for pupils with motor disorders, development and stimulation of physical, musical and arts abilities, methods for development of motor skills, Effects of teaching skills in the development of cognitive abilities and reeducation of psychomotorics. Creating IOP teaching skills by type of disorder, supportive techniques in rehabilitation resulting from teaching skills and their importance, contemporary teaching tools in performing teaching skills for students with physical disabilities. Practical work Hospitable on classes at school, Creation of method units,Independent keeping classes			
Literature 1. Nikić, R., Eminović, F. (2005). Nastavni plan i program (opšte i posebne karakterisitke). U D. Rapaić i sar.Školovanje dece sa motoričkim poremećajima(131-195). Katedra za Somatopediju, Defektološki fakultetUniverziteta u Beogradu, Beograd 2. Eminović, F.Čanović, D.,Nikić, R.(2011). 'Fizička kultura1- Fizičko vaspitanje dece ometene u razvoju. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. 3. Stošljević, M.,Nikić, R., Eminović, F., Pacić, S. (2013).Psihofizička oštećenja dece i omladine. Beograd:Društvo defektologa Srbije.			
Number of active classes per week	Lecture:2		Exercises: 2
Teaching methods: Lectures in P.Point format, representation video materials, work in group, analysis of existing literature			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	
practical teaching	25	oral exam	50
midterm(s)		.....
seminars	15		

Study program: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic studies			
Title of the subject: Methodic of preventive and corrective work in elementary school			
Lecturer: Goran M. Nedović			
Course status: Obligatory			
ECTS: 8			
Prerequisites: /			
Aim: The aim of the course is to provide students with theoretical and practical knowledge about methodic of preventive and corrective work with children of school age.			
Outcomes: Acquiring knowledge and professional competence for preventive and corrective work in school. Acquiring knowledge and professional competence for the methodic of extracurricular activities in the school.			
Content			
<i>Lectures:</i> Concept, goal and tasks of the Methodic of preventive and corrective work in elementary school. Program areas of methodic of preventive and corrective work in elementary school. Methodic of extracurricular activities in the school. Preventive and corrective work in elementary school (concept, aim and tasks of preventive and corrective work). Program areas of preventive and corrective work in elementary school (reeducation of psychomotor, development of speech and language, preventive and corrective exercises and games, specific writing, assistive technologies). Methods of preventive and corrective work. Learning (term, type, and characteristics). Detection of the causes and nature of learning (difficulties) problems. Methodology of making specific programs for preventive and corrective work. Specific preventive and corrective treatment. Support and help students in mastering the program content. Support and assistance to the teacher in the realization of classes. Program areas of preventive and corrective work in elementary school. Application of information and assistive technologies in preventive and corrective work.			
<i>Practical work:</i> Planning and realization of preventive and corrective activities in elementary school. Protocols of preventive and corrective work (assessment protocols, protocols of treatment, evaluation protocols).			
Literature			
1. Nedović, G., Rapačić, D. (2012). <i>Praktikum preventivno korektivnog rada u osnovnoj školi</i> . Beograd: Društvo defektologa Srbije;			
2. Rapačić, D., Nedović, G. (2011). <i>Cerebralna paraliza: praktičke i kognitivne funkcije</i> . Beograd: Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. Monografija, 161 strana. ISBN 978-86-6203-014-6, [COBISS.SR-ID 184736524];			
3. Rapačić, D., Nedović, G. (2007). Struktura motoričkog ponašanja kod osoba sa invaliditetom. U D. Radovanović (ur.), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (615-641). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, ISBN 978-86-80113-67-8, [COBISS.SR-ID 140477196];			
4. Nedović, G., Rapačić, D., Subotić, M. (2006). Struktura motoričkih programa kod osoba sa zatvorenom povredom mozga, <i>Medicinski žurnal</i> , 12 (1-2), 23-27;			
5. Nedović, G., Rapačić, D., Odović, G. (2006). Procena opterećenosti učenika obolelih od cerebralne paralize. <i>Obrazovni refleksi</i> , 2, 45-56;			
6. Nedović, G. (2005). Vannastavne aktivnosti. U D. Rapačić i sar. (ur.), <i>Školovanje dece sa motoričkim poremećajima</i> (195 - 216). Beograd: Univerzitet u Beogradu, Defektološki fakultet.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Interactive lecture, Power Point Presentation, case report, screening of films from practice.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	15	oral exam	50
midterm(s)	15	.....
seminars	10		

Study programme: Special education and rehabilitation, module Motor disability			
Type and level of studies: Basic academic studies			
Course title: Vocational rehabilitation of persons with motor disabilities			
Lecturer: Gordana R. Odović			
Course status: Obligatory			
ECTS: 8			
Prerequisites: None			
Aim: Gaining theoretical and practical knowledge regarding vocational orientation, vocational training and employment of persons with motor disabilities and vocational rehabilitation of persons with acquired disabilities.			
Outcomes: Student will be able: to apply methods and technics of vocational assessment;to apply methods and forms of vocational information, vocational training, and vocational counseling of persons with disabilities;to apply assessment methods and technics of remaining work ability of persons with acquired disabilities; and to apply methods of vocational rehabilitation for persons with acquired disabilities.			
Content: <i>Lectures:</i> Vocational orientation, information and counseling; Prevocational assessment; Vocational training of persons with motor disorders; Employment of persons with disabilities; Multidisciplinary approach in vocational rehabilitation;Analysis and evaluation of workplace; Assessment toolsfor work ability. <i>Practical work:</i> Applicationof the methods and forms of vocational information and counseling; Application of the prevocational assessment instruments and methods for persons with motor disorders; Development of vocational training programme; Development of individual employment plan for persons with disabilities; Application of the instruments for assess remaining work ability.			
Literature <i>Required books:</i> Stošljević, L., Odović, G. (1996) <i>Profesionalno osposobljavanje TIL</i> . Beograd: Zavod za udžbenike i nastavna sredstva.ISBN 86-17-04380-6; Stošljević, L., Stošljević, M., Odović, G. (2006) <i>Procena sposobnosti osoba sa motoričkim poremećajima- praktikum</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu. ISBN 86-80113-48-4; Odović, G. (2012). <i>Profesionalna rehabilitacija osoba sa stečenim invaliditetom</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu ISBN 978-86-6203-026-9 COBISS.SR-ID 191058700 <i>Additional readings:</i> Odović, G., Nikić, R., Eminović, F. (2010).Faktori radnog mesta kao determinanta povratka na posao osoba sa stečenim invaliditetom.UJ. Kovačević i V. Vučinić (ur.) <i>Smetnje i poremećaji: Fenomenologija, prevencija i tretman I</i> (str. 325-337), Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd. ISBN 978-86-80113-98-2; Odović, G., Rapaić, D. (2011).Procena radne sposobnosti u profesionalnoj rehabilitaciji. II međunarodna naučno-stručna konferencija, Interdisciplinarni pristup razvoja modela profesionalne rehabilitacije, Zbornik radova, Centar za edukaciju i profesionalnu rehabilitaciju, Tuzla, BiH.			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: Lectures with interactive learning, applying audio-visual methods (Power Point presentations),showing short videos and films.			
Evaluation of knowledge score (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical taching	15	oral exam	50
midterm(s)	25	.....
seminar			

Study program: Special education and rehabilitation, module: Motor disability			
Type and level of studies: Basic academic			
Title of the subject: Methodology of education and rehabilitation of persons with multiple disabilities			
Lecturer: Dragan I. Rapać			
Course status: obligatory			
ECTS: 5			
Prerequisites: none			
Aim: The aim of the course is to introduce students with methods of education and rehabilitation of person with multiple disabilities.			
Outcomes: Students should master basic knowledge about person with multiple disabilities as well as methods of their education and rehabilitation.			
Content <i>Lectures:</i> 1. Multiple disabilities in special education and rehabilitation. 2. Definition of disability. 3. Definition of invalidity. 4. Definition of multiple disabilities. 5. Recording and detection of person with multiple disabilities. 6. Estimation of multiple disabilities. 7. Rehabilitation of person with multiple disabilities. 8. Models of education of person with impairments and multiple disabilities. 9. Person with multiple disabilities in the system of health care. 10. Person with multiple disabilities in the system of social care. 11. Professional and working training of person with multiple disabilities. 12. Institutional frame as predictive factor of education, social and health care of person with multiple disabilities. 13. Definition, etiology and classification of children cerebral palsy. 14. Clinical features of children cerebral palsy. 15. Methods of education and rehabilitation of children with cerebral palsy. <i>Practical work:</i> During practical work students will be trained for application of methods of education and rehabilitation of person with multiple disabilities.			
Literature 1. Kulić, M. i sar. (2012). <i>Detekcija, determinacija i praćenje djece sa smetnjama u razvoju na području Republike Srpske</i> . Foča: Medicinski fakultet ISBN 978-99955-733-0-0 2. Rapać, D., Nedović, G. (2012). <i>Cerebralna paraliza-kognitivne i praktičke funkcije</i> . Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods:			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	
practical teaching	15	oral exam	50
midterm(s)		.....
seminars	20		

