

Study program: Special education and rehabilitation for persons with difficulties in mental development; Speech and Language Pathology			
Type and level of studies: Undergraduate academic studies			
Course title: Introduction to Rehabilitation of Persons with Intellectual Disabilities			
Lecturer: Glumbić P. Nenad; Đorđević V. Mirjana			
Status of the course: Obligatory common course			
ECTS: 4			
Prerequisites: No prerequisites			
Aim The objective of this course is to enable students to understand the phenomenon of intellectual disabilities (ID) in the context of a wider, social model of disability. The students are trained to recognize the developmental characteristics of people with ID, co-morbid conditions and differential-diagnostic aspects of ID and other disorders, and to apply their knowledge in future work.			
Learning outcomes By mastering the curriculum, a student acquires basic knowledge in the field of intellectual disabilities necessary for understanding of applied professional courses in the higher years of studies. The student will be able to understand the behaviour of people with ID, to determine their level of needed support and to recognize the most common co-morbid conditions.			
Course contents <i>Lectures</i> Scientific terminology in ID. Definition and classification of ID in ICD-10, DSM-5 and AAIDD. The prevalence of ID. Multidimensional approach to ID. Early childhood development and ID. Educational services for children with ID. Adults and old people with ID. Ethical dilemmas in the prevention and treatment of ID. Co-morbidity of ID and autism spectrum disorder. Diagnostic criteria for autism. Categorical, dimensional and developmental approach to autism. Educational diagnosis. Changes in clinical presentations of autism spectrum disorder. <i>Practical exercises</i> Visiting institutions that provide special education and rehabilitation for children with ID (establishing contacts with their consumers; identification of specific developmental characteristics and co-morbid conditions; categorically based classification of ID).			
Literature 1. Глумбић, Н. (2009). <i>Одрасле особе са аутизмом</i> (друго издање), ЦИДД, ФАСПЕР, Београд (стр. 11-63). ISBN 978-86-80113-86-9. 2. Поповић-Деушић, С. (2012). Ментална ретардација. У С. Бојанин, С. Поповић-Деушић (ур.) <i>Психијатрија развојног доба</i> (стр. 287-298). ISBN 978-86-82277-62-0. 3. Вејне-Смит, М., Итенбах, Р. Ф., Паттон, Р. Ј. (2002). <i>Mental retardation</i> . Merrill Prentice Hall. (превод одабраних поглавља, стр. 358-458). ISBN 0-13-032990-8. 4. Глумбић, Н. (2005). Судбина менталне ретардације у политички коректном дискурсу. <i>Истраживања у дефектологији</i> , 4 (6), стр. 11-21. 5. Глумбић, Н. (2007). Етичке дилеме у превенцији и третману ометености. У З. Матејић-Ђуричић (ур.), <i>Нове тенденције у специјалној едукацији и рехабилитацији</i> (стр. 187-212). Београд: ЦИДД.			
Total number of active teaching classes 3 classes a week	Lectures: 2 classes a week		Practical exercises: 1 class a week
Teaching methods Lectures, practical exercising, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre-exam obligations	points	Final exam	points
active student participation		written exam	
practical exercises	5	oral exam	50
midterm(s)	45	.....
term paper(s)			

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic Academic			
Title of the Subject: BASICS OF SOCIOLOGY			
Lecturer: Filipović R. Mirko			
Course status: obligatory			
ECTS: 3			
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> . Ekonomski fakultet, Beograd. ISBN 86-403-0521-8 M. (pp. 85-315). 2. Haralambos, M. Holborn (2002). <i>Sociologija: teme i perspektive</i> . Golden marketing, Zagreb. ISBN 953-212-100-5 (selected chapters, pp. 50-121).			
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 program: 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: INTRODUCTION TO EDUCATIONAL SCIENCES			
Lecturer: Marija M. Jelić			
Course status: obligatory			
ECTS: 4			
Prerequisites: no prerequisites			
Aim: Introducing the basic pedagogical terms and current thinking about educational process and the factors that determine it; acquiring and development of knowledge, skills and attitudes necessary for successful communication in educational process and for creating a productive environment for learning and managing it, as well as including special educational needs of children with difficulties in development; enabling students for using of pedagogical literature independently and introduction into methodology of empirical research of pedagogical phenomena.			
Outcomes: Acquiring of knowledge in the field of pedagogy which will be the basis for further studies in the field of special pedagogy.			
Content <i>Lectures:</i> The basic pedagogical terms: education, socialization, humanistic and functional approach to pedagogy; development of pedagogy as a science; educational system, school and society; aims and objectives of education; methods of education; communication in educational process; social relationships in a class; guidance of a class; the basic didactical terms - teaching, teaching curriculum, teaching methods, the organizational forms of teaching load; family and school; inclusive and multicultural education; teacher as a profession.			
Literature 1. Trnavac, N. and J. Đorđević (2007). <i>Pedagogija</i> , Beograd: Naučna knjiga komerc, ISBN 978-86-7504-017-0. (pp. 187 - the first part of the book)			
Number of active classes per week: 2	Lecture: 2		Practical work: 0
Teaching methods: lectures, discussions, individual and group research of students' work, oral presentations of students, video presentations, monitoring teaching work in preschool institutions and schools, independent work of students in topic specific texts.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	20	written exam	60
practical teaching	10	oral exam	
midterm(s)		.....
seminars	10		

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate academic studies			
Course title: Rehabilitation of Persons with Intellectual Disabilities			
Lecturer: Glumbić P. Nenad; Đorđević V. Mirjana			
Status of the course: Obligatory course			
ECTS: 6			
Prerequisites: No prerequisites			
Aim The objective of this course is to enable students to understand syndrome specificities in the field of intellectual disabilities, as well as to identify, implement and evaluate basic programmes to encourage and support for people with intellectual disabilities.			
Learning outcomes By mastering the curriculum, a student will be able to perform the functional analysis of the behaviour of people with intellectual disabilities, to design an intervention plan, to apply basic behavioural procedures for behaviour management, and to critically evaluate effects of the applied procedures.			
Course contents <i>Lectures</i> Intellectual disabilities and syndrome specificities. Early intervention plan. Treatment procedures. Facilitating two-way communication. Alternative communication systems. Toilet training. Behaviour management. Behavioural procedures. Regulation of proactive and reactive aggression. Prevention and treatment of self-injurious behaviour. Adaptation of educational standards. Educational support for children with intellectual disabilities. Substances abuse in clients with intellectual disabilities. Delinquents with intellectual disabilities. Deinstitutionalization and supported living. <i>Practical exercises</i> Treatment planning and techniques for enhancing psychomotor functioning. Structured behavioural interventions. Applied behavioural analyses. Positive and negative reinforcement. Behavioural changing and shaping. Discrete trial training. Functional behavioural analysis. Support methods for people with severe and profound intellectual disabilities. Space, time and objects organization. Assessment of the reactive and proactive aggression. Management of the aggressive behaviour. Developing programmes for supported living.			
Literature 1. Linn, M. (2006). <i>Terapijske vježbe kod psihomotoričkih razvojnih smetnji</i> , Naklada Slap, Zagreb (стр. 11-34). ISBN 978-953-191-327-0. 2. Гринспен, С., Видер, С. (2010). <i>Дете с посебним потребама</i> . Каруповић, Београд (стр. 258-289). ISBN 978-86-83825-17-2. 3. Глумбић, Н., Вдновић, Ј. (2010). <i>Индивидуализација у раду са децом са сметњама у напредовању у редовној школи</i> . Едука, Београд (стр. 58). ISBN 978-86-6013-129-6. 4. Žunić-Pavlović, V., Glumbić, N. (2007). Offenders with intellectual disability. In: M. Krajncan, D. Zorc-Maver, B. Bajželj (Eds.), <i>Socialna pedagogika – med teorijo in prakso</i> (pp. 187-202), Pedagoška fakulteta Univerze v Ljubljani, Ljubljana (превод на српски). 5. Глумбић, Н., Бројчин, Б., Ђорђевић, М. (2012). Соматизација психичких потешкоћа код деце са интелектуалном ометеношћу предшколског узраста, <i>Београдска дефектолошка школа</i> , 18 (1), стр. 83-91. 6. Brkić, M., Jugović, A., Glumbić, N. (2012). Residential care for children with intellectual disabilities in the social protection system in Serbia. <i>European Journal of Social Work</i> , 1-15 (превод на српски). 7. Žunić-Pavlović, V., Pavlović, M., & Glumbić, N. (2013). Drug use in adolescents with mild intellectual disability in different living arrangements. <i>Drugs: Education, Prevention and Policy</i> , 20 (5), 399-407 (превод на српски).			
Total number of active teaching classes 3 classes a week	Lectures: 2 classes a week		Practical exercises: 1 class a week
Teaching methods Lectures, practical exercising, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre-exam obligations	points	Final exam	points
active student participation		written exam	
practical exercises	5	oral exam	50
midterm(s)	45	.....
term paper(s)			

Study programs: Speech and language pathology, Special education and rehabilitation for persons with difficulties in mental development.			
Type and level of studies: Basic studies			
Title of the subject: PHYSIOLOGY WITH ANATOMY			
Lecturer: Maja Milovanovic			
Course status: Obligatory subject for both study programs.			
ECTS: 5			
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 anatomical and 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: 2	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
activities during the lectures	10	written exam	50
practical teaching	0	oral exam	10
midterm(s)	30	.....
seminars	0		

Study program: Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
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: 6			
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;</p> <p>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: 2	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	5	written exam	60
practical teaching	5	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: 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: Fundamentals of Speech and Language Pathology			
Lecturer: Prof. dr Jovanović Simić Đ. Nadica, assistant: Arsenić P. Ivana			
Course status: Obligatory			
ECTS: 4			
Prerequisites: none			
Aim: The aim of the subject is to familiarize students with basic theoretical knowledge in the field of speech and language pathology and pathology of communication.			
Outcome: Students will master knowledge of the contemporary understanding of speech and language communication: theories, definitions, prevalence, as well as basic information about the types of communication disorders and knowledge of the specifics of communication disorders in different types of handicap.			
Content: <i>Lectures:</i> Basic of theory of speech and language pathology; Theories of communication; Types of communication; Levels of communication development: haptic, iterative, kinesic, paralinguistic and linguistic communication; The system of modality of verbal communication: hearing, voice, speech, language, reading and writing; Typical/delayed speech development; pathological language development, disorders of verbal communication: definition, terminology, classification; Disorders of verbal communication in children with typical development; Disorders of verbal communication in children with atypical development; Language development in children with intellectual disabilities; Principles of prevention, diagnosis and treatment in speech and language pathology; Principles of differential diagnosis in speech and language pathology. <i>Practical work:</i> To familiarize students with the basic characteristics of typical and atypical language development.			
Literature: 1. Jovanović Simić, N. (2008). Atipičan jezički razvoj, DDS, Beograd, ISBN 978-86-84765-22-4 (p.7-157) 2. Keramitčievski, S. (1990). Opšta logopedija, Naučna knjiga, Belgrade, ISBN 86-23-60084-3 (p. 147-166.; p. 179-184.)			
Recommended literature: 1. Jovanović Simić, N., Slavnić, S., Dobrota-Davidović, N. (2008). Praktikum za razvoj auditivne i vizuelne percepcije, Društvo defektologa Srbije, Beograd, ISBN 987- 86-84765-21-7			
Number of active classes per week: 4		Lecture: 2	Practical work: 2
Teaching methods: Interactive teaching in which applies modern technical equipment			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activity during the lectures	to 5	written exam	
practical teaching	to 5	oral exam	to 45
midterm(s)	to 45	.....
seminars			

Study Program: Speech and Language Pathology; Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic Academic Studies			
Title of the subject: Introduction to Educational Psychology			
Lecturer: Slobodanka V. Antić			
Course Status: Obligatory			
ECTS: 4			
Prerequisites: no			
Aims:			
<ol style="list-style-type: none"> 1. To develop basic knowledge and understanding of the contemporary scientific Educational Psychology; 2. 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"> 1. Correctly use and apply basic scientific knowledge of educational psychology in further learning. 2. 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, 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; designing dictionary for educational psychology.			
Literature:			
<ol style="list-style-type: none"> 1. Arsenović Pavlović, M., Antić, S. i Jolić Marjanović, Z. (2017). Pedagoška psihologija: udžbenik sa priručnikom za vežbe. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju 2. Vizek Vidović, V. i sar. (2014) Psihologija obrazovanja. Beograd: Klett 			
Number of active classes per week	Lecture: 2	Practical work: 2	
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			

