

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. Kaljača, S. (2008). Umerena intelektualna ometenost. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD (str. 127-160) (ISBN 978-86-80113-73-9) 2. Kaljača S., Dučić B. (2008). Tranzicioni programi za osobe sa intelektualnom ometenošću. U Z. Matejić-Đuričić (ur.) „U susret inkluziji – dileme u teoriji i praksi“, II naučni skup (229-241). Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. 3. Kaljača, S., Dučić, B. (2010). Deinstitutionalizacija i kvalitet života u zajednici osoba sa intelektualnom ometenošću. Beogradska defektološka škola, 16(2), br. 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. Kaljača, S., Dučić, B. (2012). Stavovi roditelja osoba sa intelektualnom ometenošću prema kvalitetu profesionalne podrške. U N. Glumbić, V. Vučinić (ur.), „Specijalna edukacija i rehabilitacija danas“, šesti međunarodni naučni skup (str. 93- 97). Beograd: Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju. 7. Kaljača, S., Japundža – Milisavljević, M. (2013). Život u zajednici osoba sa intelektualnom ometenošću. Beograd: Univerzitet u Beogradu - Fakultet za specijalnu edukaciju i rehabilitaciju, CIDD. Odabrani sadržaji (str. 69-93). 8. Randell, M., Cumella, S. (2009). People with an intellectual disability living in an intentional community. Journal of Intellectual Disability Research, 53(8), 716-726. (prevedeno) 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. Journal of Learning Disabilities, 8(1), 12-29. (prevedeno)			
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			