

<b>Study program:</b> Special Education and Rehabilitation for Persons with Difficulties in Mental Development; Speech and Language Pathology			
<b>Type and level of studies:</b> Basic Academic Studies			
<b>Title of the subject:</b> Introduction to Rehabilitation of Persons with Intellectual Disabilities			
<b>Lecturer:</b> Glumbić P. Nenad; Đorđević V. Mirjana			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 4			
<b>Prerequisites:</b> No prerequisites			
<b>Aim:</b> 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.			
<b>Outcomes:</b> 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.			
<b>Content</b> <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).			
<b>Literature</b> 1. Glumbić, N. (2009). Odrasle osobe sa autizmom (drugo izdanje), CIDD, FASPER, Beograd (str. 11-63). ISBN 978-86-80113-86-9. 2. Popović-Deušić, S. (2012). Mentalna retardacija. U S. Bojanin, S. Popović-Deušić (ur.) Psihijatrija razvojnog doba (str. 287-298). ISBN 978-86-82277-62-0. 3. Beirne-Smith, M., Ittenbach, R. F., Patton, R. J. (2002). Mental retardation. Merill Prentice Hall. (prevod odabranih poglavlja, str. 358-458). ISBN 0-13-032990-8. 4. Glumbić, N. (2005). Sudbina mentalne retardacije u politički korektnom diskursu. Istraživanja u defektologiji, 4 (6), str. 11-21. 5. Glumbić, N. (2007). Etičke dileme u prevenciji i tretmanu ometenosti. U Z. Matejić-Đuričić (ur.), Nove tendencije u specijalnoj edukaciji i rehabilitaciji (str. 187-212). Beograd: CIDD.			
<b>Number of active classes per week:</b> 3	<b>Lectures:</b> 2		<b>Practical work:</b> 1
<b>Teaching methods</b> Lectures, practical exercising, interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre-exam obligations</b>	<b>points</b>	<b>Final exam</b>	<b>points</b>
active student participation		written exam	
practical exercises	5	oral exam	50
midterm(s)	45	.....	
term paper(s)			