Studyprogramme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic academic studies			
Course title: PEDAGOGY OF PERSONS WITH MENTAL DEVELOPMENT DISORDER			
Lecturer: Đurić-Zdravković A. Aleksandra			
Status of the course: Obligatory course			
ECTS: 9			
Prerequisites: No prerequisites			
Objective of the course: The objective of the course is to provide students with basic pedagogical knowledge in the field of special education for children, youth and adults with intellectual disabilities, as well as to master certain segments of the conceptual approach to mental impediment, modern system of upbringing and education, specific difficulties in learning and development, modern organization of planning and programming in teaching and teaching organization models.			
Learning outcomes: Students' ability to apply the most basic pedagogical knowledge and skills in the practical work of the special educator employed in specialized and regular primary and secondary schools.			
Course contents: <i>Lectures:</i> Theoretical and scientific settings of education and upbringing of persons with intellectual disabilities, relation towards other disciplines and related scientific fields; Relation to the upbringing and education of persons with difficulties in mental development through history; Concept of mental impairment (definitions, classifications, terminology, etiology and epidemiology); Methodology of scientific research in the pedagogy of persons with intellectual disabilities; Modern system of upbringing and education of persons with intellectual disabilities; Modern setting of goals and tasks of upbringing and education and their operationalization (cognitive, affective and psychomotor aspects); Association of mental disorders with other disabilities: research of cognitive, motor and educational characteristics and practical implications; Modern organization of planning and programming in teaching students with difficulties in mental development; The specifics of teaching work with children and youth with mental disabilities (basic didactic terms: teaching tools, teaching facilities, teaching methods, types of classes, forms of work); Managing records. <i>Practical exercises:</i> Practical introduction to the basic elements of the educational system for students with mental disabilities.			
Required textbooks/reading: 1. Daniels, E. R., Stafford, K. (2001). Integracijadecesaposebnim potreba (str. 15-150). Beograd: Centar za interaktivnu pedagogiju. ISBN 86-7526-004-0. 2. Radulović, K. (1991). Mentalna zaostalost, str. 37-50, Beograd: Naučnknjiga. ISBN 86-23-60111-4. 3. Ibralić, F., Smajić, M. (2007). Osobesaintelektualnim teškoćama: kontekstualni pristup (str. 12-41, 59-63, 64-76, 102-125), Tuzla: Edukacijsko-rehabilitacijski fakultet. ISBN 978-9958-656-34-7. 4. Kovačević, V., Stančić, V., Mejovšek, M. (1988). Osnoveteorijedefektologije, str. 1-9, 13-22, 39-53, 174-182, 205-227, Zagreb: Fakultet zadefektologiju. ISBN 86-0251. 5. Hrnjica, S. (2004). Školapomerideteta (str. 9-42). Institut zapsihologiju FF „Save the Children“. ISBN 86-83713-35-0. 6. Aničić, L. (1979). Primer obradenastavne jedinice u SOŠ zalako MR decuiomladinu, str. 88-94, DTP, Beograd. YU ISSN 0038-6936.			
Total number of active teaching classes: 4	Lectures: 2 classes per week		Practical exercises: 2 classes per week
Teaching methods: lectures, presentations, video shows, exercises, demonstrations, consultations			
Knowledge score (maximal points = 100)			
Pre-exam obligations	points	Final exam	points
active student participation	5	written exam	
practical exercises	10	oral exam	55
midterm(s)	30	.....
term paper(s)	-		

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic Academic			
Title of the Subject: INTRODUCTION TO GENERAL PSYCHOLOGY			
Lecturer: Trebješanin M. Žarko; Mijatović R. Luka			
Course status: elective			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Understanding topics and methods of general psychology, becoming familiar with basic concepts of general psychology and special psychological disciplines. Enabling the application of acquired knowledge in practice.			
Outcomes: Students' ability to apply psychological knowledge and skills in the practical work of a special educator and rehabilitator.			
Content <i>Lectures:</i> Subject of psychology, review of psychological schools, methods and techniques of psychological research, psychological processes (perception, learning, human memory and forgetting, thinking and intelligence, emotions, motivation), basic concepts of social psychology, basic concepts of personality psychology. <i>Practical work:</i> Practical application of gained knowledge and introduction to the methods and techniques of psychological research.			
Literature 1. Trebješanin, Ž., Dragojević, N., Hanak, N. (2008). Uvod u opštu psihologiju. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. (ISBN 978-86-80113-68-5) (pp. 5-180) 2. Trebješanin, Ž. (2008). Rečnik psihologije. Beograd: Stubovi kulture (ISBN 978-86-7979-226-6) (pp.30)			
Number of active classes per week: 3	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 for persons with difficulties in mental development			
Type and level of studies: Undergraduate academic studies			
Title of the subject: Alternative Forms of Treatment for Persons with Difficulties in Mental Development			
Lecturer: Biljana Milanović-Dobrota			
Course status: Elective course			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Introducing students with characteristics of alternative forms of treatment for persons with difficulties in mental development that are used in the country and the world, as well as potential applications of this concept in practice			
Outcomes: Students acquire knowledge of various alternative forms which can be used within the rehabilitation process of person with difficulties in mental development, depending on the indications and needs.			
Content <i>Lectures:</i> Alternative and Complementary Medicine; Objectives, types and roles of alternative treatments for persons with difficulties in mental development; Animal-assisted interventions (Animal-Assisted Activities & Animal-Assisted Therapy); Most commonly species of animals involved in interventions (horses, dogs, cats, dolphins...); Hippotherapy and therapeutic riding; Green Care (Healing gardens, Healing environment, Horticultural therapy, Ecotherapy, Care farming, Wilderness therapy); Art therapy; Brain Gym (Brain Gym exercises in function of learning, reading and writing, concentration); Yoga and Tai Chi Chuan; Homeopathy and Hyperbaric oxygen therapy; Apitherapy and Aromatherapy; Therapeutic massage. <i>Practical work:</i> Practical exercises is complementary and includes analysis of the typical examples which illustrate the theoretical content. Visits- Association for Hypotherapy and Equine-assisted activities Potkovicica", Belgrade; Jevremovac Botanical Garden, Belgrade; Elementary school "Sava Jovanovic Sirogojno", Zemun (sensory room, salty cave, room for kinesitherapy and massage...)			
Literature 1. Baron, L.J., Faubert, Ch. (2005). The role of Tai Chi Chuan in reducing state anxiety and enhancing mood of children with special needs. <i>Journal of Bodywork and Movement Therapies</i> , 9 (2), 120-133 doi:10.1016/j.jbmt.2004.03.004 2. Barlow, J., Powell, L., Cheshire, A. (2007). The Training and Support Programme (involving basic massage) for parents of children with cerebral palsy: An implementation study. <i>Journal of Bodywork and Movement Therapies</i> , 11 (1), 44-53 doi:10.1016/j.jbmt.2006.03.002 3. Dennison, P., Dennison, G. (2007). Brain Gym. Priručnik za edukatore. Buševac: Ostvarenje. ISBN 978-953-6827-54-1 (pp.14 – 113.) 4. Hannaford, C. (2007). Pametni pokreti. Buševac: Ostvarenje. (str. 85 – 174) ISBN 978-953-6827-510 5. Boyd, L. (2015). "When he's up there he's just happy and content": Parents' perceptions of therapeutic horseback riding. (Unpublished master's dissertation). Stellenbosch University, Stellenbosch, South Africa 6. Đorđević, M., & Konsuelo-Talijan, B. (2013). Sportivni tretmani i upotreba životinja u terapeutske svrhe kod osoba sa ometenošću. <i>Zdravstvena zaštita</i> , 42(3), 50-57. 7. Gagić, S., Japundža-Milislavjević, M., & Đurić-Zdravković, A. (2017). Primena art terapije kod dece sa poremećajem autističkog spektra. <i>Beogradska defektološka škola</i> , 23(2), 37-49. 8. Haubenhof, D.K, Elings, M, Hassink, J, & Hine, R.E. (2010). The development of green care in Western European countries. <i>EXPLORE: Journal of Science and Healing</i> , 6(2):106-111.			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: Lectures, practical exercises, case studies, demonstrations, multimedia. interactive teaching, workshops			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	10	oral exam	55
midterm(s)	30	.....
seminars			

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
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"> Haralambos, M. (2002). <i>Sociologija: teme i perspektive</i>, Golden marketing, Zagreb. str.126-198; 502-587. ISBN 953-212-100-5. Gidens, E. (2003). <i>Sociologija</i>, Ekonomski fakultet, Beograd, (pp.114-152, 184-208, 235-241, 303-306, 393-404, 361-366) ISBN 86-403-0521-8. Burdje, P. (2001). <i>Vladavina muškaraca</i>, CID i Univerzitet Crne Gore, Podgorica. ISBN 8649501877. (pp.380-382). 			
Number of active classes per week: 2	Lecture: 2		Practical work: 0
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 program: 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: Mental Health of School Children			
Lecturer: Dragan M. Pavlović			
Course status: elective			
ECTS: 5			
Prerequisites: basic knowledge on developmental psychology			
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:	Lecture: 2	Practical work: 0	
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 (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 of persons with mental disabilities			
Type and level of studies: Basic Academic			
Title of the subject: PSYCHIATRY			
Lecturer: Lazić-Puškaš P. Dijana			
Course status: Mandatory course of various study programs			
ECTS: 4			
Prerequisites: Passed Introduction to developmental psychology exam			
Aim: Understanding etiopathogenesis of psychiatric (mental) disorders, their manifestation, course, and prognosis with the aim of recognizing (diagnostics and differential diagnostics) the most common psychiatric (mental) disorders/ damages leading to a permanent or temporary disability and that require special educational treatment and rehabilitation.			
Outcomes: Enabling students to recognize the most common psychiatric (mental) disorders/ damages leading to a permanent or temporary disability; application of knowledge in special educational treatment and rehabilitation.			
Content <i>Lectures:</i> Semiotics, the course and the prognosis of inborn psychiatric disorders or psychiatric disorders acquired in early life or later, representing the most common causes of temporary or permanent disability that require special educational treatment and rehabilitation (mental retardation, autism, organic psychosyndromes, dementia); psychiatric disorders in childhood and youth, including basic principles of prevention and treatment of mental disorders. <i>Practical work:</i> Examples of cases studied in lectures			
Literature 1. Kraigher-Guzina, A. (2007). Psychiatry for defectologists, Naucna knjiga Komerc, Belgrade, 5-130. pp. ISBN 978-86-7504-016-3. 2. Simić – Lazić D. (2006). Psychiatry for defectologists, ZUNS Belgrade, 1-80. pp. ISBN 86-7558-024-X. (
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: Standard teaching method with video presentations and active participation of students.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	40
practical teaching	5	oral exam	20
midterm(s)	30	.....
seminars			

Study program: Speech and Language Pathology, Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic Academic Studies			
Title of the subject: Introduction to Neuropsychology			
Lecturer: Krstic S. Nadezda			
Course status: obligatory			
ECIIB: 4			
Prerequisites: Physiology with anatomy, exam passed.			
Aim: Introduction to neurobiological bases of mental functions and cognitive processing 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: Uvod u neuropsihologiju na http://www.fasper.bg.ac.rs/nastavnici/Krstic_Nadezda/index.html , 138 p.			
Number of active classes per week: 3	Lectures: 2	Practical work: 1	
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	Score
activities during the lectures	10	written exam /oral exam	50
practical teaching			
midterm(s)	40		
seminars			

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 <ol style="list-style-type: none"> Matejić Đuričić Z. (2010). Uvod u razvojnu psihologiju. Fasper. Beograd, str. 216. ISBN 97-866203-004-7 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: 2		Practical work: 1	
Theaching methods: Clasical lectures, video presentations, group 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 for persons with difficulties in mental development			
Type and level of studies: Basic Academic Studies			
Title of the subject: Teaching Methods in Education of People with Mild Intellectual Disability			
Lecturer: Svetlana S. Kaljača; Bojan Z. Dučić			
Course status: Obligatory course			
ECTS: 8			
Prerequisites: There are no prerequisites			
Aim: The objective of the course is to educate students to independently prepare, conduct and evaluate the effects of the accomplished educational process in compliance with abilities and specific educational needs of persons with mild intellectual disability. The students will be instructed on how to create the prescribed documentation required for planning, programming, monitoring and evaluation of educational process.			
Outcomes: The students will be able to conduct the process of education, to apply current strategies of education, create individual plans and programmes for educational work and to evaluate the effects of education process.			
Content: <i>Lectures:</i> Education (determination of the notion and areas of education; interrelation between education and other pedagogical notions; the aim and tasks of education; principles, methods and instruments in the process of education; the components of educational process; partnership in education); Analysis of the Plan and programme for educational work with children with mild mental impairment in our environment; evaluation of educational process; Educational work with children and persons with multiple developmental disorders. <i>Practical work:</i> Practical work is intended as realization of mentored educational work through immediate contact with persons with mild intellectual disability.			
Literature: 1. Антонијевић, Р. (2013). <i>Опита педагогија</i> . Београд: Универзитет у Београду - Филозофски факултет, Институт за педагогију и андрагогију. Одабрана поглавља (стр. 9-46; стр. 169-245; стр. 249-280) (ISBN 978-86-82019-73-2). 2. Каљача, С., Јапунџа-Милисављевић, М. (2013). <i>Живот у заједници особа са интелектуалном ометеношћу</i> . Београд: Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију, ЦИДД. Одабрани садржаји (стр. 97- 111) (ISBN 978-86-6203-040-5). 3. Павловић Бренеселовић, Д., Павловски, Т. (2000). <i>Партнерски однос у васпитању</i> . Београд: Институт за педагогију и андрагогију, Универзитет у Београду - Филозофски факултет, ЦИП. Одабрана поглавља (стр. 15-24; стр. 46-89) (ISBN 86-82019-41-8). 4. Kaljača, S., Darčević, D. (2010). Povezanost poremećaja ponašanja i etiologije kod dece sa intelektualnom ometenošću. U M. Vantić-Tanjić (ur.), „Unapređenje kvalitete života djece i mladih“, I međunarodna naučno-stručna konferencija (str. 175- 182). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih, BiH. (ISSN 1986-9886). 5. Каљача, С., Дучић, Б. (2011). Социјална компетенција ученика са лаком интелектуалном ометеношћу у школском окружењу. У Н.Глумбић, В. Вучинић (ур.), „Специјална едукација и рехабилитација данас“, пети међународни научни скуп (стр. 236-241). Београд: Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију. (ISBN 978-86-6203-029-0) 6. Дучић, Б., Каљача, С. (2011). Нормативна уверења о агресивном понашању код ученика са лаком интелектуалном ометеношћу. <i>Београдска дефектолошка школа</i> , 17(2), бр.50, 281-296. 7. Миочиновић, Љ. (1988). <i>Когнитивни и афективни чиниоци у моралном развоју</i> . Београд: Институт за педагошка истраживања (одабрана садржаји) (стр. 17-30). (ИСБН 86-7447-009-2).			
Number of active classes per week: 4		Lecture: 2	Practical work: 2
Teaching methods: Lectures, practical exercise, demonstration, independent practical work, consultations, multimedia			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	45
midterm(s)	30	.....
seminars			

