

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: Rehabilitation of Persons with Intellectual Disabilities			
Lecturer: Glumbić P. Nenad; Đorđević V. Mirjana			
Course status: Obligatory			
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.			
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.			
Content <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).			
Number of active classes per week: 3	Lectures: 2		Practical work: 1
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)			