

<b>Study program:</b> Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> Basic Academic Studies			
<b>Title of the subject:</b> Method Approaches in the Development of Self-regulation in Persons with Intellectual Disabilities			
<b>Lecturer:</b> Kaljača S. Svetlana; Dučić Z. Bojan			
<b>Course status:</b> Elective			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> There are no prerequisites			
<b>Aim:</b> 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.			
<b>Outcomes:</b> 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.			
<b>Content</b> <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.			
<b>Literature</b> 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 М. 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., Kerestesh G., Kuterovac-Jagodić G. (2012). Usporedba rezultata transverzalnoga 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)			
<b>Number of active classes per week: 3</b>	<b>Lecture: 2</b>		<b>Practical work: 1</b>
<b>Teaching methods:</b> Lectures, practical exercises, demonstrations, independent practical work, consultations, multimedia			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	5	written exam	
practical teaching	20	oral exam	45
midterm(s)	20	.....	
seminars	10		