Study programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: ASSESSMENT OF DEVELOPMENTAL DISORDERS			
Lecturer: Buha S. Nataša			
Course status: Obligatory course of the study programme			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Introducing students to goals, contents and methods of assessment of developmental disorders.			
Outcomes: Acquired knowledge in application of instruments for the assessment of developmental disabilities/disorders			
Content <i>Lectures</i> Purpose and basic components of assessment of developmental disorders; Introduction to diagnostic procedure; Assessment of psychomotor skills; Assessment of praxis; Assessment of gnostic functions; Assessment of practognostic organisation; Speech and language assessment; Assessment of cognitive development; Assessment of behaviour. <i>Practical work</i> Application of instruments for assessment of developmental disorders.			
Literature 1. Ćordić, A., Bojanin, S. (2011). <i>Opšta defektološka dijagnostika, treće izdanje</i> . Beograd: Zavod za udžbenike i nastavna sredstva. ISBN: 978-86-17-17526-7. (pp 20-240)			
Number of active classes per week: 3	Lectures: 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	30	oral exam	45
midterm(s)	15	-----	
seminars			

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic academic			
Title of the subject: Counseling Parents and Children with Disabilities and Chronic Illnesses			
Lecturer: Ivona R. Milačić-Vidojević			
Course status: Obligatory course			
ECTS: 5			
Prerequisites: none			
Aim: Acquiring basic knowledge about providing different types of support to parents and children with disabilities and chronic illnesses, acquiring basic skills in communicating with parents and children with disabilities and chronic illnesses.			
Outcomes: Students will acquire basic knowledge about providing different types of support to parents and children with disabilities and chronic illnesses, gain basic communication skills with parents and children that will enable them to collaborate and actively participate in an expert team that provides assistance to parents and children. Students will develop a professional interest in this field.			
Content <i>Lectures:</i> Parenthood and its basic characteristics. Family adaptation to disability or chronic illness. Family resources-counselling, individual and group psychotherapy, parent advocacy groups. Specific areas of change and problems. Providing psychological help - counseling objectives and relationship models between the counselor and clients. Communication skills in counselling field and counselor competency. Counselling children - exploring child experiences and understanding. Specific strategies of helping. Children's understanding of death and dying. Sibling support. <i>Practical work:</i> Conversing with the parent of a disabled child, a conversation with a well-known practitioner who deals with counseling parents of disabled children; skill development - active and passive listening, understanding the importance of active listening in counseling work and practicing active listening, exercising reflecting content and feelings, paraphrasing and clarification, role playing.			
Literature 1. Dejvis, H. (1995). <i>Savetovanje roditelja hronično obolele ili dece ometene u razvoju</i> , Beograd, Institut za mentalno zdravlje, str. 22-129, ISBN 86- 82277 -07- 7. 2. Milačić, I. (1997). Rad sa porodicom. U : Bojanin S, Milačić I, Selaković M. <i>Autizam</i> . Beograd, Zavet. str.166-181, ISBN 86- 7034- 025- 9. 3. Dragojević, N., Milačić-Vidojević, I. (2011). Razlike u vulnerabilnosti majki i očeva dece s ometenošću, <i>Specijalna edukacija i rehabilitacija</i> , Beograd, 10 (4), 573-593. 4. Dragojević, N., Hanak, N., Milačić-Vidojević, I. (2009). Odlike funkcionisanja porodica sa intelektualno ometenim detetom. U D. Radovanović (ur.) <i>Istraživanja u specijalnoj edukaciji i rehabilitaciji</i> , Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 259-268. ISBN 978-86-80113-83-8. 5. Dragojević, N., Milačić-Vidojević, I. (2010). Teorije porodičnog funkcionisanja, <i>Specijalna edukacija i rehabilitacija</i> , Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, br. 2, str. 357-373. ISSN 1452-7367. 6. Tadić, N. (1992). <i>Psihoanalitička psihoterapija dece i mladih</i> , Naučna knjiga, Beograd, ISBN 86-23-60134-3, str. 243-253, 395-409.			
Number of active classes per week: : 3 hours weekly	Lecture: 2 hours weekly	Practical work: 1 hour weekly	
Teaching methods: Lectures, practical work, discussion, guest speakers, multimedia presentation, role playing			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	15	oral exam	70
midterm(s)		.....
seminars	10		

Study program: Special education and rehabilitation for persons with difficulties in mental development			
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			
ECTS: 5			
Prerequisites: -----			
Aim: The student will get knowledge about historical development of special education and rehabilitation as science; basic knowledge about anatomy and neuropsychology of motor functioning, basic techniques of detection, diagnosing with prognosis, education and rehabilitation persons with motor disabilities. Acquiring skills which are related to play games, toys and play therapy for children with motor disabilities. Also acquiring basic knowledge about sport and recreation of children with motor disabilities.			
Outcomes: The student will overmaster basic knowledge from theory of special education and rehabilitation persons with motor disabilities and basic techniques wich are related to detection, diagnosing, education nad rehaabilitation of these persons.			
Content <i>Lectures:</i> Review of general and specific historical development of special education and rehabilitation. Basics of human anatomical and physiological motor functioning. Neuropsychology of human motor functioning. Concept, object, and task of special education and rehabilitation persons with motor disabilities. Scope of work of special educator and rehabilitator persons with motor disabilities. Detection of persons with motor disabilities. Diagnosing with prognosis persons with motor disabilities. Classification of persons with motor disabilities. Clinical picture of persons with motor disabilities. Special- educational work with persons with motor disabilities. Practical work with persons with motor disabilities. Games and toys for children with motor disabilities. Sport and recreation persons with motor disabilities. <i>Practical work:</i> Diagnostics and special education and rehabilitation persons with motor disabilities.			
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 3. Stošljević, M. (2004). Učenici sa poteškoćama u učenju, Kabinet „Stošljević“, Beograd ISBN 86-905925-0-4. 4. Stošljević, M, Nikić, R., Eminović, F., Pacić, S. (2013). Psihofizička oštećenja dece i omladine. Društvo defektologa Srbije. Beograd. ISBN 978-86-84765-43-9			
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 the lectures	10	written exam	30
practical teaching	10	oral exam	30
midterm(s)	10	.....
seminars	10		

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic Academic Studies			
Title of the subject: Models of Social Support for Adults with Intellectual Disability			
Lecturer: Kaljača S. Svetlana; Dučić Z. Bojan			
Course status: Obligatory course			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: The objective of the course is the acquisition of knowledge about current concepts on quality of life, life satisfaction and strategies used to satisfy needs of adults with intellectual disability in different areas of life.			
Outcomes: The students will be able to use appropriate techniques in order to establish the individual need for support in different areas of life, to define, apply and evaluate necessary programmes. The students will be introduced to the traditional and state-of-the-art approaches in social support for the adults with intellectual disability, used globally and in our country, as well as to the experiences obtained by applying different social strategies aimed at satisfying rights and needs of adults with intellectual disability.			
Content <i>Lectures:</i> The adulthood characteristics of persons with intellectual disability; the quality of life of adults with intellectual disability and their families; evaluation of the need for individual social support; education of adults; emotional well-being; interpersonal relationships; personal development; types of accommodation; organisation of leisure time; community jobs; support programmes for development of social competence, self-advocacy and social integration and fulfilment of sexual needs and rights. <i>Practical work:</i> Practical exercise is intended as practical assessment of individual need for support, as defining of individual programmes, as well as application of optimal activities for realization of such programmes.			
Literature 1. Kaљача, С. (2008). <i>Умерена интелектуална ометеност</i> . Београд: Факултет за специјалну едукацију и рехабилитацију, ЦИДД (стр. 127-160) (ИСБН 978-86-80113-73-9) 2. Kaљача С., Дућић Б. (2008). Транзициони програми за особе са интелектуалном ометеношћу. У З. Матејић-Ђуричић (ур.) „У сусрет инклузији – дилеме у теорији и пракси“, II научни скуп (229-241). Београд: Факултет за специјалну едукацију и рехабилитацију, ЦИДД. 3. Kaљача, С., Дућић, Б. (2010). Деинституционализација и квалитет живота у заједници особа са интелектуалном ометеношћу. <i>Београдска дефектолошка школа</i> , 16(2), бр. 47, 407- 417. 4. Kaljača, S., Žunić – Pavlović, V., Dučić, B. (2011). Unapređenje procesa zapošljavanja osoba sa intelektualnom ometenošću, u M. Vantić-Tanjić (ur.), „Unapređenje kvalitete života djece i mladih“, II međunarodna naučno-stručna konferencija (str. 533-540). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih. 5. Kaljača, S., Dučić, B. (2012). Informisanje kao vid podrške roditeljima dece sa intelektualnom ometenošću. U M. Vantić-Tanjić (ur.), „Unapređenje kvalitete života djece i mladih“, III međunarodna naučno-stručna konferencija (str. 609-616). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih. 6. Kaљача, С., Дућић, Б. (2012). Ставови родитеља особа са интелектуалном ометеношћу према квалитету професионалне подршке. У Н.Глумбић, В. Вучинић (ур.), „Специјална едукација и рехабилитација данас“, шести међународни научни скуп (стр. 93- 97). Београд: Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију. 7. Kaљача, С., Јапунца – Милисављевић, М. (2013). <i>Живот у заједници особа са интелектуалном ометеношћу</i> . Београд: Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију, ЦИДД. Одабрани садржаји (стр. 69-93). 8. Randell, M., Cumella, S. (2009). People with an intellectual disability living in an intentional community. <i>Journal of Intellectual Disability Research</i> , 53(8), 716-726. (преведено) 9. O'Rourke, A., Grey, I. M., Fuller, R., McClean, B. (2004). Satisfaction with living arrangements of older adults with intellectual disability: service users' and carers' views. <i>Journal of Learning Disabilities</i> , 8(1), 12-29. (преведено)			
Number of active classes per week: 4	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, practical exercise, demonstrations, independent practical work, consultations, multimedia			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	45
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic academic			
Title of the subject: Psychology of Disability			
Lecturer: Milačić-Vidojević R. Ivona			
Course status: Obligatory course			
ECTS: 5			
Prerequisites: none			
Aim: Students will be able to gain knowledge about the psychological and social aspects of various disabilities and sensitivity to the needs of this population which is important in the development of professional behavior in the helping professions. Students will be able to understand reactions to disability, how to adjust to disability, the psychological effects of disability on individuals and families and the reaction of society to disability and the disabled.			
Outcomes: Students will gain knowledge about and sensitivity to the psycho-social aspects of different types of disabilities throughout different life phases.			
Content <i>Lectures:</i> The role of psychology in disability studies. Stigmatization and discrimination of persons with disabilities. Psychosocial impacts of disability on the individual and the adjustment process. Psychosocial impacts of disability on the family. Sexuality and parenting among persons with disabilities. Loss and the mourning process for people with disabilities. Self-image and self-esteem in people with disabilities. Disability identity. Child development in the context of disability - a child with intellectual disability. The child with autistic spectrum disorders. The child with mobility challenges. The child with hearing impairment. The child with visual impairment. Psychological assessment of people with disabilities. Giftedness and disability. Developing constructive views of life in the context of disability. <i>Practical work:</i> A visit to schools where children with various forms of disability are educated, visit to association for people with disabilities, writing short papers covering topics listed in the course content, interview with a person with disabilities, a brief analysis of the psychosocial aspects of movies in which the main characters are a person with various types of disability.			
Literature 1. Milačić-Vidojević, I., Hanak, N., Dragojević, N. (2009). Odnos osoba sa intelektualnom ometenošću prema identitetu intelektualne ometenosti i moguća uloga stručnjaka u njegovom održanju. U D. Radovanović (ur.) <i>Istraživanja u specijalnoj edukaciji i rehabilitaciji</i> , Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 129-144. ISBN 978-86-80113-83-8. 2. Milačić-Vidojević, I. (2009). Razumevanje procesa žalosti kod osoba sa intelektualnom ometenošću, <i>Beogradska defektološka škola</i> , Društvo defektologa Srbije i fakultet za specijalnu edukaciju i rehabilitaciju, br. 1, Beograd, str. 157-171. ISSN 0354-8759. 3. Milačić- Vidojević I. (2008): <i>Autizam-dijagnoza i tretman</i> , Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, ISBN 978-86-80113-66-1.str. 3-17. 4. Kaljača, S., Glumbić, N., Milačić-Vidojević, I. (2010). Stavovi prema socijalnoj participaciji osoba sa intelektualnom ometenošću. U J. Kovačević i V. Vučinić (ur.) <i>Smetnje i poremećaji: fenomenologij, prevencija i tretman</i> , deo I Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 381-395. ISBN 978-86-80113-99-2. 5. Dragojević, N., Hanak, N., Milačić-Vidojević, I. (2009). Odlike funkcionisanja porodica sa intelektualno ometenim detetom. U D. Radovanović (ur.) <i>Istraživanja u specijalnoj edukaciji i rehabilitaciji</i> , Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd, str. 259-268. ISBN 978-86-80113-83-8. 6. Milačić-Vidojević, I. (2008). Identitet osoba sa intelektualnom ometenošću, <i>Beogradska defektološka škola</i> , Društvo defektologa Srbije i fakultet za specijalnu edukaciju i rehabilitaciju, br. 3, Beograd, str. 135-147. ISSN 0354-8759. 7. Milačić Vidojević,I., Dragojević,N. (2012). Stigma prema osobama sa intelektualnom ometenošću, U: “Kognitivne i adaptivne sposobnosti dece sa lakom intelektualnom ometenošću“ (ur.). M. Gligorović & S. Kaljača, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, str. 92-111. ISBN 978-86-6203-027-6. 8. Hrnjica, S. (1991). Ometeno dete, Beograd, ZUNS, ISBN 86-17-01534-9, str. 149-177, 267-299. 9. Banković, S., Đorđević, M. (2012). Seksualnost osoba s autizmom: pristupi seksualnoj edukaciji. Specijalna edukacija i rehabilitacija, vol.11,br.1,str.89-106.			
Number of active classes per week: 3 hours weekly	Lecture: 2 hours weekly		Practical work: 1 hour weekly
Teaching methods: Lectures, practical work, discussion, multimedial presentation			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	15	oral exam	70
midterm(s)		.....
seminars	10		