Study program: Special education and rehabilitation, module Sensorimotor disability			
Type and level of studies: Basic academic			
Title of the subject: Cooperative and team work			
Lecturer: Ilić-Stošović D. Danijela			
Course status: Obligatory			
ECTS: 5			
Prerequisites: /			
Aim: Main aim of this course is to enable students to understand theoretical and practical aspects of planning, organization and implementation of cooperative and team work.			
Outcomes: Students will be able to make appropriate selection for partnership and teamwork, the independent planning, organization and implementation of cooperative and team work.			
Content <i>Lectures:</i> Theoretical basis for cooperative work (forms, structures, organizations, applications); Theoretical basis for team work (forms, structures, organizations, applications); Communication skills in team and cooperative work; Communication skills in teaching; Verbal and non-verbal communication - understanding, interpretation and response. <i>Practical work:</i> Selecting the appropriate forms in the planning and organization of teaching; Planning in cooperative work; The organization and implementation of cooperative work; Realization of cooperative work; Planning in team work; The organization and implementation of team work; Realization of teamwork; Negotiation skills; Interpretation of non-verbal communication and correction of behavior in the team and partnership working in relation to it.			
Literature 1. Ilić-Stošović, D. (2013). Ko-poučavanje (Co-teaching) u inkluzivnoj nastavi. U: S. Nikolić, D. Ilić-Stošović, M. Stošljević (Ur.). <i>Stručni saradnik u inkluzivnom obrazovanju</i> . Beograd: Društvo defektologa Srbije, 129-153, ISBN 978-86-84765-45-3. 2. Pletenac, K. (2013). Komunikacija i rad u timu. <i>Zbornik radova Međimurskog veleučilišta u Čakovcu</i> , str. 65-69. 3. West, M. (2005). <i>Tajne uspješnog upravljanja timom – kako voditi tim do inovativnosti, kreativnosti i uspjeha</i> . Zagreb, Školska knjiga. 4. Glišović, D. (2013). <i>Modeli organizovanja i metode kooperativnog učenja, njihova primena i realni dometi u obradi konkretnih tema u nastavi matematike</i> . Master rad. Univerzitet u Beogradu-Matematički fakultet. 5. Zdravković, J. (2004). <i>Veštine vladanja sobom</i> . Zoograf, Niš.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Classes during this course will be realized as lectures and practical work. Lectures will run through frontal, individual, working in pairs and in small groups. PPT presentation will be used in lecturing. Individual work, work in small groups and in pairs will be carried out through workshops dominated by practicing the various stages in the creation of the team, establishing a hierarchy in a team, communication skills and conflict solving.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study programme: Special education and rehabilitation			
Title of the subject: Rights and responsibilities of people with disabilities			
Type and level of studies: basic academic			
Lecturers: Jasmina M. Kovačević, Marina N. Radić-Šestić, Vesna S. Žigić, Gordana R. Odović			
Course status: Obligatory course of the module –Sensorimotor disability			
ECTS-credits: 5			
Prerequisites: /			
Aim: is to get students acquainted with the rights and responsibilities of the people with disabilities.			
Course outcome Knowing the rights and responsibilities of people with disabilities, students are trained to support them in educational, health and social security systems. Additionally, students are trained to inform people with disabilities about their rights and responsibilities. In cooperation with other experts, they can initiate a procedure for the realization of legal rights of people with disabilities who have not succeeded in doing so for various reasons (ignorance, obstructions).			
Course content			
<i>Lectures:</i> Introduction to basic rights and responsibilities of persons with disabilities; Convention on the rights of persons with disabilities; Rights in the field of social security; Family legal protection, Health care, Right to education, Right to work, Pension and disability insurance, Tax and customs relief, Privileges in inland passenger transport, Accessibility, Anti-discrimination, International documents on the rights of persons with disabilities, UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities, Recommendation no. R (99) 4 of the Committee of Ministers to member States concerning principles of the legal protection of adult persons with disabilities, the Proposal of the Optional Protocol to the International Convention on the Rights of Persons with Disabilities.			
<i>Practical exercises:</i> Developing and determining appropriate support measures for people with disabilities in educational, health and social security systems. Adapting access to information for people with disabilities. Developing positive attitude of people with disabilities towards active participation in political, public and cultural life.			
Literature			
1. Tatić, D. (2011). <i>Vodič kroz prava osoba sa invaliditetom u Republici Srbiji</i> . Ministarstvo rada i socijalne politike, Nacionalna organizacija osoba sa invaliditetom Srbije, Beograd, 65 str.			
2. Dimitrijević, V. (2007). <i>Međunarodni instrumenti o pravima osoba sa invaliditetom</i> . Beogradski centar za ljudska prava, Beograd, 81 str., ISBN 978-86-7202-096-0.			
Number of active classes per week:4	Lectures:2		Practical Exercises: 2
Teaching methods:			
Lectures, practical exercises, interactive teaching. literature review; class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10		
practical teaching	10	<i>Oral examination</i>	50
midterm(s)	15	.....
seminars	15		

Study program: Special education and rehabilitation, module Sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: Vocational guidance of persons with sensorimotor disabilities			
Lecturer: Gordana R. Odović, Vesna S. Žigić			
Course status: Obligatory			
ECTS: 5			
Prerequisites: None			
Aim: Gaining teoretical and practical knowledge about phases of vocational orientation, vocational training and employment of persons with sensorimotor disabilities.			
Outcomes: Student will be able: to apply technics of prevocational assessment, to apply methods and forms of vocational information, vocatonal training, and vocational counseling; to guide employment process of persons with disabilities.			
Content			
<i>Lectures:</i> Vocational orientation, Forms and methods of vocational information and counseling; Prevocational assesment of persons with sensorimotor disabilities; Vocational training of persons with sensorimotor disabilities; Employment of persons with disabilities.			
<i>Practical work:</i> Application of the methods and forms of vocational information and counseling; Application of the instruments and methods of prevocational assessment; Application of vocational training methods for persons with sensorimotor disabilities; Development of individual employment plan for persons with disabilities.			
Literature			
<i>Required books:</i> Stošljević, L., Odović, G. (1996) <i>Profesionalno osposobljavanje TIL</i> . Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-04380-6;			
Stošljević, L., Stošljević, M., Odović, G. (2006) <i>Procena sposobnosti osoba sa motoričkim poremećajima - praktikum</i> , Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu. ISBN 86-80113-48-4;			
<i>Additional books:</i> Odović, G. (2012). <i>Profesionalna rehabilitacija osoba sa stečenim invaliditetom</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu. ISBN 978-86-6203-026-9 COBISS.SR-ID 191058700			
Number of active classes per week: 5	Lecture: 2		Practical work: 3
Teaching methods: Lectures with interactive learning, applying audio-visual methods (Power Point presentations), showing short videos and films.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	written exam	
practical teaching	15	oral exam	50
midterm(s)	25	.....
seminars			

Study program: Special education and rehabilitation, module Sensorimotor disability			
Type and level of studies: Basic academic studies			
Title of the subject: Methodic of special writing			
Lecturer: Goran M. Nedović			
Course status: Obligatory			
ECTS: 4			
Prerequisites: /			
Aim: The aim of the course is to introduce students with methodic of special writing.			
Outcomes: Acquiring knowledge and professional competence for the methodic of special writing.			
Content			
<i>Lectures:</i>			
The concept, the subject and the tasks of the methodic of special writing; The objective of the special writing; Indications, methodical instructions and techniques of special writing; Writing with left hand (indications and methodical procedures); Writing with prosthesis (indications and methodical procedures); Writing with mouth and foot (indications and methodical procedures); Writing with battles (indications and methodical procedures); Writing on a machine - a computer (indications and methodical procedures); Writing students with cerebral palsy (indications and methodical procedures); Other types of writing / writing with active part of the body (indications and methodical procedures); Means and aids for special writing.			
<i>Practical work:</i> Development of the writing skill with left hand. Development of writing skill among students with cerebral palsy. A system of modified defectological exercises. Development of writing skill using a prosthesis. Development of writing skill using a mouth. Development of writing skill using a foot. Development of writing skill using battles. Development of writing skill using a machine - a computer. Development of writing skill using an active part of the body. The use of assistive technology in the development of writing skill.			
Literature			
1. Nedović, G., Rapaić, D. (2012). <i>Praktikum preventivno korektivnog rada u osnovnoj školi</i> . Beograd: Društvo defektologa Srbije.			
2. Rapaić, D., Nedović, G. (2011). <i>Cerebralna paraliza: praksičke i kognitivne funkcije</i> . Beograd: Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. Monografija, 161 strana. ISBN 978-86-6203-014-6, [COBISS.SR-ID 184736524].			
3. Stošljević, L., Rapaić, D., Stošljević, M., Nikolić, S. (1997). <i>Somatopedija</i> . Beograd: Naučna knjiga.			
4. Kabele, F., Koči, J., Juda, J., Černy, O. (1973). <i>Somatopedija</i> . Beograd: Savez društva defektologa Jugoslavije.			
5. Macić, D. (1991). <i>Pedagogija telesno invalidnih lica</i> . Beograd: Naučna knjiga.			
Number of active classes per week:	Lecture: 1	Practical work: 3	
Teaching methods:			
Interactive lecture, Power Point Presentation, case report, screening of films from practice.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
midterm(s)	/	.....
seminars	20		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Undergraduate academic studies			
Title of the subject: METHODOICAL APPROACHES TO THE TREATMENT OF CONDUCT DISORDERS			
Lecturer: Žunić-Pavlović P. Vesna			
Course status: Obligatory course of the module			
ECTS: 7			
Prerequisites: No prerequisites			
Aim: Introduction to theoretical conceptualizations and research results of origin and development of conduct disorders. Understanding the contemporary approaches in the treatment of conduct disorders. Training for critical examination and evaluation of the effectiveness of different treatment approaches. Developing necessary competences and skills for the implementation of contemporary methods and procedures in assessment, planning intervention and treatment.			
Outcomes: Students will gain basic knowledge on the etiology and phenomenology of conduct disorders; be informed about different assessment methods and procedures; be able to perform assessment and write an assessment report; understand key principles of evidence-based practice; be able to select appropriate interventions and create an individual treatment plan; gain knowledge about the interventions that are used in the treatment of conduct disorders.			
Content			
<i>Lectures:</i>			
1) Concept and characteristics of conduct disorders: definitions and terminology, prevalence, comorbidity, prognosis, etiology, types of conduct disorders; 2) Assessment: classification systems, empirical basis of the assessment, assessment procedures, assessment of conduct disorders, functional impairment and relevant factors, assessment report; 3) Treatment: empirical basis of the treatment, treatment planning, intervention for children and adolescents, interventions for parents, family interventions, school interventions, interventions in residential treatment.			
<i>Practical work:</i>			
1) Results of epidemiological and etiological studies: prevalence and developmental trajectories, comorbidity, prognosis, individual and environmental factors; 2) Assessment methods and procedures: informants, engagement of family in the assessment, interview, rating scales, observation, functional behavioral assessment; 3) Effective interventions in the treatment of conduct disorders: cognitive-behavioral training, parent training, family therapy, multisystemic interventions, classroom management, reduction of bullying, teaching-family model, positive peer culture, re-education of emotionally disturbed children; 4) Case studies; 5) Preparation of assessment report and individual treatment plan.			
Literature			
1. Žunić-Pavlović, V., Pavlović, M. (2013). <i>Tretman poremećaja ponašanja u detinjstvu i adolescenciji</i> . Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. (str. 9-249). ISBN 978-86-6203-041-2			
2. Žunić-Pavlović, V., Pavlović, M., Kovačević-Lepojević, M. (2009). Procena socijalnog funkcionisanja učenika u školskoj sredini. <i>Nastava i vaspitanje</i> , 58(3), 399-420. ISSN 0547-3330			
3. Žunić-Pavlović, V., Kovačević-Lepojević, M., Pavlović, M. (2010). Samoefikasnost kao faktor socijalne prilagodivosti adolescenata. U J. Kovačević, V. Vučinić (Ur.), <i>Smetnje i poremećaji: fenomenologija, prevencija i tretman</i> (str. 333-348). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-99-9			
4. Žunić-Pavlović, V., Pavlović, M., Kovačević-Lepojević, M. (2012). Unapređivanje kontrole besa adolescenata – potrebe i mogućnosti. U I. Čutura, V. Trifunović (Ur.), <i>Škola kao činilac razvoja nacionalnog i kulturnog identiteta i proevropskih vrednosti: obrazovanje i vaspitanje – tradicija i savremenost</i> (str. 323-334). Zbornik radova sa međunarodnog naučnog skupa održanog 16. aprila 2001. godine na Pedagoškom fakultetu u Jagodini. Jagodina: Pedagoški fakultet Univerziteta u Jagodini. ISBN 978-86-7604-087-2			
Number of active classes per week: 4		Lecture: 2	Practical work: 2
Teaching methods:			
Lectures, practical work, consultation, seminars, discussions, research work in small groups, individual practical work, thematic lectures of experts in the field			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written or oral exam	50
practical teaching	10		
midterm(s)	20		
seminars	10		

