

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: Basic Academic Studies			
Title of the subject: Corrective Pedagogical Work in Elementary School			
Lecturer: Đorđević V. Mirjana, Banković M. Slobodan			
Course status: Elective			
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	Lecture: 2	Practical work: 1	
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			