Study program: Special Education and Rehabilitation for persons with Difficulties in Mental Development, Speech and Language Pathology			
Type and level of studies: Basic Academic			
Title of the subject: Basics of Counseling Psychology			
Lecturer: Ivona R. Milačić-Vidojević			
Course status: Elective common course			
ECTS: 5			
Prerequisites: none			
Aim: Will ensure basic knowledge of select psychological theories which are important in psychological counselling, knowledge of counselling processes and outcomes, the relationship of the counselor and client, the characteristics of a counselor and client, the context in which the counselling occurs.			
Outcomes: Students will gain an understanding of select counseling theories which are important for psychological counseling and will develop professional attitudes, values and professional interests in this area. Students will become familiar with different settings where counselors work. Students will ensure basic knowledge of ethics and standard of practice.			
Content Definitions of counselling, scope and limitations, training and professional development of counselors, personality of a counselor. Counselling theories - psychoanalytical, existential-phenomenological, cognitive-behavioural, systemic and integrative approach. The process of counselling-phases in the process, the task and the roles of the counselor, the behaviour and reactions of clients in various phases. The course of life as a meta model in psychological counselling-counselling children, adolescents, adults and older individuals. Counselling within context- mental health services, counselling in the school, workplace, with emphasis on counselling parents and children with disabilities and chronic medical conditions. Ethical themes in psychological counselling. <i>Practical work:</i> Writing about personal experiences and how they are connected with major counseling theory concepts. Interview with clients; counseling based communication skills - role playing.			
Literature 1. Corey, G. (2004). Теорија и пракса психолошког саветовања и психотерапије, Загреб, Наклада Слуп, ИСБН 953-191-243-2, стр. 43-59,68-104,143-165,170-189,387-439,457-485. 2. Nelson-Jones, R. (2003). Практичне вјештине у психолошком савјетовању и помагању, Загреб, Наклада Слуп, ИСБН 978-953-191-305-8, стр. 103-126.			
Number of active classes per week: 3 hours weekly	Lecture: 2 hours weekly		Practical work: 1 hour weekly
Teaching methods: Course lectures, practical work, participation in class discussion and activities, multimedia presentation, guest presentations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	15	oral exam	70
midterm(s)		.....
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 2			
Lecturer: Maja Ivančević Otanjac			
Course status: Elective			
ECTS: 5			
Prerequisites: Successfully mastered English Language course from the first year of studies			
Aim: The main aim of this course is for students to further improve the vocabulary related to different fields of Special Education and Rehabilitation, and English grammar at Upper Intermediate/Advanced (B2/C1) level.			
Outcomes: All students usually master the expected vocabulary, language skills and structures.			
Content <i>Lectures:</i> Language structures at Upper Intermediate/Advanced level (B2/C1) including the following: Present tenses, Past tenses, Perfect forms, Future forms (including future continuous, future in the past, and future perfect), Adjectives and adverbs, Questions and question tags, Countable/uncountable nouns, Articles, Modals, Passives and causatives, Conditionals, Unreal time, Reporting, Verbal complements, Phrasal verbs, Prepositions. <i>Practical work:</i> Oral presentations in English, given by students individually. Presentation topics are related to students' field of study at the Faculty of Special Education and Rehabilitation.			
Literature - Cambridge Grammar for First Certificate Louise Hashemi and Barbara Thomas Cambridge University Press, 2003 - Destination C1&C2: Grammar & Vocabulary Malcolm Mann, Steve Taylore-Knowles Macmillan Publishers Limited, 2008			
Number of active classes per week:	Lecture: 2	Practical work: 1	
Teaching methods: All lessons are in English. Lectures are given on language structures at B2/C1 level. Each lesson includes grammar practice with level appropriate exercises. Practical work involves oral presentations given by students in English. Students choose presentation topics which are related to their field of study and thus further explore the topic in English and improve relevant vocabulary. Students present their topics individually. The presentations should be at least 10 minutes long (not including any audio or video materials that students are allowed to use). The following is evaluated: fluency, accuracy, pronunciation, selection of relevant vocabulary, overall impression, and length of presentation.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	/	written exam	50
practical teaching	50	oral exam	/
midterm(s)	/	.....
seminars	/		

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic Academic			
Title of the Subject: SOCIOLOGY OF EDUCATION			
Lecturer: Filipović R. Mirko			
Course status: elective			
ECTS: 5			
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> , Golden marketing, Zagreb, (pp.773-883). ISBN 953-212-100-5 2. Filipović, M. (2013). <i>Škola i društvene nejednakosti</i> , HESPERAedu, Beograd, ISBN 978-86-7956-058-2 (pp.100-110)			
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: 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: Psychology of Intelligence			
Lecturer: Zorica Ž. Matejić Đuričić; Irena B. Stojković			
Course Status: Elective			
ECTS: 5			
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			
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 programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate			
Course title: Teaching Methods of Serbian Language for Students with Intellectual Disabilities			
Lecturer: Brojčin B. Branislav; Banković M. Slobodan			
Status of the course: Obligatory course			
ECTS: 8			
Prerequisites: No conditions			
Objective of the course The aim of the course is to enable students to prepare, perform and evaluate the effects of teaching Serbian language in accordance with the needs and abilities of students with intellectual disabilities.			
Learning outcomes Students will be trained to organize the teaching process, as well as to apply teaching methods, procedures, principles, tools and forms of work that are appropriate to the needs and abilities of students with intellectual disabilities.			
Course contents <i>Lectures</i> Students will learn the characteristics of speech, language, reading and writing of students with intellectual disabilities, as well as the ways of introducing these students into initial reading and writing. The subject deals with the ways of developing the culture of oral and written expression, and adopting basic concepts of language and spelling in students with intellectual disabilities. The processing of different types of texts, as well as the monitoring and evaluation of students' development, are also in the focus of this subject. <i>Practical exercises</i> The exercises are practically applied to the knowledge acquired through theoretical teaching. Although the focus is on the practical teaching of the subjects of the Serbian language course, the knowledge related to assessment and monitoring of the teaching effects is practically applied.			
Required textbooks/reading Miladinović, V., Roganović, N. (2003). <i>Metodika srpskog jezika za lako mentalno retardiranu decu</i> . Beograd: Zavod za udžbenike i nastavna sredstva, str. 15–62; 86–125; 154–321. (ISBN: 86-17-09963-1) Brojčin, B. (2004). Savladavanje programskih sadržaja čitanja dece mlađeg školskog uzrasta sa lakom mentalnom retardacijom. <i>Beogradska defektološka škola 2–3</i> (4), str. 133–154. Brojčin, B. (2005). Čitanje dece s lakom mentalnom retardacijom u svetlu teorije "Jednostavnog viđenja čitanja". <i>Istraživanja u defektologiji 6</i> , str. 83–94. Brojčin, B. (2005). Razumevanje govora kod dece sa lakom mentalnom retardacijom mlađeg školskog uzrasta. <i>Beogradska defektološka škola 2</i> , str. 141–152.			
Total number of active teaching classes	Lectures: 3 class per week	Practical exercises: 4 class per week	
Teaching methods lectures, practical exercises, independent tasks, demonstrations, multimedia, interactive teaching			
Knowledge score (maximal points = 100)			
Pre-exam obligations	Points	Final exam	Points
Active student participation	5	Written exam	/
Practical exercises	25	Oral exam	40
Midterm(s)	30	/	/
Term paper(s)	/	/	/

Studijprogramme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic academic studies			
Course title: EARLY TREATMENT AND PRESCHOOL EDUCATION OF CHILDREN WITH MENTAL DEVELOPMENT DISORDER			
Lecturer: Đurić-Zdravković A. Aleksandra			
Status of the course: Obligatory course			
ECTS: 7			
Prerequisites: No prerequisites			
Objective of the course: The objective of the course is to provide knowledge to students on risk factors in developmental period and skills for the realization of early intervention programs.			
Learning outcomes: The student will be able to identify risk factors in developmental period, assess the level of psychomotor functioning of risk-children and apply adequate early stimulation techniques.			
Course contents: <i>Lectures:</i> Early treatment - definition and goal; Aspects of prevention, detection, diagnosis, prognostication, classification and treatment of children with mental disabilities; Early treatment of children with mental disabilities (theoretical framework, areas of development: cognitive, communicational, motor, social-emotional, self-care); Development counseling and their function in the early treatment of children with mental disabilities; Pre-school education of children with mental disabilities (theoretical framework, goal and tasks, organization, preschool upbringing and education program - model A and model B); Main signs of optimal development and indication of developmental deviations; Observation and preparation of children with intellectual disabilities for educational work; Pedagogical profile of kindergarten child; Activity plan for a kindergarten child; Methods and tools for working with children with intellectual disabilities; Plays, toys and their function in the promotion of educational work; Preparing children for starting school. <i>Practical exercises:</i> Students are trained to apply evaluation techniques of psychomotor development of a child, to write a pedagogical profile and plan of activities in kindergarten.			
Required textbooks/reading: 1. Đurić-Zdravković, A., Japundža-Milisavljević, M., Gagić, S. (2016). Sensory processing in children with developmental disabilities. In S. Nikolić, R. Nikić & V. Ilanković (eds.). <i>Early Intervention in Special Education and Rehabilitation</i> (pp 209-222). Belgrade: University of Belgrade, Faculty of Special Education and Rehabilitation. 2. Andrejević, D. (2005). <i>Rana intervencija u Evropi: Trendovi u 17 evropskih zemalja</i> . Beograd: Zadužbina Andrejević. ISBN 86-7244-512-0. 3. Došen, Lj., Gačić-Bradić, D., (2005). Vrtić pomerideteta, "Save the Children", str. 11-67, Beograd, 2005. ISBN 86-83939-16-2. 4. Đurić-Zdravković, A., Japundža-Milisavljević, M., Gagić, S. (2017). Early mathematical skills in children with difficulties in mental development. Proceedings, Eurlyaid Conference 2017 "Early Childhood Intervention: For meeting sustainable development goals of the new millennium", 6-8. October 2017., (333-341). Belgrade: University of Belgrade – Faculty of Special Education and Rehabilitation, European Association on Early Childhood Intervention – EURLY AID, European Association of Service Providers for Persons with Disabilities – EASPD. 5. Đurić-Zdravković, A., Japundža-Milisavljević, M. (2017). Socijalna kompetencija u ranom detinjstvu. Zbornik radova "Prevenција razvojnih smetnji i problema u ponašanju", 21.12.2017. (str. 19-25). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.			
Total number of active teaching classes: 6	Lectures: 3 classes per week	Practical exercises: 3 classes per week	
Teaching methods: lectures, presentations, video shows, exercises, demonstrations, consultations			
Knowledge score (maximal points = 100)			
Pre-exam obligations	points	Final exam	points
active student participation	5	written exam	
practical exercises	10	oral exam	55
midterm(s)	30	.....
term paper(s)	-		