Study programme: Special education and rehabilitation, module Prevention and treatment of behavior disorders			
Type and level of study: Basic academic studies			
Title of the subject: Victimology			
Lecturer: Vesna Ž. Nikolić-Ristanović			
Course status: Obligatory			
ECTS: 4			
Prerequisites: Criminology with juvenile delinquency			
Aim: That students acquire knowledge about: 1. Basic victimology notions; 2. Victimology as an academic discipline, victimology surveys and theoretical explanations of victimisation; 3. Particularly vulnerable categories of victims, their characteristics, consequences of victimisation and victims' needs; 4. Contemporary legal and other social forms of protection, assistance and support of victims in Serbia and worldwide, and that they are able to connect acquired knowledge with concrete cases from practice.			
Outcomes: Acquiring of basic knowledge about victimology notions and victims, and ability to connect theory with concrete cases from practice.			
Content			
<i>Lectures:</i> The notion, subject and tasks of victimology; History and development of victimology; Movement for victim rights in Serbia and worldwide; Victimology research; The notion of victim, victimisation and victimisation risks; Victimogenic predispositions, victim typology and particularly vulnerable categories of victims (children, women, persons with special needs, elderly etc); Consequences of victimisation and victims' needs; Recovery and social support; Legal position and victims' rights (history, international law, and contemporary legal solutions); Victim support services in Serbia and worldwide; Victims of domestic violence and stalking; Victims of sexual violence; Victims of trafficking in people; Work related abuse.			
<i>Practical work:</i> Tutorials, visits to victim support services, guest lectures, interviews, surveys, projects			
Literature			
<ol style="list-style-type: none"> 1. Konstantinović-Vilić, S., Nikolić-Ristanović, V., Kostić, M. (2012) <i>Kriminologija</i>. Niš: Centar za publikacije Pravnog fakulteta u Nišu. ISBN: 978-86-7148-162-5 2. Lindgren, M., Nikolić-Ristanović, V. (2011) <i>Žrtve kriminaliteta: međunarodni kontekst i situacija u Srbiji</i>. Beograd: OEBS. ISBN: 978-86-85207-74-7 3. Nikolić-Ristanović, V. (2003) <i>Podrška žrtvama i sekundarna viktimizacija: savremena zakonska rešenja i praksa</i>. Temida, 1, str. 3-12. ISSN: 1450-6637 4. Nikolić-Ristanović, V. (2007) Razvoj službi za pomoć i podršku žrtvama kriminaliteta u Srbiji, <i>Temida</i>, 2, str. 5-11. ISSN: 1450-6637 			
Number of active classes per week 4	Lecture: 2		Practical work: 2
Teaching methods: lectures, tutorials, workshops, seminars, debates, essays, audio-visual material, guest lectures, professional visits, role play, research projects			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	50
practical teaching	10	oral exam	
midterm(s)	10	.....
seminars	20		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic studies			
Title of the subject: METHODS OF SOCIAL AND PEDAGOGICAL WORK WITH CHILDREN AND FAMILIES			
Lecturer: Branislava B. Popović-Čitić			
Course status: Obligatory			
ECTS: 7			
Prerequisites: Social policy			
Aim: The aim of the course is to acquire theoretical and practical knowledge about the methods and skills of assessment, planning and implementation of measures, services and interventions in the field of family relations, protection of children from neglect and abuse, and protection of children without parental care through guardianship, adoption, family and institutional care.			
Outcomes: Students' ability to use certain methods, techniques and skills in dealing with children and the family, to independently and in teams organize and conduct an assessment of the needs, risks, strengths and difficulties of children and families, to plan interventions, services and measures for the protection of children and the family, especially children without parental care, directly providing services and managing procedures for reviewing and evaluating case work.			
Content			
<p><i>Lectures:</i> Protection of children and families (measures, services and interventions). Parents under parental care (parental rights, procedures related to family relationships). Neglect and child abuse (assessment, service planning and measures, immediate intervention, monitoring and evaluation of the condition of the child and the family). Guardianship (appointment and removal of guardians, guardianship revision, termination of guardianship). Adoption (assessment of the suitability of child for adoption, assessment of the suitability of adoptive parents, selection of adoptive family, mutual adaptation of children and family, establishment of adoption). Foster care (assessment of the general suitability of foster parents, selection of a foster family, planning of services and measures of child protection on foster care, support for the child and foster family, foster care preparation program, keeping records and foster care documents). Temporary care. Institutional care. Temporary housing as a support service for independent living (principles, criteria, procedures, role of an advisor for independence).</p> <p><i>Practical work:</i> Center for Social Work as a guardianship authority (activity and organization of work). System of social welfare institutions. Cycle case management (phases, procedures, tasks). Assessment (principles, objectives, admission, immediate intervention, initial assessment, targeted assessment, finding and expert opinion). Assessment methods, techniques and instruments (instruments for assessing the functioning, strength and needs of the child; instruments for assessing family and parental capacities, risks and relationships; instruments for assessing the middle conditions and interactions of the family with the environment). Planning (principles, elements, types of plans, steps in making a plan, formulating a plan). Coordination, monitoring and evaluation. Records and documentation (purpose, user registry, receipt, dossier, contact list and case work).</p>			
Literature			
<ol style="list-style-type: none"> Žegarac, N., Džamonja-Ignjatović, T. (2010). <i>Instrumenti procene u socijalnoj zaštiti: upitnici, skale i tehnike</i>. Beograd: Centar za primenjenu psihologiju. (str. 27-125). ISBN 978-86-83797-75-2 Pravilnik o organizaciji, normativima i standardima rada centra za socijalni rad. Službeni glasnik RS, 59/08, 37/10, 39/11-30 (str. 21-44) Pravilnik o bližim uslovima i standardima za pružanje usluga socijalne zaštite. Službeni glasnik RS, 42/13. (37 str.) Priručnik o postupanju prilikom odabira i promene oblika zaštite. Ministarstvo rada i socijalne politike, od 21.9.2006. Žegarac, N., Vujović, R. (2011). Intervencije centra za socijalni rad u zaštiti deteta od zlostavljanja i zanemarivanja. U: V. Ispanović-Radojković, V. (Ur.), <i>Zaštita deteta od zlostavljanja i zanemarivanja: primena opšteg protokola</i> (str. 99-140). Beograd: Centar za prava deteta. ISBN 978-86-83109-49-4 Instrukcija o postupanju organa starateljstva-centra za socijalni rad u postupku zasnivanja usvojenja. Ministarstvo rada i socijalne politike, od 1.11.2006. (12 str.) Pravilnik o hraniteljstvu, Službeni glasnik RS, 36/08. (10 str.) 			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Interactive teaching, presentations, discussion groups, small group work, lectures of guest lecturers from practice.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	50
practical teaching	20	oral exam	
midterm(s)	20		
seminars			

