

Study program: Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
Type and level of studies: Basic Academic			
Title of the subject: Teaching Methods in Special Education			
Lecturer: Brojčin B. Branislav; Banković M. Slobodan			
Course status: Elective Course			
ECTS: 5			
Prerequisites: No conditions			
Aim It is expected for students to expand competencies to work with children with disabilities by learning about specific methods and techniques that are rarely used in working with children of typical development.			
Outcomes Students will be able to apply a range of methods and techniques in order to improve the behavioral, social and academic outcomes of children with significant cognitive, emotional-behavioral and disorders from the autistic spectrum.			
Content <i>Lectures</i> Task Analysis. Discrete trial is that incidental teaching. Errorless Teaching. Perceptual learning. Modeling. Antecedent-based intervention. Differential reinforcement. Extinction. Naturalistic intervention. Prompting. Response interruption/redirection. Self-management. Time delay. Precision teaching. Visual support. <i>Practical exercises</i> At exercises, students will apply the methods and techniques they have learned within the theoretical teaching.			
Literature Alberto, P. A. & Troutman, A. C. (2009). <i>Applied behavior analysis for teachers</i> . Upper Saddle River: Pearson Education. (348-386, 414-435) ISBN 978-0-13-159289-6 (prevod odabranog materijala) Goldstone, R. L. (1998). Perceptual learning. <i>Annual Review of Psychology</i> 49 (1), 585-612. (prevod odabranog materijala) Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behaviour. <i>Psychology in the Schools</i> 44 (1), 65-75. (prevod odabranog materijala) Luiselli, J. K., Russo, D. C., Christian, W. P., & Wilczynski, S. M. (2008). <i>Effective practices for children with autism : educational and behavioral support interventions that work</i> . Oxford: Oxford University Press. (181-191, 213-236, 241-263, 393-407, 413-430) ISBN 978-0-19-531704-6 (prevod odabranog materijala) Mueller, M. M., & Palkovic, C. M. (2007). Errorless learning: review and practical application for teaching children with pervasive developmental disorders. <i>Psychology in the Schools</i> 44 (7), 691-700. (prevod odabranog materijala)			
Number of active classes per week	Lectures: 2	Practical exercises: 2	
Teaching methods lectures, practical exercises, independent tasks, demonstrations, multimedia, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre-exam obligations	Points	Final exam	Points
Active student participation	5	Written exam	/
Practical exercises	25	Oral exam	40
Midterm(s)	30	/	/
Term paper(s)	/	/	/