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate academic studies			
Course title: Teaching Methods of Skills for Students with Intellectual Disabilities			
Lecturer: Mirjana Japundza-Milisavljevic; Sanja Gagic			
Status of the course: Obligatory course			
ECTS: 7			
Prerequisites: No prerequisites			
Objective of the course: Objective of the course is to make students able for planning, preparing, realization and evaluation of Teaching methods of skills according to individual abilities of students with intellectual disabilities.			
Learning outcomes: Students will be prepared for autonomously preparation and practical realization of Teaching methods of skills for students with intellectual disabilities in accordance with various forms and levels of teaching organization.			
Course contents: <i>Lectures</i> Course, objective, tasks of Teaching methods of skills for students with intellectual disabilities; Forms of work, teaching tools, teaching methods; Evaluation of success; Template in teaching of fine arts; Art elements; Media in the teaching of fine arts; Compositional principles; Development of musical abilities of students, the importance of the music and early music education in students with intellectual disabilities; Development of physical abilities of students; Basic characteristics of exercise in students with intellectual disabilities; Natural forms of movement; Sports and technical education in students with intellectual disabilities; Corrective pedagogical work of physical education for students with intellectual disabilities; Competitions; Encouraging students with intellectual disabilities to exercise independently; Personality of special educator and rehabilitator in Teaching methods of skills. <i>Practical exercises</i> Includes practical application of processed teaching content.			
Required textbooks/reading: Japundža-Milisavljević, M. (2009). Metodika nastave veština za decu ometenu u intelektualnom razvoju. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. (250 str.) ISBN 978-86-80113-75-3.			
Total number of active teaching classes 7	Lectures: 3 classes a week		Practical exercises: 4 classes a week
Teaching methods Lectures, practical exercises, independent assignments, demonstrations, multimedia, interactive teaching.			
Knowledge score (maximal points = 100)			
Pre-exam obligations	points	Final exam	points
active student participation	5	written exam	/
practical exercises	15	oral exam	55
midterm(s)	25	/	/
term paper(s)	/	/	/

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic Academic Studies			
Title of the subject: Teaching Methods in Education of Children with Severe Intellectual Disability			
Lecturer: Kaljača S. Svetlana; Dučić Z. Bojan			
Course status: Obligatory course			
ECTS: 7			
Prerequisites: There are no prerequisites			
Aim: The objective of the course is to educate students to independently prepare, conduct and evaluate the effects of the accomplished educational process, as well as basic treatment aimed at development of adaptive skills in compliance with specific needs and abilities of children and young people with severe forms of intellectual disability. The students will be instructed on how to create the prescribed documentation required for planning, programming, monitoring and evaluation of educational process.			
Outcomes: The students will be able to apply current concepts of the educational work and methodical procedures aimed at development of adaptive skills, to define individual plans and programmes which constitute the basis for conducting the process of education and to evaluate the effects of application of the Plan and programme for educational work with children and young people with severe intellectual disability.			
Content <i>Lectures:</i> Cognitive development in children with severe intellectual disability; Learning dynamics and capability for learning; Characteristics of behaviour and possibility for development of adaptive skills in these groups of children; Specificities of the strategy, methods and instruments of the education process in children and young people with severe intellectual disability; Planning, programming and evaluation of educational process; Rehabilitation treatment in children and young people with profound intellectual disability; Evaluation and methodical approach for providing individual support required for development of life habits in children and young people with severe forms of intellectual disability. <i>Practical work:</i> Practical exercise is intended as realization of mentored educational work through immediate contact with children and young people with severe forms of intellectual disability.			
Literature 1. Каљача, С. (2008). <i>Умерена интелектуална ометеност</i> . Београд: Факултет за специјалну едукацију и рехабилитацију, ЦИДД (стр. 11-123) (ИСБН 978-86-80113-73-9) 2. Каљача, С., Дапчевић, Д. (2011). Социјална компетенција ученика са умереном интелектуалном ометеношћу. <i>Београдска дефектолошка школа</i> , 17(3), бр.51, 537-547. 3. Каљача, С., Дапчевић, Д. (2012). Постигнућа у области комуникације и типови потребне подршке код деце са умереном интелектуалном ометеношћу. <i>Специјална едукација и рехабилитација</i> , 11(3), 419-434. 4. Каљача, С., Дучић, Б., Радић-Шестић, М., Милановић-Доброга, Б. (2013). Методске процедуре за развој концептуалних и социјалних способности код особа са интелектуалном ометеношћу. <i>Специјална едукација и рехабилитација</i> , 12(3), 403-420. 5. Каљача, С., Вуковић, М., Петровић-Јазић, М.(2013). Комуникативне вештине особа са интелектуалном ометеношћу. У М. Глигоровић (ур.), <i>Новине у специјалној едукацији и рехабилитацији</i> (стр. 425-447). Београд: Универзитет у Београду – Факултет за специјалну едукацију и рехабилитацију.			
Number of active classes per week: 6	Lecture: 3		Practical work: 3
Teaching methods: Lectures, practical exercise, demonstrations, independent practical work, consultations, multimedia			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	45
midterm(s)	30	.....
seminars			

Study programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: CLINICAL ASSESSMENT AND TREATMENT OF PERSONS WITH DIFFICULTIES IN MENTAL DEVELOPMENT			
Lecturer: Gligorović G. Milica, Buha S. Nataša			
Course status: Obligatory course of the study programme			
ECTS: 7			
Prerequisites: Passed exam on <i>Rehabilitation of persons with intellectual disability</i> course			
Aim: Introducing students to characteristics of clinical approach in assessment and treatment of persons with difficulties in mental development.			
Outcomes: Acquired competence for application of cognitive and adaptive behaviour assessment and treatment methods and techniques for persons with different types and levels of difficulties in mental development.			
Content: <i>Lectures</i> Functional organisation and central nervous system dysfunctions; Development of mental abilities; Principles and content of clinical assessment of persons with difficulties in mental development; Principles and content of clinical treatment of persons with difficulties in mental development; Evaluation of rehabilitation programme. <i>Practical work</i> Application of assessment and treatment methods and techniques for persons with difficulties in mental development.			
Literature 1. Gligorović, M. (2013). Klinička procena i tretman teškoća u mentalnom razvoju. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN: 978-86-6203-035-1. (366 pages).			
Number of active classes per week: 4	Lectures: 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	10	written exam	
practical teaching	30	oral exam	45
midterm(s)	15	-----	
seminars			

Study program: Special Education and Rehabilitation, module Prevention and Treatment of Behavioral Disorders; 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: 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 dysfunctions.			
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 contemporary 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: 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: Developmental Neurology			
Lecturer: Dragan M. Pavlović			
Course status: elective			
ECTS: 6			
Prerequisites: Basic knowledge in physiology with anatomy of the nervous system and neurology			
Aim: Recognizing the clinical features of the most common neurological diseases of children and adolescents. Understanding the etiopathogenesis of central and peripheral nervous system and muscle diseases, including the basics of metabolic and genetic factors. Mastering basic concepts from neurological propedevtics of children and adolescents and supplementary diagnostic methods. Practical knowledge of the assessment of developmental neurological entities in terms of the existence of damage leading to permanent or temporary disability and requiring special education and rehabilitation.			
Outcomes: Ability of students to recognize the basic symptoms and syndromes within developmental neurological diseases and the needs of patients, children and adolescents for special education and rehabilitation.			
Content <i>Lectures:</i> <ul style="list-style-type: none"> • Basics of embryology, development of central and peripheral nervous system and normal psychomotor development • Congenital malformations of the nervous system and diseases in the age of the newborn • Neurological examination of newborns, small children, school children and adolescents and supplementary diagnostic methods • Developmental neuropsychological disorders and specific developmental disorders of school skills • Autism, childhood cerebral palsy, neglect / hyperactivity syndrome of the neurological basis of intellectual impairment • Epilepsy, sleep disorders, headaches and neurological paroxysmal disorders • Tumors and hydrocephalus • Inflammatory diseases of the nervous system and infectious diseases of the nervous system • Demyelination and dismelioration <i>Practical work:</i> Basics of clinical assessment of neurological problems and case studies that are processed in the theoretical part of teaching.			
Literature Pavlović DM. Neurologija. Bograd, Srbija: Orion Art, 2016. Pavlović DM, Pavlović AM. Higher cortical functions. Basics of behavior neurology and neurophychology. Belgrade, Serbia. Orion Art, 2016			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: classical educational method using video presentations and active involvement of students in work, Case studies			
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 for persons with difficulties in mental development			
Type and level of studies: Undergraduate Academic Studies			
Course title: Workshop Methods for Children with Mental Disorder			
Lecturer: Mirjana Japundza-Milisavljevic; Sanja Gagic			
Status of the course: Obligatory course			
ECTS: 6			
Prerequisites: No prerequisites			
Objective of the course: The objective of the course is to provide students with theoretical and practical knowledge about the workshop method in children with mental disorder.			
Learning outcomes: Students will be able to independently plan, prepare and realize the workshop method for children with mental disorder.			
Course contents: <i>Lectures</i> Workshop mode: terminological and methodological explanation; Importance of application of the workshop mode; Forms of learning in a workshop approach; Phases of the workshop mode; Workshop techniques; Methodological principles of workshop approach; Creative workshops (drama, poetry, fine arts...); Educative workshop (preventive, cognitive, workshops for constructive conflict resolution); Puppets workshop; Method of working with puppets; Puppet as a supplementary means in a socially integrative sense; A map of behaviors; The roll of leader; Application of workshop mode in an inclusive class; Significance and application of workshop mode in children with mental disorder. <i>Practical exercises</i> Includes practical application of processed teaching content.			
Required textbooks/reading: 1. Buljubašić-Kuzmanović, V. (2006). Pedagoška radionica u funkciji aktivne nastave i učenja na uspjesima. <i>Metodički ogleđi</i> , 13 (1), 123-136. UDK 371.3 2. Vajnbrener, S. (2010). Podučavanje dece s teškoćama u učenju u redovnoj nastavi (Strategije i tehnike koje svaki nastavnik može da primeni da bi podstakao i motivisao đake s teškoćama u učenju). (prevod: Mostorica, V). Beograd: Kreativni centar (1-66) ISBN 978-86-7781-746-6 3. Pejović, M. (priredio). (2008). Bez ispadanja (priručnik za korišćenje nekompetativnih igara u radu sa heterogenim grupama). Beograd: Grupa „Hajde da...“ (str. 80) ISBN 978-86-87617-00-1 4. Ružić, V. (urednik). (2013). Poticanje čitanja i učenje o temama tolerancije i nenasilja (Kreativne radionice i zbornik dječijih radova). Zagreb: Naklada Slap (50. str) ISBN 978-953-191-771-1			
Total number of active teaching classes	Lectures: 2 classes a week		Practical exercises: 1 class a week
Teaching methods Lectures, practical excercises, demonstrations, independent assignments, multimedia, interactive teaching.			
Knowledge score (maximal points = 100)			
Pre-exam obligations	points	Final exam	points
active student participation	5	written exam	/
practical exercises	25	oral exam	40
midterm(s)	30	/	/
term paper(s)	/	/	/