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Undergraduate academic studies			
Title of the subject: TREATMENT METHODS FOR JUVENILE DELINQUENCY			
Lecturer: Žunić-Pavlović P. Vesna			
Course status: Obligatory course of the module			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: Understanding the principles of organizing and functioning contemporary systems of social reactions to juvenile delinquency in Serbia and abroad. Introduction to the history, goals, principles and categorizations of juvenile delinquency treatment. Study of theoretical and empirical fundamentals, characteristics and methods of implementation different treatment programs. Developing necessary competences and skills for risk and needs assessment, selection of the appropriate treatment program, implementation and evaluation of treatment programs.			
Outcomes: Students will gain theoretical knowledge of historical roots, developmental trends and contemporary treatment programs for juvenile delinquency; be informed about goals, characteristics, strengths and limitations of different treatment approaches; be able to assess the risk of reoffending and treatment needs, as well as to select, implement and evaluate of treatment programs.			
Content			
<i>Lectures:</i>			
1) Systems of social reaction to juvenile delinquency: history and contemporary conceptualizations; 2) Goals of social reaction on juvenile delinquency: punishment, control and rehabilitation; 3) Principles of effective treatment; 4) Risk and needs assessment: history, procedures, strengths and limitations; 5) Categorizations of treatment programs according to mechanism of action, goals, modality, target population and conditions of implementation; 6) Effectiveness of the treatment programs.			
<i>Practical work:</i>			
1) Procedures and methods of assessment in social welfare and correctional institutions; 2) Risk and needs assessment instruments; 3) Procedures, criteria and instruments for the classification and selection of treatment programs; 4) Treatment programs: intensive supervision programs, boot camp programs, educational programs, work programs, recreational and sports programs, wilderness challenge programs, individual, group and family counseling programs, cognitive-behavioral programs, multimodal programs, diversion programs, substance abuse treatment programs and programs for specific types of juvenile delinquents.			
Literature			
1. Žunić-Pavlović, V., Kovačević, R. (2011). <i>Penološka rehabilitacija</i> . Tuzla: Edukacijsko-rehabilitacijski fakultet. (str. 71-150) ISBN 978-9958-31-036-2			
2. Žunić-Pavlović, V. (2004). <i>Evaluacija u resocijalizaciji</i> . Beograd: Partenon. (str. 75-179) ISBN 86-7157-261-7			
3. Žunić-Pavlović, V., Mišković, M. (2007). Kategorizacija programa za maloletne prestupnike. U D. Radovanović (Ur.), <i>I naučni skup Univerziteta u Beogradu Fakulteta za specijalnu edukaciju i rehabilitaciju „Poremećaji ponašanja i prestupništvo mladih: specijalno pedagoški diskurs“</i> (str. 207-231). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-59-3			
4. Žunić-Pavlović, V., Popović-Čitić, B. (2007). Izbor vaspitnih mera – kriterijumi klasifikacije maloletnih delinkvenata. <i>Socijalna misao</i> , 14(1), 101-115. ISSN 0354-401X			
5. Jugović, A., Žunić-Pavlović, V., Brkić, M. (2009). Socijalna zaštita maloletnih delinkvenata u tranzicijskom društvu Srbije. <i>Godišnjak Fakulteta političkih nauka</i> , 3(3), 647-663. ISSN 1820-6700			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods:			
Lectures, practical work, consultation, seminars, individual practical work, thematic lectures of experts in the field, visits to institutions			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written or oral exam	50
practical teaching	10		
midterm(s)	20		
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Theoretical approaches to the penal treatment			
Lecturer: Goran Jovanić, Ph. D			
Course status: Obligatory			
ECTS: 6			
Prerequisites: Criminal Law and Social Pathology			
Aim: Introduction students with the theoretical foundations and principles of the treatment of prisoners. Training students to act in the overall process of the execution of penalties.			
Outcomes: Students receive theoretical basis for understanding the organization of prisons, general and specific principles and methods of the penal system, barriers to work and specific populations convicted, enabling both to work in prison.			
Content			
<p><i>Lectures:</i> Definitions, basic concepts and terminology demarcations. Conceptual and methodological fundamentals, trends and tendencies in the penal treatment of convicted persons. Socio-psychological characteristics of convicted persons. Features and characteristics of the particular form of treatment of prisoners. Prison life situation and its peculiarities. The negative consequences of the imprisonment. International experience in the penal treatment of convicted persons. Research penal treatment of convicted persons.</p> <p><i>Practical work:</i> Organization and implementation of penal treatment detention conditions. Experience in penal treatment. Critical analysis of the effects of different approaches to the treatment of the penal.</p>			
Literature			
<ul style="list-style-type: none"> Jovanić, G. (2011). Tranzicija zatvora u tranziciji društva. U N. Glumbić, i V. Vučinić (ur.), <i>VI međunarodni naučni skup „Specijalna edukacija i rehabilitacija danas“</i>, Beograd, (str. 483-488). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-029-0 Ilić, Z., i Jovanić, G. (2011). Zatvor i/ili sloboda pod nadzorom: stanje i perspektive tretmana osuđenih lica u Srbiji. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-007-8 Jovanić, G. (2010). Potrebe za tretmanom i njegova realizacija u penitencijarnim uslovima. U V. Žunić Pavlović, i M. Kovačević Lepojević (ur.), <i>Prevenција i tretman poremećaja ponašanja</i> (str. 257-276). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-96-8 Jovanić, G. (2004). Problemi u izvršenju dugovremenih kazni zatvora. <i>Istraživanja u defektologiji</i>, 3(4), 183-196. UDK 376:616(082) Jovanić, G. (2013). Tretman osuđenih sa invaliditetom u zatvoru. U V. Žunić Pavlović (ur.), <i>Zbornik radova VII međunarodnog skupa „Specijalna edukacija i rehabilitacija danas“</i>, (str. 159-168). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-045-0 Jovanić, G. (2014). Specifičnosti tretmana starih osoba u zatvoru. U M. Vuković (ur.), <i>Zbornik radova VIII međunarodnog naučnog skupa „Specijalna edukacija i rehabilitacija danas“</i>, Beograd 7 – 9.11.2014. (str. 227-232). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-061-0 Jovanić, G., i Ilijić, Lj. (2015). Položaj invalida u zatvoru. U D. Vejnović (ur.), <i>Zbornik radova međunarodnog naučnog skupa „Nauka, društvo, tranzicija“</i>, Tom II, Banja Luka, 29 – 30.5.2015. (str. 540-550). Banja Luka: Evropski defendologija centar i Centar za bezbjednosna, sociološka i kriminološka istraživanja Crne Gore „Defendologija“. ISBN 978-99955-22-88-9 Ilijić, Lj., i Jovanić, G. (2015). Prisustvo i upotreba psihoaktivnih supstanci u zatvorima. U D. Vejnović (ur.), <i>Zbornik radova međunarodnog naučnog skupa „Nauka, društvo, tranzicija“</i>, Tom II, Banja Luka, 29 – 30.5.2015. (str. 582-593). Banja Luka: Evropski defendologija centar i Centar za bezbjednosna, sociološka i kriminološka istraživanja Crne Gore „Defendologija“. ISBN 978-99955-22-88-9 Jovanić, G., i Ilijić, Lj. (2015). Obrazovne potrebe i edukativni tretman osuđenih. U M. Vuković (ur.), <i>Zbornik radova IX Međunarodnog skupa „Specijalna edukacija i rehabilitacija danas“</i>, Beograd, 25 – 27.9.2015. (str. 157-168). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-069-6 Jovanić, G., i Petrović, V. (2017). Uslovno otpuštanje u praksi okružnog zatvora i nadležnih sudova. <i>Specijalna edukacija i rehabilitacija</i>, 16(1), 95-122. doi: 10.5937/specedreh16-12680; ISSN 1452-7367 Jovanić, G., Petrović, V., i Savić, A. (2017). Karakteristike osuđenih na kratke i duge kazne. <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i>, 16(4), 491-516. ISSN 0350-2694 Jovanić, G. (2017). Mogućnosti primene specijalizovanih penalnih tretmana prema seksualnim prestupnicima. U J. Petrović i G. Jovanić (ur.), <i>Zbornik radova „Društvene devijacije, anomija društva i posljedice“</i>, Banja Luka, 13 – 14.10.2017. (str. 21-30). Banja Luka: Centar modernih znanja. doi 10.7251/DDADP1702021J; ISSN 2566-3224 			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Lectures, practical teaching, interactive teaching, visits to penal institutions.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	25
practical teaching	10	oral exam	25
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Methods in penal treatment			
Lecturer: Goran Jovanić, Ph.D			
Course status: Obligatory			
ECTS: 7			
Prerequisites: Criminal Law and Social Pathology			
Aim: Acquiring knowledge on the theoretical, empirical foundations and practical problems correctional treatment of offenders; teach students about the modern approaches to the treatment of the penal convicted, practicing applying more modern approaches, procedures and instruments in the assessment, planning, implementation and evaluation of the penal treatment of offenders.			
Outcomes: Qualifying students for planning and programming penal treatment, assessment of risks and needs for prisoners and penal implementation forms of treatment in prison and probation.			
Content <i>Lectures:</i> Definitions of Terms; Specifics in the assessment of personality and life situation of prisoners; The principles of the program of correctional treatment offenders; General approaches to the treatment of conditions in prison; Correctional methods of treatment; Penal specifics of treatment in the institutional or non-institutional conditions; Alternate forms of penalty of treatment; Evaluation of the progress and outcome of the treatment of penalty; Prison treatment of offenders; Research into the treatment of prisoners. <i>Practical work:</i> Assessment of the need for treatment and the risk of recidivism; Organization and implementation of penal treatment detention conditions; Experiences in the treatment of the prison, Critical analysis of the effects of different approaches to the corrective treatment of the prison and probation.			
Literature			
<ul style="list-style-type: none"> Jovanić, G. (2014). (Ne)sigurnost u zatvoru. <i>Specijalna edukacija i rehabilitacija</i>, 13(2), 141-172. doi:10.5937/specedreh13-6128; ISSN 1452-7367 Jovanić, G., Ilijić, Lj., i Mitrović, V. (2016). Mortalitet osoba lišenih slobode u penalnom sistemu. <i>Specijalna edukacija i rehabilitacija</i>, 15(2), 141-172. doi: 10.5937/specedreh15-10345; ISSN 1452-7367 Ilijić, Lj., i Jovanić, G. (2014). Disciplinsko kažnjavanje osuđenih, <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i>, 33(2), 163-176. ISSN 0350-2694 Petrović, V., i Jovanić, G. (2017). Dodela uslovnog otpusta i faktori rizika recidivizma. <i>Zbornik Instituta za kriminološka i sociološka istraživanja</i>, 36(2), 45-60. ISSN 0350-2694 Jovanić, G. (2017). Mere bezbednosti obaveznog lečenja alkoholičara i narkomana i pravo izbora osuđenog. U O. Jović-Prlainović (ur.), <i>Zbornik radova Naučnog skupa sa međunarodnim učešćem „Nacionalno i međunarodno pravo – aktuelna pitanja i teme“</i>, Tom 2, <i>Kosovska Mitrovica</i>, (str. 31-52). Kosovska Mitrovica: Pravni fakultet Univerziteta u Prištini sa privremenim sedištem u Kosovskoj Mitrovici. ISBN 978-86-6083-048-9 Jovanić, G. (2016). Alternativne sankcije u neonatalnom inkubatoru. U N. Macanović (ur.), <i>Zbornik radova „Probacija i alternativne krivične sankcije – mogućnosti i perspektive“</i>, Banja Luka, (str. 8-23). Banja Luka: Centar modernih znanja. ISBN 978-99976-677-4-8 Jovanić, G., i Ilijić, Lj. (2015). Diskriminacija starih osoba u zatvorskom sistemu. U V. Boranijašević (ur.), <i>Zbornik radova Naučnog skupa sa međunarodnim učešćem „Pravni sistem i zaštita od diskriminacije“</i>, Kosovska Mitrovica, 23.6.2015. (str.157-166). Kosovska Mitrovica: Pravni fakultet Univerziteta u Prištini sa privremenim sedištem u Kosovskoj Mitrovici. ISBN 978-86-6083-031-1 Jovanić, G. i Ilijić, Lj. (2016). Ugrožavanje zdravlja osuđenih lica. U M. Krvavac (ur.), <i>Zbornik radova Naučnog skupa sa međunarodnim učešćem „Ljudska prava – između ideala i izazova sadašnjosti“</i>, Kosovska Mitrovica, (str. 471-484). Kosovska Mitrovica: Pravni fakultet Univerziteta u Prištini sa privremenim sedištem u Kosovskoj Mitrovici. ISBN 978-86-6083-042-7; ISSN 0354-6543 Žunić Pavlović, V., i Jovanić, G. (2016). Efektivnost kognitivno-bihejvioralnih programa u redukovanju recidivizma. U S. Ranković (ur.), <i>Zbornik rezimea Stručno-naučne konferencije sa međunarodnim učešćem „Dani defektologa Srbije“</i>, Beograd, 11 – 14.2.2016. (str. 30). ISBN 978-86-84765-48-4 Petrović, V., i Jovanić, G. (2017). Primena standardizovanog instrumenta procene rizika recidivizma kod predlaganja i dodele uslovnog otpusta. U S. Ranković (ur.), <i>Zbornik rezimea Stručno-naučne konferencije sa međunarodnim učešćem „Dani defektologa Srbije“</i>, Novi Sad, 9 – 12.2.2017. (str. 152). ISBN 978-86-84765-51-4 			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical teaching, interactive teaching, visits to penal institutions.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	25
practical teaching	10	oral exam	25
midterm(s)	20	.....
seminars	15		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Penology			
Lecturer: Danica V. Vasiljević-Prodanović			
Course status: Obligatory			
ECTS: 6			
Prerequisites: The basics of criminal law			
Aim: The aim of the course is that students master basic penological concepts, acquire basic knowledge about penology as a scientific discipline, gain insight into different penitentiary systems and forms of punishment through history, gain knowledge about the current system of enforcement of criminal sanctions in Serbia, and prepare students for independent and critical use of literature.			
Outcomes: Mastering basic concepts of penology, knowledge on the system of enforcement of criminal sanctions in Serbia, ability to apply theoretical knowledge in practice, ability for independent research work.			
Content			
<p><i>Lectures:</i> Development of penology as a science; Subject, methods and concept of penology; Punishment through history; The earliest forms of imprisonment; The concept of punishment; Theories on the right to punish and theories on the purpose of punishment; Punishment Teaching of schools of criminal law; The emergence of prison; Prison reform in the 18th century; Prison systems; Contemporary tendencies and characteristics of prisons; Alternative sanctions and measures; International standards in the enforcement of criminal sanctions; Normative framework and principles of the enforcement of criminal sanctions in Serbia; Organization of the system of enforcement of criminal sanctions; Enforcement of the prison sentence; enforcement of alternative sanctions and measures; Conditional release and aftercare; Education orders and educational measures imposed on juveniles.</p> <p><i>Practical work: Presentations:</i> Historical development of penology; Right to punish; Representatives of criminal law schools; Punishing through history; Prison reform; Criminal sanctions in our legislation and enforcement principles; Internal organization of the institutions for the enforcement of criminal sanctions; Position of convicted persons; Organization of life and work of convicted persons.</p> <p><i>Discussions:</i> The purpose of punishment in contemporary society; The power and disadvantages of restorative justice; For and against prison sentences; Alternative sanctions and measures; The importance of aftercare.</p> <p><i>Student's presentations:</i> The History of Punishment in Serbia; Prison systems; Institutions for the enforcement of criminal sanctions.</p> <p><i>Guest Experts:</i> Practice of enforcement of Community service; Enforcement of the safety measure of compulsory treatment of drug addicts and compulsory treatment of alcoholics; Practice of the educator in the correctional institution for juveniles.</p>			
Literature			
<ol style="list-style-type: none"> Vasiljević-Prodanović, D. (2017) <i>Osnove sistema izvršenja krivičnih sankcija</i>, Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-102-0 Mrvić-Petrović, N. (2010). <i>Alternativne krivične sankcije i postupci</i>. Beograd: Medija centar „Obrana“. ISBN 978-86-335-0296-2 Atanacković, D. (1988). <i>Penologija</i>. Beograd: Naučna knjiga. ISBN 86-23-05021-5 Vasiljević, D. (2007). Rad u javnom interesu kao alternativa zatvoru. <i>Beogradska defektološka škola</i>, 13(3), 149-161. ISSN 0354-8759 Vasiljević, D. (2009) Primena novčane kazne u dnevnom iznosu u nekim zakonodavstvima. <i>Socijalna misao</i>, vol. 16, br. 1/2009. ISSN 0354-401X, str. 99-114. Vasiljević-Prodanović, D. (2010). Elektronski nadzor: kontrola i prevencija prestupništva. U: V. Žunić-Pavlović, M. Kovačević-Lepojević (Ur.), <i>Prevencija i tretman poremećaja ponašanja</i> (str. 239-256). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-96-8 Vasiljević-Prodanović, D. (2011). Teorije kažnjavanja i njihove penološke implikacije. <i>Specijalna edukacija i rehabilitacija</i>, 10(3), 509-525. ISSN 1452-7367 Vasiljević-Prodanović, D. (2014) Izvršenje alternativnih sankcija u funkciji prevencije kriminaliteta. U: M. Vuković (ur.) 8. <i>Međunarodni naučni skup Specijalna edukacija i rehabilitacija danas: Zbornik radova</i>. Beograd: FASPER. ISBN 978-86-6203-061-0, str. 233-238. Zakon o izvršenju krivičnih sankcija („Sl. glasnik RS“, br. 55/2014) 			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Oral lectures, presentations, discussions, consultations, mentoring, video materials, guest experts, student presentations, field visits			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	5	oral exam	50
midterm(s)	30	.....
seminars	10		