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic Academic Studies			
Title of the subject: Method Approaches in the Development of Self-regulation in Persons with Intellectual Disabilities			
Lecturer: Kaljača S. Svetlana; Dučić Z. Bojan			
Course status: Elective course			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: An introduction to the general theoretical concept and specifics related to persons with intellectual disabilities. Mastering the creation and adaptation of self-regulation strategies to individual characteristics of persons with intellectual disabilities.			
Outcomes: Students will be able to: choose self-regulation strategies that match the set goal and individual characteristics of persons with disabilities in intellectual development, design the most effective way to adopt and implement the personally chosen strategy of persons with intellectual disabilities, and evaluate the results achieved.			
Content <i>Lectures:</i> The notion of self-regulation; social-cognitive theory; the development of self-regulation in persons with disabilities in intellectual development; selection, optimization and compensation of objectives in the process of self-regulation; the relation of education styles and the development of self-regulation; self-regulation and social-emotional development; developing and adapting self-regulation strategies to individual characteristics of persons with disabilities in intellectual development; assessment of the capacity of self-regulation; evaluation of the application of self-regulatory strategies; application of mechanisms of self-regulation in the realization of life habits; self-regulation and the Montessori method. <i>Practical work:</i> Training of students in teaching persons with disabilities in intellectual development to develop the ability to independently define the goal, apply self-regulation strategies aimed at achieving the set goal and evaluate the outcome. Training of students to make an optimal choice of self-regulation strategies, in accordance with individual characteristics of persons with intellectual disabilities.			
Literature 1. Дучић, Б., Банковић, С. (2013). Самоодређење код особа са интелектуалном ометеношћу. у М. Глигоровић (ур.), <i>Новине у специјалној едукацији и рехабилитацији</i> (стр. 55 - 74). Београд: Универзитет у Београду – Факултет за специјалну едукацију и рехабилитацију. 2. Дуčić, В., Kaljača, S. (2012). Uloga samoregulacije i samoeфикаsnosti u usvajanju životnih navika kad osoba sa intelektualnom ometenošću. u M. Gligorović, S. Kaljača (ur.), <i>Kognitivne i adaptivne sposobnosti dece sa lakom intelektualnom ometenošću</i> (str. 49-66). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. (ISBN 978-86-6203-027-6) 3. Дуčić, В. (2012). Zadaci odlaganja zadovoljstva kao način procene samoregulacije kod osoba sa intelektualnom ometenošću, II naučni skup - <i>Stremljenja i novine u specijalnoj edukaciji i rehabilitaciji</i> - zbornik radova, Beograd, Srbija, 28. decembar 2012., str. 89-96. (ISBN 978-86-6203-036-8) 4. Brković I., Keresteš G., Kuterovac-Jagodić G. (2012). Usporedba rezultata transveralnoga i longitudinalnoga pristupa procjeni razvoja samoregulacije u ranoj adolescenciji. <i>Psihologijske teme</i> , 21(2), 273-297. (превод) 5. Brković I. (2009). Fokus regulacije u ranoj odrasloj dobi i retrospektivni izveštaj o roditeljskom ponašanju. <i>Suvremena psihologija</i> , 12(2), 297-307. 6. Macuka I. (2012). Osobne i obiteljske odrednice emocionalne regulacije mladih adolescenata. <i>Psihologijske teme</i> , 21(1), 61-82. (превод) 7. Brajša-Žganec A. (2003). <i>Dijete i obitelj</i> . Naklada slap. Jastrebarsko. (str. 15-26) (ISBN 953-191-094-4) (превод) 8. Montesori M.(2003). <i>Upijajući um</i> . Beograd, DN Centar (str. 281-357) (ISBN 86-83239-13-6) 9. Petrović D. (2007). <i>Emocionalni temelji socijalne kompetencije</i> . Beograd, Zadužbina Andrejević. (str. 13-24, 51-59) (ISBN 8672446127)			
Number of active classes per week: 3	Lecture: 2		Practical work: 1
Teaching methods: Lectures, practical exercises, demonstrations, independent practical work, consultations, multimedia			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	45
midterm(s)	20	.....
seminars	10		

Study programme: Special Education and Rehabilitation for Persons with Difficulties in Mental Development; Speech and Language pathology			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: Developmental Attention Disorders			
Lecturer: Gligorović G. Milica			
Course status: Elective common course			
ECTS: 6			
Prerequisites: No prerequisites			
Aim: Introducing students to causes, manifestations, assessment and treatment possibilities of developmental attention disorders.			
Outcomes: Acquired knowledge on causes, manifestations, assessment and treatment possibilities of developmental attention disorders.			
Content <i>Lectures</i> Development and organisation of attention; Definition and classification of developmental attention disorders; Etiology of developmental attention disorders; Prevalence of developmental attention disorders; Manifestations of developmental attention disorders; Possibilities for assessment of developmental attention disorders; Treatment possibilities for developmental attention disorders. <i>Practical work</i> Practical application of assessment instruments and treatment methods for developmental attention disorders.			
Literature 1. Kocijan-Hercigonja, D., Buljan-Flander, G., Vučković, D. (2004). Hiperaktivno dijete – uznemireni roditelji i odgajatelji. Jastrebarsko: Naklada Slap. (pp. 20-132) ISBN: 953-191-092-8. 2. Phelan, T. P. (2005). Sve o poremećaju pomanjkanja pažnje: Simptomi, dijagnoza i terapija u djece i odraslih. Lekenik, HR: Ostvarenje d.o.o. (pp. 97-197) ISBN 953-6827-36-0.			
Number of active classes per week: 3	Lectures: 2		Practical work: 1
Teaching methods: Lectures and practical exercises			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	30	oral exam	45
midterm(s)		-----	
seminars	15		

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development; Speech and Language Pathology; Special Education and Rehabilitation, Module: Motor disability			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: Corrective Pedagogical Work in Elementary School			
Lecturer: Đorđević V. Mirjana			
Course status: Elective common course			
ECTS: 6			
Prerequisites: No prerequisites			
Aim: The objective of this course is to enable students to implement stimulating, corrective and compensatory work with pupils who need additional support in education.			
Outcomes: Students will be able to identify and assess pupils who need additional support, as well as realize different forms of corrective pedagogical work.			
Content <i>Lectures:</i> 1) Special educator as an expert associate in elementary school. Special educator's extracurricular activities in elementary school for children with developmental delays. 2) Defining of corrective pedagogical work. Forms of corrective pedagogical work. Pupils included in corrective pedagogical work. Assessment of the ability. 3) Defining of social skills. Expected development of social skills up to 14 years. Strategy for development social skills (social story, video modeling, bibliotherapy, social autopsy). 4) Defining of communication skills. Expected development of communication skills up to 14 years. Strategy for development communication skills (communicator, VOCA and VIVOCA devices, PECS method). 5) Defining of motoric skills. Expected development of motoric skills up to 14 years. Strategy for development motoric skills (exercises for fine and gross motoric; kinect games). 6) Defining of behaviour, problem behaviour and topography of behaviour. Expected development of behaviour up to 14 years. Strategy for for improvement behaviour (techniques of reinforcement, extinguishing and punishment; token economy; visual schedule; teaching alternative behaviour; sensory diet). <i>Practical work:</i> Practical exercises are complementary with lectures and include analysis of characteristic examples which illustrate the theoretical content.			
Literature 1. Đorđević, M., Glumbić, N., & Banković, S. (2014). Upravljanje sopstvenim ponašanjem kod osoba sa autizmom. <i>Beogradska defektološka škola</i> , 20(1), 201–208. 2. Đorđević, M., & Glumbić, N. (2017). Modeli obuke za početno korišćenje komunikatora. U M. Šćepanović (Ur.), <i>Zbornik radova sa međunarodne konferencije "Socijalna inkluzija osoba sa invaliditetom: Značaj i programi podrške"</i> (23-30). Novi Sad: Društvo defektologa Vojvodine. 3. Stanimirov, K. & Đorđević, M. (2016). Efekti primene PECS metoda u radu sa osobama sa smetnjama u razvoju. <i>Beogradska defektološka škola</i> , 22(2), 79-92. 4. Eraković, T. (1995). Korektivni pedagoški rad, metodički priručnik vaspitnoobrazovnog rada sa decom koja imaju smetnje u razvoju zastudente učiteljskog fakulteta. Zavod za udžbenike i nastavna sredstva. ISBN 8617040289. 5. Hrnjica, S. i sar. (2004). Škola po meri deteta. Institut za psihologiju Filozofskog fakulteta i Save the Children, str. 9-42. ISBN 86-83713-35-0.			
Number of active classes per week: 3 classes a week	Lecture: 2 classes a week		Practical work: 1 class a week
Teaching methods: Lectures, practical exercising, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	5	oral exam	45
midterm(s)	45	.....
seminars			

Study program: Special education and rehabilitation of persons with mental disabilities			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: PSYCHOPATHOLOGY IN PERSONS WITH INTELLECTUAL DISABILITY			
Lecturer: Lazić – Puškaš P. Dijana			
Course status: Mandatory			
ECTS: 3			
Prerequisites: Passed Psychiatry, Neurology and Human Genetics exams			
Aim: Understanding etiopathogenesis of psychopathological disorders and their manifestation in persons with intellectual disability with the aim of recognizing (diagnostics and differential diagnostics) the most common psychopathological disorders in persons with intellectual disability; understanding the specificity of special educational treatment and rehabilitation.			
Outcomes: Enabling students to recognize the most common psychopathological disorders in persons with intellectual disability and to apply this knowledge in special educational treatment and rehabilitation.			
Content <i>Lectures:</i> Includes etiopathogenesis of intellectual disabilities and co-occurring psychopathological disorders, as well as specific manifestations of psychopathology of such persons requiring special educational treatment and rehabilitation. <i>Practical work:</i> Examples of cases studied in lectures			
Literature 1. Simić – Lazić D. (2006). Psychiatry for defectologists ZUNS Belgrade, 100-180 pp, ISBN 86-7558-024-X. 2. Jakulić S. (1993). Medical causes of mental retardation 5-100 pp, ZUNS Belgrade, ISBN 86-17-00182-8.			
Number of active classes per week:	Lecture: 2		Practical work: 1
Teaching methods: lectures, exercises, student consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	10	oral exam	55
midterm(s)	30	.....
seminars			

Study programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate Academic Studies			
Title of the subject: SPECIFIC LEARNING DISABILITIES			
Lecturer: Buha S. Nataša			
Course status: Obligatory course of the study programme			
ECTS: 4			
Prerequisites: Passed exam on <i>Clinical assessment and treatment of persons with difficulties in mental development</i> course			
Aim: Introducing students to characteristics of children with specific learning disabilities and their training in usage of adequate assessment and treatment methods.			
Outcomes: Acquired knowledge about the nature, manifestation and frequency of specific learning disabilities, characteristics of different types of disabilities, and their assessment and treatment.			
Content: <i>Lectures</i> Concept and definition of specific learning disabilities; Prevalence and classification of specific learning disabilities; Causes of specific learning disabilities; Organisation of neuropsychological functions in children with specific learning disabilities; Preschool indicators of specific learning disabilities; Manifestations of specific learning disabilities; Assessment and treatment of children with specific learning disabilities. <i>Practical work</i> Detection and assessment of children with specific learning disabilities; Treatment of children with specific learning disabilities.			
Literature			
<ol style="list-style-type: none"> Gligorović, M., Glumbić, N., Maćešić-Petrović, D. i sar. (2005). Specifične smetnje u učenju kod dece mlađeg školskog uzrasta. U S. Golubović i saradnici, <i>Smetnje u razvoju kod dece mlađeg školskog uzrasta</i> (pp. 415-514) Beograd: Univerzitet u Beogradu – Defektološki fakultet. ISBN 86-80113-46-8 Gligorović, M., Vučinić, V. (2010). Kognitivni aspekti vizuelnih sposobnosti kod slabovide dece. U J. Kovačević i V. Vučinić (Ur.), <i>Smetnje i poremećaji: fenomenologija, prevencija i tretman, II deo</i> (pp. 155-171). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-80113-99-9 Gligorović, M., Radić Šestić, M. (2011). Odnos između nivoa razvoja sposobnosti neophodnih za uspešno ovladavanje akademskim veštinama i pola kod dece sa specifičnim setnjama u učenju. <i>Nastava i vaspitanje</i>, 1, 145-156. Gligorović, M., Buha Đurović, N. (2011). Senzorna i senzomotorička integracija kod dece mlađeg školskog uzrasta. <i>Nastava i vaspitanje</i>, 4, 584-594. Gligorović, M. (2012). Auditivno pamćenje i jezička kompetencija dece mlađeg školskog uzrasta. <i>Nastava i vaspitanje</i>, 4, 565-577. Gligorović, M., Buha, N. (2012). Kvalitet rukopisa kod dece mlađeg školskog uzrasta. U M. Vantić Tanjić i M. Nikolić (Ur.), <i>Zbornik radova III međunarodne naučno-stručne konferencije "Unapređenje kvalitete života djece i mladih"</i> (pp. 111-118). Tuzla, BiH: Udruženje za podršku i kreativni razvoj djece i mladih, Univerzitet u Tuzli, Edukacijsko-rehabilitacijski fakultet. ISSN 1986-9886 Gligorović, M., Vučinić, V. (2011). Kvalitet crteža kod dece mlađeg školskog uzrasta. <i>Specijalna edukacija i rehabilitacija</i>, 10, 2, 193-205. Vučinić, V., Gligorović, M., Jablan, B., Eškirović, B. (2012). Razvojne sposobnosti kod dece sa lakšim smetnjama vida. <i>Specijalna edukacija i rehabilitacija</i>, 11, 4, 585-602. Gligorović, M., Radić Šestić, M. (2010). Procena sposobnosti neophodnih za uspešno ovladavanje akademskim veštinama kod dece sa smetnjama u učenju. <i>Specijalna edukacija i rehabilitacija</i>, 9, 1, 15-36. Gligorović, M. (2010). Numeričke sposobnosti u detinjstvu. <i>Specijalna edukacija i rehabilitacija</i>, 9, 1, 85-109. 			
Number of active classes per week: 3		Lectures: 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	10	written exam	
practical teaching	30	oral exam	45
midterm(s)	15	-----	
seminars			

Study programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate			
Course title: Inclusive Education			
Lecturer: Brojčin B. Branislav; Banković M. Slobodan			
Status of the course: Obligatory course			
ECTS: 6			
Prerequisites: No conditions			
Objective of the course The objective of the course is to enable students to work in an inclusive educational environment, especially with children and students with disabilities, who are partially or fully involved in regular classes.			
Learning outcomes Students will understand the basic principles of inclusive education. In cooperation with regular teachers and families, they will encourage the social development and acceptance of children and students with disabilities. Additionally, students will be able to adapt resources, teaching and regular curriculum to the needs and abilities of children and students with developmental disabilities. They will also have the knowledge needed to provide support to children, parents and teachers in inclusive educational environment.			
Course contents <i>Lectures</i> The course encompasses knowledge related to concepts and definitions of inclusion, experiences in application of inclusive education in different countries, assumed advantages, as well as possible restrictions on the inclusion of children and students with disabilities in regular education. Attention is also focused on the attitudes of groups, which largely depend on the acceptance of these children, and hence the success and outcomes of inclusive education. The subject program also includes the study of factors that influence the success of inclusive education, and the need for teamwork and cooperation with the family of children and pupils is emphasized. Special attention is paid to the organization of work, curriculum adjustment and teaching, both from the aspect of behavior and social acceptance, as well as from the aspect of academic progress. <i>Practical exercises</i> At exercises, students adjust their specific programs to the needs of a particular child. Likewise, they plan and adapt individual teaching units for performance in an inclusive environment.			
Required textbooks/reading Brojčin, B. (2013). Inkluzivna edukacija. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd: CIDD, . str. 9 – 223. (ISBN 978-86-6203-042-9)			
Total number of active teaching classes	Lectures: 3 class per week	Practical exercises: 3 class per week	
Teaching methods Lectures, Practical exercises, independent tasks, demonstrations, multimedia, Interactive teaching			
Knowledge score (maximal points = 100)			
Pre-exam obligations	Points	Final exam	Points
Active student participation	5	Written exam	/
Practical exercises	25	Oral exam	40
Midterm(s)	30	/	/
Term paper(s)	/	/	/

Study program: Special education and rehabilitation for persons with intellectual disabilities			
Type and level of studies: Undergraduate academic studies			
Course title: Teaching Method of Mathematics for Students with Intellectual Disabilities			
Lecturer: Mirjana Japundza-Milisavljevic; Sanja Gagic			
Status of the course: Obligatory course			
ECTS: 6			
Prerequisites: No prerequisites			
Objective of the course: The objective of the course is to make students able for planning, preparing, realization and evaluation of Teaching methods of mathematics in accordance to individual abilities of students with intellectual disabilities as well as rehabilitation of cognitive abilities that a crucial for adopting mathematics knowledge.			
Learning outcomes: Students will be able to independently plan, prepare and practically realized the teaching mathematics for children with intellectual disabilities in accordance with various forms and levels of teaching organization.			
Course contents: <i>Lectures</i> Course, definition, application of mathematics; Cognitive development in children (Piaget's theory, Bruner's theory, Elby's operational method, Russian school of cognitive development); Cognitive functions are essential for the acquisition of mathematical knowledge in students with intellectual disabilities; Special educator and rehabilitator; Spatial arrangement of classroom for mathematics; Motives and motivation; Assessment of children's readiness for admission to mathematics; Elementary mathematics terms; Premathematics and auxiliary skills; Methodical approach to the formation terms of numbers, relations and interactions between them; Methodical processing of teaching contents from geometry, methodical processing of teaching contents from measures and measurements in children with intellectual disabilities; Mathematical language and text tasks; Mathematical anxiety; Student personality and mathematics; Monitoring and evaluation of student's performance and achievements in mathematics teaching. <i>Practical exercises</i> Includes practical application of processed teaching content.			
Required textbooks/reading: Japundža-Milisavljević, M. (2008). Metodika nastave matematike za decu ometenu u intelektualnom razvoju. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. (250 str.) ISBN 978-86-80113-76-0			
Total number of active teaching classes	Lectures: 3 classes a week	Practical exercises: 3 classes a week	
Teaching methods Lectures, practical excercises, independent assignments, demonstrations, multimedia, interactive teaching.			
Knowledge score (maximal points = 100)			
Pre-exam obligations	points	Final exam	points
active student participation	5	written exam	/
practical exercises	15	oral exam	55
midterm(s)	25	/	/
term paper(s)	/	/	/

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic Academic Studies			
Title of the subject: MODELS OF TEACHING AND THE USE OF EDUCATIONAL TECHNOLOGY FOR CHILDREN WITH INTELLECTUAL DISABILITIES			
Lecturer: Maćešić-Petrović S. Dragana; Pantović B. Aleksandra			
Course status: Obligatory course			
ECTS: 6			
Prerequisites: None			
Aim: To obtain the basic methodological knowledge needed to teach computer science to children with intellectual disabilities.			
Outcomes: This course is designed to prepare future special educators to apply basic IT skills during the preparation process and in the field for assessing, treatment, teaching and rehabilitation of children with a broad range of intellectual difficulties. This course prepares students to assess the developmental abilities and accomplishments leading up to acquiring knowledge for children with disabilities, as well as knowledge to make professionally sound decisions regarding treatment and rehabilitation of these children.			
Content <i>Lectures:</i> The neurological aspects of information transfer; use of computers and children with ID; a brief recap of use of computers in education through history; adaptation of technology for children with disabilities; use of computers in education; the multidisciplinary methodology used in teaching computer science; goals and objectives of teaching computer science; planning and implementing the curriculum for computer science; Computer science in modern education, the basic factors in teaching computer science; computer science and interactive learning; computers and information; the use of basic computer programs needed to teach computer science to children with intellectual disabilities. <i>Practical work:</i> Field work – students learn how to use computers for education and rehabilitation purposes.			
Literature 1. Grupaautora: Računar u nastavizadecusaposebnimposebnimpotrebama. Microsoft, 316.pages, Belgrade, 2007. www.microsoft.com/enable/education/ 2. Maćešić-Petrović, D. (2008). <i>Primenaračunara u edukacijiiirehabilitacijikoddecesaintelektualnomometenošću. FASPER i CIDD</i> , 186 pages., Belgrade, 2008. ISBN 978-86-80113-74-6.			
Number of active classes per week:	Lecture: 3	Practical work: 3	
Teaching methods: Lectures, practical exercises, consultations, midterms, practicums, term papers and individual tasks.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	55
practical teaching	10	oral exam	
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Basic academic studies			
Title of the subject: METHODS IN TEACHING SCIENCE AND SOCIAL STUDIES TO CHILDREN WITH INTELLECTUAL DISABILITES			
Lecturer: Maćešić-Petrović S. Dragana; Pantović B. Aleksandra			
Course status: Obligatory course			
ECTS: 6			
Prerequisites: None			
Aim: Introducing students to the fundamental aspects of the development process of children with ID. Preparing students to use various methodical instructional techniques for teaching science and social studies to children with ID.			
Outcomes: This course is designed to prepare future special educators to plan and provide science and social studies instruction to a broad range of students with intellectual difficulties.			
Content <i>Lectures:</i> The first part – the specifics of cognitive functioning of children with ID The second part –general problems of methodology as a scientific discipline The final part –methodical approaches to teaching and educational innovations in teaching science and social studies to children with ID <i>Practical work:</i> Field work – students learn how to use traditional and innovative methods of teaching children with intellectual disabilities science and social studies			
Literature 1. Maćešić-Petrović, D., Nastava i saznanje specifičnosti dece s lakom mentalnom retardacijom, Centar za izdavačku delatnost i Fakultet za specijalnu edukaciju i rehabilitaciju, 120 pages, Beograd, 2006. ISBN 86-80113-54-9 2. Montessori, M., The Discovery of the Child, Čigoja, CRS, 190 pages, Beograd, 2001. without ISBN			
Number of active classes per week:	Lecture: 3	Practical work: 4	
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	5	written exam	55
practical teaching	10	oral exam	
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate academic studies			
Title of the subject: Professional and Vocational Training of Persons with Difficulties in Mental Development			
Lecturer: Biljana Milanović-Dobrota			
Course status: Obligatory course			
ECTS: 4			
Prerequisites: No prerequisites			
Aim: Aim of the course is to train students (in theoretical and practical sense) in the implementation of all phases of vocational rehabilitation and social integration of persons with difficulties in mental development			
Outcomes: Mastering the curriculum, students are qualified for critically perceive complexity of vocational rehabilitation and social integration of persons with difficulties in mental development and actively implement integrated knowledge in practice			
Content			
<i>Lectures:</i>			
Professional rehabilitation of persons with difficulties in mental development (terminological definition, objectives, tasks and phases); Models of professional rehabilitation; Contemporary aspects of professional rehabilitation; Professional orientation (Phases of professional orientation- informing, counseling and evaluation); Problems of professional orientation and limitations; Professional selection; Vocational training-systems, principles and methods; Evaluation of vocational training; Employment (definition and phases); Employment models; Unemployment; Retraining/readaptations; Workplace Accommodations; Working conditions and working environment (external and internal factors).			
<i>Practical work:</i>			
Professional orientation through „One-year training for work“; Role of a special educator and rehabilitator as a member of expert team in professional rehabilitation of persons with difficulties in mental development; Secondary Vocational School " Belgrade, Vukasovićeveva 21 a – visit; Creating an individual training programs; Workplace analysis; Mini lecture- guest: Association of companies for professional rehabilitation and employment of persons with disabilities; Company for professional rehabilitation and employment of persons with disabilities „Kosmos" St. Sava 16-18, Belgrade-visit; Company for professional rehabilitation and employment of persons with disabilities „Lola Entrepreneurship", Belgrade-visit; Improving the social life of persons with difficulties in mental development (leisure, recreation); Video presentation			
Literature			
1.Radić Šestić, M. i Milanović Dobrota, B. (2016). Profesionalno i radno osposobljavanje osoba sa intelektualnom ometenošću. Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju - Izdavački centar (ICF). ISBN 978-86-6203-088-7			
2.Radić-Šestić, M. i Žigić, V. (2006): Uslovi rada i radne sredine, praktikum, CID. Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd (pp.1-80) ISBN 86-80113-50-6;			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods:			
Lectures, practical exercises, interactive teaching, group work, 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 program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate academic studies			
Course title: REHABILITATION OF PERSONS WITH AUTISM			
Lecturer: Glumbić P. Nenad; Đorđević V. Mirjana			
Status of the course: Obligatory course			
ECTS: 6			
Prerequisites: No prerequisites			
Aim Students should acquire knowledge about clinical presentation of autism spectrum disorder; understand developmental trajectory of autistic disorder and be familiar with basic assessment approaches and treatment procedures.			
Learning outcomes A student will be able to make a difference between categorical, dimensional and developmental approaches to autism; to determine the severity of autism spectrum disorder; to adequately interpret clinical manifestations of autistic disorder and changes of clinical presentation through the life span; to properly interpret psychological and medical findings related to people with autism; to understand and choose appropriate treatment, educational, housing and employment options for people with autism.			
Course contents <i>Lectures</i> Autism spectrum disorder within DSM-5. Assessment of autism severity. Early detection and screening. Autism and comorbid conditions. Differential diagnosis. Behavioural treatments. Developmental treatment approaches. Eclectic treatment approaches. Complementary interventions. Employment of people with autism. Housing options. Community living for people with autism. Sexuality of people with autism. Autism outcome and prognosis. Mortality of people with autism. <i>Practical exercises</i> Screening tools for autism. Autism rating scales and severity assessment. Applied behavioural analysis. Reinforcement. Manding. PECS. Individual treatment profiles; educational, employment and housing support.			
Literature 1. Глумбић, Н. (2009). <i>Одрасле особе са аутизмом</i> (друго издање). ЦИДД, ФАСПЕР, Београд (стр. 73-222). ISBN 978-86-80113-86-9. 2. Милачић, И. (2008). <i>Аутизам: дијагностика и третман</i> . ЦИДД, ФАСПЕР, Београд (стр. 17-40). ISBN 978-86-80113-66-1. 3. Hannah, L. (2007). Подршка у учењу деци са потешкоћама из спектра аутизма, „Републичко удружење за помоћ особама са аутизмом“, стр. 11-100, Београд. ISBN 978-86-910189-0-0. 4. Глумбић, Н., Бројчин, Б., Ђорђевић, М. (2013). Рана интервенција код деце с поремећајима аутистичког спектра, <i>Специјална едукација и рехабилитација</i> , 12 (1), стр. 103-118. 5. Глумбић, Н., Бројчин, Б., Ђорђевић, М. (2013). Колико кошта аутизам? <i>Београдска дефектолошка школа</i> , 19 (1), стр. 183-192.			
Total number of active teaching classes 6 classes a week	Lectures: 3 classes a week		Practical exercises: 3 classes a week
Teaching methods Lectures, practical exercising, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre-exam obligations	points	Final exam	points
active student participation		written exam	
practical exercises	5	oral exam	50
midterm(s)	45	.....
term paper(s)			