Study program: Special education and rehabilitation, modules: Motor disability, Visual impairment			
Type and level of studies: Basic academic			
Title of the subject: OCCUPATIONAL THERAPY			
Lecturer: Snežana B. Ilić			
Course status: elective			
ECTS: 6			
Prerequisites: no			
Aim: To introduce students with a modern occupational therapy process with main goal to improve physical and mental health.			
Outcomes: The student becomes qualified to work in two areas: activities related to the area of self-care, professional rehabilitation and leisure activities and the environment adaptation (design for all), living space according to abilities of a person.			
Content <i>Lectures:</i> Philosophy and Occupational Therapy Value. Occupational Therapy: Evaluation (analysis of segments movement in appropriate daily life activities, daily life activity test / Barthel index, identification of cognitive-perceptual deficits in craniocerebral trauma, etc.), treatment planning / intervention, implementation of treatment / intervention plan, evaluation of progress. Occupational therapy for persons with cerebral palsy. Occupational therapy for people with chronic diseases. Occupational therapy for persons with amputations. Occupational therapy for people with mental disabilities. Occupational therapy for the elderly. Adjustment of living space. <i>Practical work:</i> Follow the theoretical contents. It implies an application of activities that are related to the field of self-care, business activities and leisure activities and adaptation of materials and living space			
Literature			
<ol style="list-style-type: none"> 1. Švraka, E., Avdić, D., Hasانبegović-Anić, E. (2012). Okupaciona terapija. Fakultet zdravstvenih studija, Univerzitet u Sarajevu. 2. Daniels, R., Kristensen, A., Piškur, B., Stokes, F. (2000). Occupational Therapy in Europe: learning from each other. ENOTHE. The Netherlands. 3. Trombly, C.A. (1999). Occupational Therapy for Physical Dysfunction. Boston: Boston University. 4. Rapačić, D., Nedović, G. Nikolić, S., Odović, G., Ilić-Stošović, D. (2007). Metodološki okvir i dizajniranje usluga u ustanovama socijalne zaštite. U D. Radovanović (ur), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (695-701). Fakultet za specijalnu edukaciju i rehabilitaciju, Univerzitet u Beogradu. 			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, Power Point presentations, short videos and films			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	
practical teaching	20	oral exam	50
midterm(s)			
Seminars	15		

Study program: Special education and rehabilitation, module - Motor disability; Visual disability; Sensorimotor disability			
Type and level of studies: basic academic			
Title of the subject: Sport and people with disabilities			
Lecturer: Fadilj N. Eminović			
Course status: Elective			
ECTS: 6			
Prerequisites: no condition			
Aim Introduce students with the importance of sports and sports activities for this population, to offer concrete recommendations for their implementation and application			
Outcomes Students' ability to organize and realize certain sports activities of persons with disabilities, and creatively participate in the design of these activities			
Content Lectures: The fundamentals and history, trends and contradictions of sports of persons with disabilities. Sports facilities, adapting sports activities for people with disabilities. Sport organizations in sports in persons with disabilities and the division of competitions. Sport as a means of inclusion and the welfare of sports in people with disabilities. Anthropomotor skills and testing, Functional classification and diagnostics. Methods for developing the motor skills of persons with disabilities. Methods of sports training and principles, training processes in sports in persons with disabilities. The future of sports in people with disabilities. Practical work Monitoring and observing training of persons with disabilities, - Self-training. Participation in the organization and realization of various sports competitions of persons with disabilities			
Literature 1. Dowling, S., McConkey, R., Hass, D., Menke, S., Eminović, F., Wilski, M., Nadolska, A., Kogut, I., Goncharenko, E., Pochstein, F., Bethge, M., Viranyi, A., Regenyi, E., Felegyhazi, J., Pasztor, S., Lorand E., (2010). "Unified gives us a chanceAn evaluation of Special Olympics Youth Unified Sports® Programme in Europe/Eurasia", University of Ulster, BelfastNorthern Ireland, 2. Uzunković, K., Odović, G., Eminović, F., Nedović, G., (2011). Suitability of sport facilities for persons with disabilities, in "Sport facilities-standardizations and trends", Faculty of sport and physical education, Belgrade. 3. Zdravković, M. (2004). <i>Compendium for the subject Theory and Practice of Sports for Disabled</i> , Faculty of sport and physical education, Belgrade.			
Number of active classes per week	Lecture:2		Practical work:1
Teaching methods: Individual, group			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)			
seminars	30		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Management in Education			
Lecturer: Radić Šestić N. Marina, Šešum M. Mia			
Course status: Elective mutual course for multiple modules			
ECTS: 6			
Prerequisites: No			
Aim: Introducing students with the theory and practice of management in the education of students with disability.			
Outcomes: To enable students to independently manage the individual education plan, choose adequate learning material, supplies and equipment, help the person to adapt to the group, developing creative and critical thinking, create conditions for the promotion, constantly monitors the development and facilitate the integration of children with disabilities.			
Content			
<p><i>Lectures:</i>A brief history of management; Organization of management in education; Management in education of persons with disability; Evaluation of management in education; Advancing management in education; Preparation and planning management in education; Preparation groups and departments; Guideling of overall education plan; Functional evaluation of the behavior of students with disabilities; Planning support for the child; Teamwork; The successful organization and management of teams; Co-planning and strategies to help co-planning; Individual educational program and the progress of the child in the program; Developing creativity, critical thinking and obstacles in the expression of creativity.</p> <p><i>Practical work:</i>Invtegration the child in the class; prearrangement groups and departments; Managing the overall plan for education and rehabilitation; Functional evaluation of the behavior of a child; Forming teams and assignment of roles; Collaborative behavior of team members; Developing cooperation with children; Questions that may help in the development of cooperation with the children; Monitoring Child, advantages and disadvantages; Types of data entry about child; Current model of writing; Incomplete, occasionally writing; Absolutely, occasionally writing; Delayed recording; Duration of child monitoring.</p>			
Literature			
Радић-Шестић, М., Ковачевић, Ј. (2010). <i>Управљање инклузивном школом и улога специјалног едукатора рехабилитатора</i> . Факултет за специјалну едукацију и рехабилитацију, Београд, 334 стр., ISBN 978-86-6203-000-9, COBISS:SR-ID 180097804			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods:			
Lectures, practical excercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	.....
seminars	15		

Study program: Special education and rehabilitation – Module of visual impairments, Hearing disability, Motor disability, Sensorimotor disability			
Type and level of studies: Basic academic			
Title of the subject: BASIC SKILLS OF COUNSELLING IN REHABILITATION			
Lecturer: Dragana V. Stanimirović			
Course status: Elective for all modules			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Becoming familiar with characteristic of experts in helping professions, basic skills, some strategies and techniques of effective professional support and counselling in rehabilitation.			
Outcomes: Mastering basic skills of counselling in rehabilitation (initial joining, active listening, presence and attention, etc.), acquiring insight in own capacities and limitations for work in field of counselling, learning useful techniques and strategies of providing support.			
Content <i>Lectures:</i> Pointing out ways to increase desirable and minimize undesirable counsellor's characteristics and behaviours, discussing possibilities of application of the various counselling techniques in rehabilitation area. Describing the details of the first meeting with a client with special emphasis on counselling procedures in rehabilitation, and the specifics of working with clients with a chronic disease or disability. Highlighting and discussing basic skills and counselling strategies in general and in each stage of counselling, as well as in specific areas of counselling in rehabilitation: giving bad news, grief counselling, professional and career counselling etc. Finally, informing about basic skills of forming and leading self-help groups. <i>Practical work:</i> Using different materials designed and prepared in advance (narratives, examples from literature, case studies) as an incentive for developing necessary skills.			
Literature 1. Davis, H. (1996). <i>Savetovanje roditelja hronično obolele ili dece ometene u razvoju</i> (pp. 71-99, 100-127, 128-148). Beograd: Institut za mentalno zdravlje ISBN 86-82277-07-7 2. Kondić, K., Vlajković, J. Štajner – Popović, T. (1998). <i>Slušam te, razumem te, prihvatam te</i> (pp. 36-40). Beograd: IP Žarko Albulj. 3. Worden, W. (2005). <i>Savjetovanje i terapija u tugovanju</i> (pp.56-68, 68-70, 71-79). Zagreb: Naklada Slap, ISBN 953-191257-2 4. Corey, G. (2004). <i>Teorija i praksa psihološkog savjetovanja i psihoterapije</i> (pp.29-40, 473-485). Zagreb: Naklada Slap. ISBN 953-191-243-2			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical classes, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
seminars	20		

Study program: Special education and rehabilitation – Module of visual impairments, Sensorimotor disability			
Type and level of studies: Basic academic			
Title of the subject: ASSISTIVE TECHNOLOGY FOR PEOPLE WITH VISUAL IMPAIRMENTS			
Lecturer: Vesna J. Vučinić			
Course status: Elective for the Module of Visual impairments and Sensorimotor disability			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Introducing to students the assistive technology and training for practical use in educational and rehabilitation process of people with visual impairments.			
Outcomes: Students' competence for practical use of assistive technology in different aspects of education and rehabilitation people with visual impairments.			
Content <i>Lectures:</i> Defining of assistive technology. Development of assistive technology in development of education for people with visual impairments. Compensatory importance of assistive technology for persons with visual impairments. Distribution and production principle. Measuring instruments and equipments for blind persons. Tools for tactile craft, maps and diagrams. Importance of tactile objects and illustrations, requirements and producing phases. Techniques and materials for the production of tactile objects. Optical and non-optical tools for low vision and persons with residual vision. Products for daily use. Orientation and mobility products. Braille products, traditional and new technologies. Computer technology for blind, voice output softer and games. Play tools and product for everyday use. <i>Practical work:</i> Creating and producing of non-optical products for children with visual impairments guided by the lecturer. Programming of assistive technology use coordinated with ophthalmological and other characteristics.			
Literature 1. Fajdetić, A., Nenadić, K. (2012). <i>Prilagodba nastavnih sredstava slijepim i slabovidnim učenicima</i> , Zagreb: Hrvatski savez slijepih. 2. Vučinić, V., Krstić, S., Stanimirov, K. (2007). Savremena tiftlehtnička sredstva za slabovide, <i>Beogradska defektološka škola</i> , 2, 123-130. 3. Alekseev, O. L. (1992). <i>Teoretičeskie osnovy učebnoy tiftlehtniki</i> , Ekaterinburg: Naučno-isledovatel'skiy institut defektologii Rossiyskoy Akademii obrazovaniya. 4. Radulov, V. (2004). <i>Pedagogika na zritelno zatrudnenite (232-273)</i> . Sofija: Univerzitetsko izdatelstvo „Sv. Kliment Ohridski“. ISBN 954-07-2108-3			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical works, seminars, presentations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	10	oral exam	50
midterm(s)	15		
seminars	15		