Study programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate			
Course title: Teaching Methods in Special Education			
Lecturer: Brojčin B. Branislav; Banković M. Slobodan			
Status of the course: Elective course			
ECTS: 5			
Prerequisites: No conditions			
Objective of the course It is expected for students to expand competencies to work with children with disabilities by learning about specific methods and techniques that are rarely used in working with children of typical development.			
Learning outcomes Students will be able to apply a range of methods and techniques in order to improve the behavioral, social and academic outcomes of children with significant cognitive, emotional-behavioral and disorders from the autistic spectrum.			
Course contents <i>Lectures</i> Task Analysis. Discrete trial is that incidental teaching. Errorless Teaching. Perceptual learning. Modeling. Antecedent-based intervention. Differential reinforcement. Extinction. Naturalistic intervention. Prompting. Response interruption/redirection. Self-management. Time delay. Precision teaching. Visual support. <i>Practical exercises</i> At exercises, students will apply the methods and techniques they have learned within the theoretical teaching.			
Required textbooks/reading Alberto, P. A. & Troutman, A. C. (2009). <i>Applied behavior analysis for teachers</i> . Upper Saddle River: Pearson Education. (348-386, 414-435) ISBN 978-0-13-159289-6 (prevod odabranog materijala) Goldstone, R. L. (1998). Perceptual learning. <i>Annual Review of Psychology</i> 49 (1), 585-612. (prevod odabranog materijala) Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behaviour. <i>Psychology in the Schools</i> 44 (1), 65-75. (prevod odabranog materijala) Luiselli, J. K., Russo, D. C., Christian, W. P., & Wilczynski, S. M. (2008). <i>Effective practices for children with autism : educational and behavioral support interventions that work</i> . Oxford: Oxford University Press. (181-191, 213-236, 241-263, 393-407, 413-430) ISBN 978-0-19-531704-6 (prevod odabranog materijala) Mueller, M. M., & Palkovic, C. M. (2007). Errorless learning: review and practical application for teaching children with pervasive developmental disorders. <i>Psychology in the Schools</i> 44 (7), 691-700. (prevod odabranog materijala)			
Total number of active teaching classes	Lectures: 2 class per week	Practical exercises: 2 class per week	
Teaching methods lectures, practical exercises, independent tasks, demonstrations, multimedia, interactive teaching			
Knowledge score (maximal points = 100)			
Pre-exam obligations	Points	Final exam	Points
Active student participation	5	Written exam	/
Practical exercises	25	Oral exam	40
Midterm(s)	30	/	/
Term paper(s)	/	/	/

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			
<ol style="list-style-type: none"> 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. <i>Mediji i društvene devijacije (rider)</i>. 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 for persons with difficulties in mental development, Speech and language pathology			
Type and level of studies: Basic academic studies			
Title of the subject: PSYHOMOTOR RE-EDUCATION			
Lecturer: Maćešić-Petrović S. Dragana; Pantović B. Aleksandra			
Course status: Elective common course			
ECTS: 5			
Prerequisites: None			
Aim: Acquiring the fundamental knowledge from developmental neuropsychology that is needed to understand and implement the method of psychometric re-education while working with a wide range of disabilities.			
Outcomes: This course provides students with skills needed to prepare and implement diagnostic assessment tools within the method of psychomotoric re-education during the education and/or rehabilitation process of children with various disabilities. This course prepares students to assess the developmental abilities and accomplishments leading up to acquiring knowledge for children with disabilities, as well as knowledge to make professionally sound decisions regarding treatment and rehabilitation of these children.			
Content <i>Lectures:</i> The first part – learning about the general use of the method of psychomotoric re-education. The second part – learning about the use of the method of psychomotoric re-education for children with different types of disabilities. <i>Practical work:</i> Field work – students learn the theoretical and practical use of the method of psychomotoric re-education.			
Literature 1. Govedarica, T. (1989). Opšta reedukacija psihomotorike, IMZ, 100 str, Beograd. ISBN 86-82277-23-9. 2. Montessori, M., The Discovery of the Child, Čigoja, CRS, 190 pages, Beograd, 2001. without ISBN			
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	5	written exam	55
practical teaching	10	oral exam	
midterm(s)	30	.....
seminars			

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate academic studies			
Title of the subject: Planning and Programming Employment Process for Persons with Intellectual Disability			
Lecturer: Milanović-Dobrota, Z., Biljana			
Course status: Elective course			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Aim of the course is that students acquired knowledge for active participation in planning and programming employment process for persons with intellectual disability – in assessing vocational potential and barriers, creating and implementation programs for employment, job retention and retirement			
Outcomes: Mastering the curriculum, students have knowlegde to actively participate in work of expert teams for planning and programming employment process			
Content <i>Lectures:</i> Conceptual basics of working with older adolescents and adults with ID; Contemporary trends in vocational training and employment of people with ID; Personal and socio-cultural barriers in employment of persons with ID; Family collaboration in employment planning; Transition (terminology, directions and phases); Secondary transitional planning; Functional assessment of working abilities and skills; Individual Transition Plan- employment domain; Evaluation of Individual Transition Program; Teamwork; Job seeking skills; Job retention strategies; Individual Accommodation Plan; Opportunities of advancement in career of persons with ID; Preparing for retirement. <i>Practical work:</i> Psychosocial factors of employability of persons with ID; Tools for assessing professional competencies of persons with ID - selection, implementation and analysis of results; Creating Individual Transition Plan; „Secondary Vocational School", Belgrade; Transferable skills and employment of persons with ID; Motivation in job searching, placement and at workplace; Teamwork; Job analysis; Employment Advisor- individual counseling, creation of employment programs, information and cooperation with employers- National Employment Service; Assistant for professional integration in the workplace-job description; Assessment of working conditions and workplace accommodation; Assistive technology; Video presentations.			
Literature 1.Radić Šestić, M. i Milanović Dobrota, B. (2016). Profesionalno i radno osposobljavanje osoba sa intelektualnom ometenošću. Beograd: Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju - Izdavački centar (ICF).ISBN 978-86-6203-088-7 (selected Chapters) 2. Gligorović, M. (2015). Procena radnih sposobnosti, sklonosti i veština osoba sa intelektualnom ometenošću, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju; ISBN 978-86-6203-060-3 3. Radić Šestic, M., Radovanović, V., Milanović Dobrota, B.,Slavkovic, S.,Langović-Milićević,A. (2013). General and special education teachers' relations within teamwork in inclusive education: socio-demographic characteristics. <i>South African Journal of Education</i> ; 33(3), 1-15; 4. Šestić-Radić, M., Gligorović, M., Vučinić, V., Milanović-Dobrota, B. (2011). Nezaposlenost mladih-stavovi srednjoškolaca prema traženju posla, <i>Specijalna edukacija i rehabilitacija</i> , 10(3), 445-465. 5. Milanović-Dobrota, B., Radić-Šestić, M. (2012). Sociodemografske karakteristike nezaposlenih osoba sa intelektualnom ometenošću, <i>Socijalna misao</i> , 19(3), 119-133.; 6. Law on Professional Rehabilitation and Employment Of Persons With Disabilities (Official Gazette of RS, No. 36/2009, 32/2013) 7. The Strategy of Career Guidance and Counseling, Official Gazette of RS, No. 16/2010 (pp.1-20)			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, practical exercises, interactive teaching, group 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)	15	.....
seminars	15		

Study programme: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Undergraduate			
Course title: Methodology of the Development of Individual Education Plans			
Lecturer: Brojčin B. Branislav; Banković M. Slobodan			
Status of the course: Elective course			
ECTS: 5			
Prerequisites: No conditions			
Objective of the course The objective of the course is to enable students to participate in the design, implementation, monitoring, evaluation and revision of IEP.			
Learning outcomes Students will be competent members of teams for support the child or student and, if necessary, to guide their work. Likewise, they will be able to provide assistance and advice on this matter to parents, teachers and other professionals involved in the development and implementation of IEP.			
Course contents <i>Lectures</i> The course offers knowledge related to the purpose, content, design, implementation, monitoring, evaluation and revision of IEP. The program includes starting points for IEP development, as well as procedures that precede the development of IEP. The course also deals with issues related to the work of the inter-ministerial commission, team co-operation, and the role and responsibilities of the support team members. <i>Practical exercises</i> At the exercises, students present and analyze the IEP they created for given children, based on an assessment of their strengths and needs, as well as the ways in which they will monitor and evaluate this plan.			
Required textbooks/reading Mrše S., Jerotijević M. (2012): <i>Priručnik za planiranje i pisanje individualnog obrazovnog plana</i> , Beograd: Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije. Pravilnik o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, njegovu primenu i vrednovanje (2010). Službeni glasnik RS, 76/10. Pravilnik o dodatnoj obrazovnoj, zdravstvenoj i socijalnoj podršci detetu i učeniku (2010). Službeni glasnik RS, 63/10.			
Total number of active teaching classes	Lectures: 2 class per week		Practical exercises: 2 class per week
Teaching methods lectures, practical exercises, independent tasks, demonstrations, multimedia, interactive teaching			
Knowledge score (maximal points = 100)			
Pre-exam obligations	Points	Final exam	Points
Active student participation	5	Written exam	/
Practical exercises	25	Oral exam	40
Midterm(s)	30	/	/
Term paper(s)	/	/	/

Professional Practice 1

Study programme: Special education and rehabilitation for persons with difficulties in mental development	
Study type and level: Undergraduate academic studies, the sixth semester	
Lecturer(s) in charge of organizing professional practice: Mirjana M. Japundža-Milisavljević	
ECTS: 6	
Prerequisites: Completed applied professional courses pre-exam requirements in the third year of undergraduate academic studies.	
Objective Acquiring knowledge and skills in the field of clinical assessment and early intervention of children with difficulties in mental development; teaching Serbian, Music/Arts, Physical and Technical education in schools for children with difficulties in mental development; carrying out educational activities in units for children with severe intellectual disabilities.	
Expected outcomes A student will be able to use diagnostic tools independently; to implement an adequate early intervention model; to plan and teach lessons in Serbian, Music/Arts, Physical and Technical education, aligned with a curriculum for children with intellectual disabilities; to plan and perform pedagogical activities, aligned with the curriculum for children with mild, moderate, severe and profound intellectual disabilities.	
Content of professional practice Clinical assessment according to the given criterion; Documentation analysis; Performing early intervention program; Preparing for class and teaching Serbian, Music/Arts, Physical and Technical education (two classes for each subject); Planning and performing two pedagogical activities for children with severe intellectual disabilities (one mandatory and one elective activity); Writing and presenting a diary of practice.	
Number of classes, if specified 30 classes in the even semester	
Methods of realization Case study, heuristic methods, practical methods, autonomous teaching, clinical assessment methods, early intervention methods, documentation analysis.	
Knowledge score (maximal points = 100)	
Teaching Serbian: 10 points (5 points per class)	
Teaching Music, Arts, Physical and Technical education: 40 points (5 points per class, 2 classes for each teaching subject)	
Clinical assessment (case study): 15 points	
Practical exercises in early intervention: 15 points	
Instructions for children with severe intellectual disabilities: 20 points (10 points per instructional activity)	
Total score: 100	

Professional Practice 2

Study programme: Special education and rehabilitation for persons with difficulties in mental development	
Study type and level: Undergraduate academic studies, the eighth semester	
Lecturer(s) in charge of organizing professional practice: Mirjana M. Japundža-Milisavljević	
ECTS: 4	
Prerequisites: Completed applied professional courses pre-exam requirements in the fourth year of undergraduate academic studies.	
Objective Acquiring knowledge and skills in the field of clinical assessment and treatment of children with specific learning disorders; Individualized Education Program development and its implementation in inclusive setting; teaching Maths and Science in schools for children with difficulties in mental development; providing transition support, supporting adults with intellectual disabilities; dimensional assessment of children with autism.	
Expected outcomes A student will be able to recognize specific learning disorders; to determine the severity of autism spectrum disorder; to write short-term objectives in the Individualized Education Program; to support children with special educational needs in the capacity of teaching assistants; to plan and teach lessons in Maths and Science, aligned with a curriculum for children with intellectual disabilities; to assess support needs in transitional period and adulthood.	
Content of professional practice Assessment of the children with verbal and (or) nonverbal learning disorder; documentation analysis and writing short-time objectives within their Individualized Education Programs; Assessment of autism severity using recommended rating scale; Preparing for class and teaching Maths and Science (two classes for each subject); Assessment of the support needs of the adolescents in the course of vocational training; Life habits assessments of adults with intellectual disabilities; Writing and presenting a diary of practice.	
Number of classes, if specified	30 classes in the even semester
Methods of realization Case study, heuristic methods, practical methods, autonomous teaching, clinical assessment methods, documentation analysis.	
Knowledge score (maximal points = 100)	
Teaching Maths: 10 points (5 points per class) Teaching Science: 10 points (5 points per class) Assessment of a child with specific learning disorder (case study): 15 points Writing short-term objectives in Individualized Education Program: 10 points Preparation and implementation of support programs in inclusive teaching: 15 points Assessment of the severity of autism spectrum disorder: 10 points Assessment of support needs in transitional period: 15 points Life habits assessment of an adult with intellectual disability: 15 points Total score: 100	