Study programme: Special education and rehabilitation - module of visual impairments			
Course title: Optometry 2			
Lecturers: Zorica M. Savković			
Level of Study, semester: basic academic studies, semester VIII			
Course status: elective			
Credits: 5			
Condition: Optometry 1			
Course goal Expanding knowledge on ways to correct and and prescribing glasses and contact lenses and rehabilitation of monocular and binocular vision.			
Course outcomes Acquired knowledge and skills for the application of optical means in correction of refractive anomalies.			
Course content <i>Lectures:</i> It deals with basic, modern diagnostic, correctional and rehabilitation procedures in the rehabilitation of monocular and binocular vision. Creation of visual correction aids. <i>Exercises:</i> Practical aspects of diagnostics and rehabilitation of refractive anomalies and functional visual impairments.			
Literature 1. Perunović, A., Cvetković, D., i saradnici (1995). <i>Korekcija refrakcionih anomalija oka</i> , Zavod za udžbenike i nastavna sredstvava, Beograd. 2. Savković, Z., Stankov, B. (2001). <i>Dijagnostički postupci i terapijske metode kod stabizma i ambliopije</i> , Revida, Beograd. 3. Smiljanić, N. (2001). <i>Ispitivanje vidnih funkcija</i> , Zavod za udžbenike i nastavna sredstvava, Beograd. 4. Savković, Z. (2016). <i>Optometrija</i> , Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd.			
Hours of active teaching	Lecture: 2		Exercises: 1
Methods of teaching: Lectures, exercises, interactive teaching, video presentations, independent tasks, demonstration.			
Knowledge score (maximum points 100)			
Pre obligations	Points	Final exam	Points
activities during lectures	20	test paper	
practical lessons	30	oral examination	50
colloquia		.....
seminar			

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: BASICS OF ORTHOPTIC TREATMENT			
Lecturer: Miroslav R. Stamenkovic			
Course status: Elective for the Module of visual impairments			
ECTS: 5			
Prerequisites: There are no prerequisites			
Aim: Adoption of basic knowledge in the field of orthoptic treatment of eye motility disorders			
Outcomes: Mastering the basic techniques of orthoptic treatment in eye motility disorders.			
Content <i>Lectures:</i> History of orthoptic treatment. Place of orthoptic treatment in modern strabismology. Possibilities and limitations of orthoptic treatment. Indication for orthoptic treatment: convergence insufficiency, accommodation insufficiency, anti-suppression training and fusion training in cases of symptomatic heterophoria. Preoperative orthoptic preparation of the strabismus patients. Postoperative orthoptic treatment of the strabismus patients. Amblyopia and strabismus screening in childhood. <i>Practical work:</i> Exercise for treatment primary convergence insufficiency. Training of convergence: near-far (jump convergence). Exercise to promote convergence: pencil-nose (pencil push-up). Dot cards to convergence insufficiency treatment. Brock string exercise for convergence insufficiency. Exercise for accommodation insufficiency treatment. Stereogram exercise. Exercises to improve postoperative binocular status in patients with strabismus. Exercises for non-surgical treatment of diplopia. Treatment of amblyopia – a practical aspect.			
Literature 1. Stankov, B., Savkovic, Z. (2001). <i>Dijagnostički postupci i terapijske metode kod strabizma i ambliopije</i> . Beograd: Revida. 2. Rowe, F. (2012) <i>Clinical Orthoptics</i> . Chichester (UK). Wiley-Blackwell. ISBN-10: 1444339346.			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teachers methods: Lectures, exercises, consultations, practice, presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	20	oral exam	50
midterm(s)	15		

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Sign Language 3			
Lecturer: Kovačević R. Tamara			
Course status: Elective course for the module- Hearing disability			
ECTS: 5			
Prerequisites: Successfully completed courses in Sign Language 1 and Sign Language 2, regular attendance of lectures and exercises			
Aim: The aim of this course is to teach students sign language at intermediate level and enable them to communicate with deaf and hard of hearing persons as well as to apply gained knowledge in their future professional work.			
Outcomes: Mastering this level of sign language, students begin to communicate with deaf and hard of hearing students as well as with adults with confidence, solve practical tasks and they create the possibility for further development in understanding the phenomenon of deafness as well as the ways in which the deaf communicate.			
Content <i>Practical work:</i> Dactylogy – fluency in one-handed and two-handed alphabet. Sign (gesture) – movements and shapes, space and orientation, natural and conventional signs. Extension of all areas covered in Sign Language 1 and 2 with new terms. Sign expression in appropriate terms, simple sentences with or without complements and complex sentences. Fluent interpersonal communication among students and of students with informants. Fluent interpersonal communication of students with deaf and hard of hearing persons. Translating – of interpersonal communication of deaf persons as well as deaf persons and persons in their surroundings. Translating – newspaper articles, long extracts from books, technical terminology, especially legal terms.			
Literature 1. Savić, Lj. (1996): Priručnik za prevodioce gluvim licima, Savez gluvih i nagluvih Jugoslavije, Beograd, 175 strana, ID 48197900 2. Savić, Lj.(2002): Neverbalna komunikacija gluvih i njena interpretacija, Centralni odbor Saveza gluvih Jugoslavije, 201-229 str. Beograd, ISBN 86-903569-0-8			
Number of active classes per week:	Lecture:0		Practical work: 2
Teaching methods: exercises, interactive classes			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures		written exam	
practical teaching	20	oral exam	
midterm(s)		practical exam	80
seminars			

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Production of Individual Educational Plans for Deaf and Hard of Hearing Children			
Lecturer: Isaković S. Ljubica			
Course status: elective course for the module Hearing disability			
ECTS: 5			
Prerequisites: No			
Aim: Introduction to educational and pedagogic framework of individual educational plans for deaf and hard of hearing children and the ways in which they function			
Outcomes: Students are competent to make proper assessments and organize teaching in their future work in accordance with the individual educational abilities of deaf and hard of hearing students as well as to produce individual educational plans on their own depending on children's abilities. They are competent to solve practical tasks and link and apply gained knowledge.			
Content <i>Practical work:</i> Educational and pedagogic framework of individual educational plans. Individual approaches to deaf and hard of hearing primary school students. Creating individual educational plans in accordance with the abilities and capabilities of deaf and hard of hearing children within academic subjects and teaching of skills. Assessment instruments. Content of individual educational plans. Independent production of separate individual plans by students, while respecting abilities and capabilities of deaf and hard of hearing students. Production of individual seminar paper.			
Literature Dimić, N. i grupa autora (2005): Smetnje i poremećaji u razvoju kod dece oštećenog sluha, u monografiji prof. dr Slavica Golubović i saradnici: Smetnje i poremećaji kod dece ometene u razvoju, Defektološki fakultet, Beograd, 13-73, ISBN 86-80113-42-5 Popović, Z. (2007): Individualizovani pristup deci oštećenog sluha, Beogradska defektološka škola, Društvo defektologa Srbije, 1, 27-33 ISSN 0354-8759 Popović, Z. (2007): Teorijske determinante individualizovane nastave u školama za gluvu i naglugu decu, Beogradska defektološka škola, Društvo defektologa Srbije, 3, 47-52 ISSN 0354-8759			
Number of active classes per week:	Lecture: 0	Practical work: 2	
Teaching methods: Exercises, interactive teaching, practical training			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures		written exam	
practical teaching	20	oral exam	
midterm(s)		practical exam	50
seminars	30		

Study programme: Special education and rehabilitation			
Course title: PARTICULARITY OF SOCIAL COMPETENCIES			
Type and level of studies: basic academic			
Lecturer: Slavnić S. Svetlana			
Course Status: Elective course of the module – Hearing disability			
ECTS-credits: 4			
Prerequisites /			
Aim: Adopting theoretical starting points on the specificity of social competencies in order to improve social competence in children and youth with disabilities. Training for creating and implementing work programs.			
Course outcome: Ability to create and implement programs for improving the social competencies of children and youth with disabilities.			
Course content			
Lectures: Social competences - approaches aimed at improving the personal, social, emotional and adaptive competence of children and youth with disabilities. Significance of socially competent behavior in daily life activities. Encouraging and promoting social competence in children and youth with disabilities in: family, school, home/educational work (formal frameworks, work structure, resources) and the local community.			
Practical exercises: Developing programs for improving the social competencies of children and youth with disabilities. Program structure: objectives, tasks, subprograms, program areas, program units, thematic areas, themes, methods, procedures. Individual support plans. Procedures for evaluating program efficiency.			
Literature:			
1. Gidens, E. (2005). Sociologija. Beograd: Ekonomski fakultet. ISBN 86-403-0668-0 (str. 84-113; 314- 343)			
2. Pejanović, S. (2005). Socijalna politika. Beograd: Defektološki fakultet. ISBN 86-80113-44-1 (str. 19-52, 83-95, 223-254)			
3. Trkulja, J. (Ur.) (2003). Prava osoba sa invaliditetom. Beograd: Centar za unapređivanje pravnih studija u Beogradu. ISBN 86-7546-008-2 (str. 341-389).			
Number of active classes per week - 3	Lectures: 2		Practical exercises: 1
Teaching methods: Group work, interactive teaching, cooperative work model with application of individual, group and tandem forms, work on research tasks, class presentations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	oral exam	50
practical teaching	10	-	-
midterm(s)	15	-	-
seminars	15	-	-

Study program: Special education and rehabilitation			
Type and level of studies: Basic academic			
Title of the subject: Methodology Development of Individual Rehabilitation Programs for Deaf and Hard-of-hearing Children			
Lecturer: Sanja T. Djokovic			
Course status: Elective course of the module Hearing Disability			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: The aim of this course is to familiarize students with the organization of counseling and development centers and to instruct them in the basics of team work. Also, this course aims to introduce students to the incidence and prevalence of various hearing disabilities throughout the world as well as in our country. Likewise, the goal of this course is to train students be able to use different techniques, methods, scales and tests for various diagnostic purposes.			
Outcomes: The course develops the competencies, knowledge and skills necessary for teamwork in the development counseling. Upon completing the course, students will be capable of recognizing and distinguishing the pathology of hearing from other clinically similar pathologies (speech-language pathology). The course provides knowledge for the independent application of various measurement instruments and the conception and presentation of the final findings of the functional status of hearing, as well as for the analysis of speech-language sequences.			
Content <i>Lectures:</i> Theoretical portion of this course will cover the following: organization of the work of the development counseling centers for deaf and hard-of-hearing children; territorial coverage in relation to prevalence and incidence of hearing impairment; prevalence and incidence in relation to the etiogenesis of hearing impairment in children and adults; use of hearing aid; procedures for admission, examination and assessment of deaf and hard-of-hearing children; the basis of differential diagnostic procedures in the development counseling center; advisory work with parents. <i>Practical work:</i> The practical portion of this course will cover the following: acquiring the communication skills necessary for work in the development counseling center; admission timing, review and assessment procedures for deaf and hard-of-hearing children; result analysis; analysis of differential-diagnostic parameters; conceiving and writing a finding.			
Literature 1. Sovilj M., Pantelić S., Punišić S., Đoković S. (2006): Ako ne govorim, ako ne čujem dobro ko sam, IEFPG, str. 33, Beograd, ISBN 86-81879-11-1 2. Đoković, S., Šabanović, S., Pantelić, S.: Auditorna neuropatija, Tematski zbornik, Govor i jezik – multidisciplinarna istraživanja srpskog jezika jezika, IEFPG, Beograd, 2004, str. 343–355 ISBN 86–81879-07-03 3. Šabanović, S., Đoković, S.: Centralno auditorno procesiranje -CAP, Govor i jezik, Beograd, 2003, str. 340-346. ISBN 86-81879-06-5			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures with application of modern technical aids, exercises and consultations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavior disorders			
Type and level of studies: Basic academic studies			
Title of the subject: Women and Prison			
Lecturer: Vesna Ž. Nikolić-Ristanović			
Course status: Elective			
ECTS: 5			
Prerequisites: Criminology with juvenile delinquency			
Aim: The aim of the course is to enable that students: <ol style="list-style-type: none"> 1. get familiar with: sentencing policy toward women; characteristics of women prisoners, women's needs in prison, conditions in women' prisons and specificities of serving prison sentence in Serbia and worldwide; international standards regarding the position of women prisoners; gender specific and restorative justice programs in women' prisons in Serbia and worldwide; 2. develop critical thinking about sentencing and execution of prison sentence against women in Serbia, in the light of international standards and up to date findings of criminology, victimology and penology research. 			
Outcomes: Knowledge about sentencing policy and specificities of execution of prison sentence against women, and ability for critical analysis of research findings, political and international legal documents from the field			
Content <i>Lectures:</i> <ol style="list-style-type: none"> 1. Specificities of phenomenology and ethiology of female crime; 2. Sentencing policy of courts toward women; 3. Alternative sanctions and women; 4. Conditions in women' prisons; 5. Characteristics of female prisoners and their needs; 6. Female victims in prison; 7. Treatment of women in prison from gender perspective; 8. International documents and prison for women; 9. Gender specific programs in prisons for women worldwide; 10. Gender specific programs in prisons for women in Serbia; 11. Restorative justice and prisons for women; 12. Civil society in Serbia and advocacy for improvement of conditions in prisons for women. <i>Practical work:</i> Tutorials, visits to women' prison, interviews with prisoners, guest lectures by professionals, project, analysis of video materials and theater performances			
Literature <ol style="list-style-type: none"> 1. Grozdanović, V., Šelih, A. (2001) <i>Žene i kazna zatvora</i>. Rijeka: Pravni fakultet. ISBN: 953-6597-20-9 2. Nikolić-Ristanović, V, Mrvić, N. (1992) <i>Društvena kontrola i kriminalitet žena</i>. Beograd: Draganić i IKSI. ISBN: 86-441-0045-9 3. Nikolić-Ristanović, V. (1995) (Bez)smisao kazne zatvora ili ka feminističkoj analizi kazne. <i>Ženske studije</i>, 2/3, str.245-258. ISSN: 0354-6942 4. Nikolić-Ristanović, V (2000) <i>Od žrtve do zatvorenice: Nasilje u porodici i kriminalitet žena</i>, Beograd: Viktimološko društvo Srbije, Institut za kriminološka istraživanja i Prometej, ID 85325068 5. Kovačević, M. (2012) Položaj žena u sistemu izvršenja krivičnih sankcija prema Bankočkim pravilima. <i>Temida</i>, 4, str. 73-88. ISSN: 1450-6637 6. Čopić, S., Šaćiri, B. (2012) Život u zatvoru u Srbiji: Uslovi za život osuđenica u Kazneno-popravnom zavodu za žene u Požarevcu. <i>Temida</i>, 4, str. 23-44. ISSN: 1450-6637 7. Čopić, S., Stevković, LJ., Šaćiri, B. (2012) Tretman i otvarivanja prava osuđenica u Kazneno-popravnom zavodu za žene u Požarevcu. <i>Temida</i>, 4, str. 45-71. ISSN: 1450-6637 			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods: Lectures, tutorials, workshops, seminars, debates, audio-visual material, guest lectures, professional visits, projects			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	10	written exam	
practical teaching	20	oral exam	
midterm(s)	20	project presentation	50
seminar			

Study program: Special education and rehabilitation, module: Prevention and treatment of behavioral disorders			
Type and level of studies of study: Basic academic			
Course title: PSYCHOPATHOLOGY OF ADDICTIONS			
Lecturer: Radulović M. Danka			
Course status: Elective			
ETCS: 5			
Pre-requisites: Psychological basis of behavior disorders			
Aim: Acquiring knowledge about complex relationships of addictions and others psychopathological phenomenon relevant for prevention and treatment of addiction.			
Outcome: Mastering assessment of various etiological paths of addiction disorders in constellation with the most often comorbid disorders, that serves as a basis for differentiated approach in treatment.			
Content: <i>Lectures:</i> Conceptual framework. Forms of addiction (chemical and nonchemical). Theoretical models of dependency and types of personality of addicts. Psychopathological tendencies as factors of risk for developing addiction. Psychopathology as a result of chronic addiction. Parallelism of addictive disorders and other mental disorders: depression, anxiety, bipolar disorder, antisocial, borderline and narcissistic personality disorder. Dependence and suicidal behavior. Addictions and delinquency. Assessment of recidivism risk based on time sequence in the emergence of psychopathology and addiction. Implications of comorbidity of addiction and psychopathology on psychotherapy approaches and prevention.			
Literature: 1. Bukelić, J. (2000). <i>Socijalna psihijatrija</i> . Beograd: Zavod za udžbenike i nastavna sredstva. ISBN 86-17-11786-9 2. Radulović D. (2013). Poremećaji zavisnosti, psihopatija i kriminal u svetlu nalaza empirijskih studija <i>Specijalna edukacija i rehabilitacija</i> . 2(1), 119-139. ISSN 1452-7367 3. Radulović D. (2014). <i>Psihološke osnove poremećaja u ponašanju</i> , Beograd:Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju (selected chapter: 159-212). ISBN 978-86-6203-047-4 4. Radulović D. (2006). <i>Psihologija kriminala, psihopatija i prestupništvo</i> . Beograd:Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju i Institut za kriminološka i sociološka istraživanja (selected chapter: 86-96). ISBN 86-83287-15-7 5. Simić, S. (2011) <i>Sve o narkomaniji</i> . Novi Sad: Angora. ISBN 978-86-6053-082-2 6. Daruši, D., Radulović, D., Radovanović, I. (2014) Cerebral edema in Drug Addicts: Canonical Space of Certain Variables of Addicts Experience and Personalities Traits, <i>Vojnosanitetski pregled</i> , 2014, vol. 71, No 6., pp 554-558. ISSN 0042-8450.			
Numbers of active classis per week: 2	Lecture: 2		Practical work: 1
Methods of teaching lectures, presentations of cases from clinical and forensic practice, seminars, analyses of consequences of addictions			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Activites during lectures	30	written exam	50
seminars	20		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Professional training of convicted			
Lecturer: Goran Jovanić, Ph.D			
Course status: Elective			
ECTS: 5			
Prerequisites: Criminal Law and Social Pathology			
Aim: Acquiring knowledge on the theoretical foundations and basic principles in the professional training of convicts in prison conditions. Training students based on their extensive knowledge of the professional training of convicts work in the penal rehabilitation.			
Outcomes: Understanding of the process of professional training of convicts, prison organization, the general and specific principles and methods of professional training sentenced, impediments to implementation, specifics of the population convicted, enabling both the classification of convicted control of operations and evaluation of the effects of professional training in prison conditions.			
Content <i>Lectures:</i> Definitions, basic concepts and terminology demarcations, penal tendencies in education, educational needs convicted, sentenced Engagement, classification of prisoners and vocational training; Testing the educational needs of the convicts, Alliance previous occupation and the offense, the need for qualification, additional training, retraining code convicted, sentenced classification plan professional training, work areas convicted, sentenced Working within the institution and outside the institution; Compliance work of prisoners with the needs of professional training; Evaluation of the labor of convicted; The impact of engagement on retraining, benefits, rewards, punishment, parole; Certificate of competence convicted; Preparing for post-penal acceptance, international experience, professional training and reintegration of convicts. <i>Practical work:</i> Organization and implementation of professional training in prison conditions, experience in professional training in prison conditions, critical analysis of the effects of different approaches in professional training of convicted.			
Literature <ul style="list-style-type: none"> Jovanić, G. (2017). <i>Kazni, zatvori, zaposli</i>. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-104-4 Odović, G., Žunić Pavlović, V., & Jovanić, G. (2014). Vocational training as a factor in the rehabilitation of inmates in institutions for enforcing penal sanctions. In D. Kulić & D. Ilić Stošović (Eds.), <i>Education and Rehabilitation of Adult Persons with Disabilities, Šabac</i>, (pp. 353-366). Belgrade: Faculty of Medicine Foča and University of Belgrade – Faculty of Special Education and Rehabilitation. ISBN 978-99955-733-9-3 Jovanić, G., i Petrović, V. (2017). Potrebe, praksa i efektivnost obrazovanja i profesionalnog osposobljavanja osuđenih. <i>Specijalna edukacija i rehabilitacija</i>, 16(2), 199-221. doi:10.5937/specedreh16-14012; ISSN 1452-7367 Petrović, V., Jovanić, G., i Luković, M. (2017). Efektivnost radnih programa u zatvorima – primeri pojedinih programa u SAD. <i>Specijalna edukacija i rehabilitacija</i>, 16(4), 491-516. ISSN 1452-7367 			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Lectures, practical teaching, interactive teaching, visits to penal institutions.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	25
practical teaching	10	oral exam	25
midterm(s)	20	.....
seminars	15		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic			
Title of the subject: Human rights of convicted persons and their protection			
Lecturer: Popović B. Zorica			
Course status: Elective			
ECTS: 5			
Prerequisites: Knowledge of Criminal law basics			
Aim: To introduce students to the mechanisms for the protection of the rights of convicted persons (and juveniles sentenced to juvenile imprisonment) at the national and international level, and especially before the European Court of Human Rights, when all legal remedies for the protection of rights within the national framework have been exhausted.			
Outcomes: Obtained knowledge that could be applied in the field of implementation of international standards on the protection of the rights of prisoners in relevant institutions.			
Content <i>Lectures:</i> The rights of prisoners and their protection in accordance with the Law on the Execution of Criminal Sanctions, Key international documents in the field of the protection of the rights of the convicted persons, Obligatory and non-binding character of international documents in the field of protection of the rights of the convicted, Mechanisms of protection at supranational level, Protection of rights of convicted persons before the European Court of Human Rights. <i>Practical work:</i> Presentation of the latest practice of the European Court of Human Rights in the domain of the rights of the convicted persons and especially numerous cases of violation of Article 3 of the European Convention-provisions relating to the prohibition of inhumane and degrading treatment in prison terms against convicted persons.			
Literature: 1. Kandić-Popović, Z. (1992): Ograničenja prava osuđenih u uslovima zatvorskog režima – međunarodni standardi, Anali Pravnog fakulteta u Beogradu, 10(5), str. 389-402. ISSN 0003-2565-XL. 2. Kandić-Popović, Z (2004): Član 3. Evropske Konvencije o ljudskim pravima i novija praksa Evropskog suda za zaštitu ljudskih prava i osnovnih sloboda, Istraživanja u defektologiji, 4, str. 213-223. ISSN 1451-3285 3. Helsinški odbor za ljudska prava u Srbiji, Ustanove za izvršenje krivičnih sankcija prema maloletnicima, Beograd, 2012. http://www.helsinki.org.rs/serbian/doc/zatvori%20maloletnici.pdf 4. Helsinški odbor za ljudska prava u Srbiji, Zatvorski sistem u Srbiji, Beograd, 2012. http://www.helsinki.org.rs/serbian/doc/zatvori%20-%20mart%202012.pdf 5. Zakon o izvršenju krivičnih sankcija, Sl. glasnik RS, br. 85/05, 72/09 i 31/11 http://www.parlament.gov.rs/akti/doneti-zakoni/doneti-zakoni.1033.html 6. Zakon o maloletnim učiniocima krivičnih dela i krivičnopravnoj zaštiti maloletnih lica, Sl. glasnik 85/05 http://www.parlament.gov.rs/akti/doneti-zakoni/doneti-zakoni.1033.html			
Number of active classes per week	Lectures: 2	Exercises: 1	
Teaching methods: Lectures, tests, presentations, consultations, exercises, colloquiums, seminar papers, oral examination of knowledge			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during lectures	30	oral examination	30
practical teaching	20		
midterm(s)	10		
seminars	10		

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Type and level of studies: Basic academic studies			
Title of the subject: APPLIED THEATRE WITH CHILDREN AND YOUTH			
Lecturer: Branislava B. Popović-Čitić			
Course status: Elective			
ECTS: 5			
Prerequisites: Developmental prevention of behavioral disorders			
Aim: The aim of the course is to acquire knowledge about basic concepts, methodology, approaches and techniques of applied theater in work with children and youth, as well as practical mastering of planning and guidance of the drama process.			
Outcomes: Students' ability to use certain techniques of applied theater in work with children and youth, to independently plan and lead the process of drama workshops, to know the basic features and possibilities of applying individual models of applied theater and to master knowledge about the potential effects of various drama exercises and games.			
Content			
<p><i>Lectures:</i> Applied theatre (theoretical basics, methodology, principles, models, areas of application). Theatre of the Oppressed (Theater paintings, Forum theatre, Invisible theatre, Legislative theatre, Newspaper theatre, Rainbow of desire). Playback theatre. Improv theatre. Theatre for development. Theatre in education (Process drama, Creative drama). Theater performance (Street theatre, Community theatre). Drama therapy. Applied Theatre in Serbia.</p> <p><i>Practical work:</i> Drama workshops (rules, drama process, presentation). Planning the drama process (theme selection, creative movement, drama elaboration, sound image, costumes, scenic space, performance). Guidance of the drama process (principles, techniques, phases). Drama techniques (improvisation, role playing, role replacement, pantomime, frozen images, statues, mirrors, fluid sculptures, choral speech, guided fantasy, storytelling, forum scene, puppets, masks). Drama games and exercises (purpose, implementation, expected effects).</p>			
Literature			
<ol style="list-style-type: none"> Bojović, D. (2010). <i>Više od igre – dramski metod u radu sa decom.</i> (str. 9-38). Beograd: Centar za primenjenu psihologiju. ISBN 978-86-83797-82-0 Jočić, A. i sar. (2012). <i>Vodič kroz kreativni dramski proces.</i> Beograd: Bazart. (str. 11-88). ISBN 978-86-89125-00-9 Boal, A. (2004). <i>Pozorište potlačenog.</i> Niš: Prosveta. (112 str.) ISBN 86-7455-624-8 			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Interactive teaching, presentations, workshops, participatory groups, work in small groups.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)			
seminars	30		

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Basic academic studies			
Title of the subject: PROFESSIONAL PRACTICE II			
Course status: Obligatory for the Module of visual impairments			
ECTS: 6			
Prerequisites: To fulfill pre-examination requirements from professional-applicative subjects on the fourth year of basic academic studies.			
Aim: Practically apply knowledge and skills from the field of optometry, ortoptics, orientation and mobility and rehabilitation of blind and low vision people.			
Outcomes: Upon completing professional practice, a student will be able to: – do a functional evaluation of visual abilities; – rehabilitate monocular and binocular vision; – apply methods and techniques for orientation and mobility of blind; – evaluate the needs and adapt a visually impaired person's work place.			
Content: The student will apply the acquired knowledge and skills in accordance with the institution which he/she would be in and workplace at which he/she would be assigned to. In clinical institution, this includes: 1. Gathering ophtalmic, personal and family anamnestic data. 2. Determining distance and near visual acuity. 3. Application of focometry and refractometry. 4. Determining binocular status of a patient (simultaneous perception, fusion and stereoscopy) and rehabilitation of binocular sight (exercises of convergence insufficiency, antispresional training and fusion) In the institution for the blind, professional practice includes: 1. Creating an individual training program for orientation and mobility. 2. Training blind people to apply methods and techniques for movement in closed and open spaces and in familiar and unfamiliar places. 3. Training blind people to apply self-protection techniques during walking and movement. 4. Adapting work place in related to professional needs of blind people.			
Teaching methods: Mentor supervised work.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study programme: Special education and rehabilitation			
Title of the subject: PROFESSIONAL PRACTICE II			
Type and level of studies: Basic academic			
Course status: Obligatory course of the module – Hearing disability			
ECTS-credits: 3			
Prerequisites: /			
Aim: Acquisition of practical knowledge and skills in the field of education of the deaf and hard of hearing. Creation of individual educational plans and programmes, and their implementation in an inclusive environment.			
Course outcome: Preparation and realization of educational activities with deaf and hard of hearing children, application of knowledge on the specificities of the perceptual, motor and cognitive development of deaf and hard of hearing children to practice at school, care homes, and in an inclusive environment.			
Course content			
<p>A mentor creates the content of the professional practice for each student in particular in accordance with the school and care home programme during the student's stay. Under direct supervision of the mentor, a student applies the acquired knowledge from the selected educational areas in the following activities.</p> <p>Practice at care homes for deaf and hard of hearing students</p> <ol style="list-style-type: none"> 1. Planning and programming of educational work at care homes. 2. Implementation of educational components within the educational work at care homes depending on age of deaf and hard of hearing children. 3. Evaluation of educational work at care homes. 4. Realization of educational components within the educational work at care homes depending on age of deaf and hard of hearing children. 5. Analysis of the educational situation at the care home and defining relevant educational tasks. 6. Providing individual assistance to deaf and hard of hearing students in doing homework. 7. Individual and group work at care homes. 8. Realization of free-time activities at care homes. 9. Evaluation and self-evaluation of work of deaf and hard of hearing children and youth at care homes. 			
Literature:			
Number of active classes per week	Lectures:	Practical exercises:	
Teaching methods:			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Written report on completed professional practice	50	Presentation of the report on completed professional practice	50

Study program: Special education and rehabilitation, module Motor disability			
Title of the subject: Professional practice 2			
Course status: obligatory			
ECTS: 6			
Prerequisites: -----			
Aim: The goal of professional practice is to train students to work in the field of education and rehabilitation of persons with motor disabilities.			
Outcomes: Direct application of theoretical and practical knowledge and skills, students qualified for immediate work with persons with motor disabilities in the field of education, treatment and professional rehabilitation.			
Content Students spent time in institutions (institutes, clinics, hospitals, schools) which are specialised in assessing, habilitation, rehabilitation and education of persons with motor disabilities. Students are introduced with methods and techniques which are used in assessing the level and the type of disorders and disabilities, as well as with methods and techniques of professional rehabilitation of children and adults. Students are getting familiar with all phases of the multidisciplinary approach to disabilities, from anamnesis and team conclusion, including proposals for rehearsals and determination of tools, up to habilitation planning, rehabilitation and education. Students are learning about specifics of developing plan and program for re/habilitation depending on type and level of motor disability, child's/person's age and on general conditions. Students are introduced to and are taking active role in creating support within the scope of Individual education plan, as well as in creating various approach methods in the scope of acquiring skills. They participate in teamwork, at the same time are gaining skills necessary for individual professional work with children and adults who are facing difficulties caused by motor disorders and disabilities.			
Teaching methods: Demonstration, work under the supervision of a mentor, independent work.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study program: Special education and rehabilitation, module Sensorimotor disability			
Title of the subject: Professional practice 2			
Course status: Obligatory			
ECTS: 3			
Prerequisites: -----			
Aim: The aim of the professional practice is to introduce students with models of inclusive education, opportunities and conditions for realization; with legal and sub-legal acts, support system in inclusive education, and with methodology of creating individual educational plan and educational programs of work.			
Outcomes: Ability to support students with sensorimotor disabilities in inclusive education, participation in an inclusive team, creating of individual educational plans and educational programs in the framework of the activities of regular schools and provide support and assistance to teachers and parents.			
Content For each student, mentor formed the content of professional practice individually in accordance with the curriculum of school during the stay of the student. The student will apply the acquired knowledge from the selected educational areas in the following activities, under the direct supervision of the mentor: <ul style="list-style-type: none"> - Planning and providing support in educational work depending on the type and level of disability. - Preparation and development of individual educational plans depending on the type and level of disability. - Analysis of educational situations and defining relevant educational tasks. - Individual and group work. - Evaluation of student and teaching work. - Work with teachers and parents. - Evaluation of educational activities. 			
Teaching methods:			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50

Study program: Special education and rehabilitation, module Prevention and treatment of behavioral disorders			
Title of the subject: PROFESSIONAL PRACTICE 2			
Course status: obligatory			
ECTS: 4			
Prerequisites:			
Aim: This course is designed to facilitate generalization of knowledge into real practice by allowing to the students to get to become familiar, first hand, the mission, organization, scope and methods of work of social welfare, educational, mental health and criminal and juvenile justice institutions and their specific role to the field of prevention and treatment of behavioral disorders in childhood and adolescence. Understanding the role, competencies and responsibilities of a special pedagogue as a member of multidisciplinary prevention and treatment team. Practicing under supervision implementation of concepts, methodologies and skills acquired.			
Outcomes: Upon completing this course requirements the students will: (a) gain direct insight into role, organization, scope of work of institutions and programs for prevention and treatment of behavioral disorders in childhood and adolescence; (b) get to know the relevant legal framework and other regulatory mechanisms; (c) become familiar with the specifics of place, role and competencies of the special pedagogue as well as other multidisciplinary team members; (d) acquire practical knowledge and enhance skills in the areas of risk, needs and responsivity assessment, treatment and prevention programs planning, conducting, documenting and evaluating.			
Content The internship is carried out at the Center for Social Work, Children and Youth Shelters and Detention Centers, a Institutions for Children Without Parental Care, Residential Treatment Institutions for Juveniles, Educational-Correctional Facilities for Juveniles, Pre-school Child Care Institution, Educational institution, Elementary and Secondary Schools, or a Mental Health Institution for Children, Youth and Families and other institutions for research, prevention and treatment of behavioral problems and disorders. The internship working agenda includes but is not limited to the following: (1) Mission, organization, and method of work of the institution; (2) Legal framework, bylaws and other relevant regulatory mechanisms; (3) Case management and multidisciplinary teamwork; (4) Documentation; (5) Assessment procedure and methodologies; (6) Methodology of planning and realization of prevention and treatment activities; (7) Evaluation procedure and methodologies.			
Teaching methods: Instructions, mentoring, supervised and semi-independent practical work			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
Professional practice report	50	Oral presentation of professional practice report	50