

Study program: Special Education and Rehabilitation			
Type and level of studies: Basic Academic			
Title of the subject: Counseling and Instructive Work in Special Education and Rehabilitation			
Lecturer: Sanja T. Djokovic, Tamara P. Kovacevic			
Course status: Obligatory for the module Sensorimotor Disability Elective mutual course for modules: of Visual Impairments, Hearing Disability, Motor Disability			
ECTS: 6			
Prerequisites: No prerequisites			
Aim: The aim of this course is to enable students to gain and advance knowledge in counseling and instructional work with children with disabilities and disorders, their families, educators, teachers and peer groups in the standard system of upbringing and education. Also, the goal is to develop skills for identifying, defining and directing children, their families, and other professionals working with the child to find ways to overcome the difficulties. Likewise, this course aims to train students to conduct high-quality counseling and instructive work in the standard system of upbringing and education and to determine the necessary additional support.			
Outcomes: Students will be able to identify, develop and implement various types of counseling and instructive work, including individual counseling, counseling for a small, large and peer groups; students will be able to analyze evidence and use empirically based interventions in the form of additional support for children with disabilities and disorders; students will develop awareness of critical psycho-social and educational issues related to the children themselves, their families and other professionals working with children with disabilities or disorders; students will be trained in the guidance process and will be able to determine the appropriate types of support that will lead to a better functioning children and families in the everyday environment.			
Content			
<i>Lectures:</i> Theoretical portion of this course will cover the following: terminological and conceptual determination of counseling and instructive work and emphasizing the differences between psychological and counseling; the analysis of the legislation related to the position and role of special educator in the expert team; presentation on high-quality counseling and instructive work; psychosocial specificities of children with disabilities and disorders and their families; defining sources and ways of collecting information about the child; application of a self-concept and a naturalistic approach to assessing the difficulties children and they families encounter in day-to-day functioning, as well as determining the needs arising from the perceived difficulties in order to determine the necessary additional support; forms and ways of implementation of counseling and instructive work with different target groups, such as: family, educators, teachers, peers.			
<i>Practical work:</i> Practical portion of this course will cover the following: analysis of the legal framework related to a special educator and rehabilitator as a professional associate in kindergarten and school; identifying and applying various techniques for collecting data on a child with disabilities and disorders and their families; the application of naturalistic methods in assessing the difficulties encountered by children and their families; the management of documentation in kindergartens and schools; providing additional support for children with disabilities and disorders in kindergarten and school; application of different counseling tactics; practicing communication strategies in counseling and instructive work; organization of instructive work with children, family, educators and teachers and peers; developing a counseling and instructive plan for different target groups; practicing elaboration in an expert team.			
Literature			
1. English, K. (2002). <i>Counseling children with hearing impairment and their families</i> . Boston, MA: Allyn & Bacon.			
2. English, K. (2008). <i>Counseling for audiologists Listening with a „Third Ear“</i> Nottingham, The Ear Foundation.			
3. Đoković S., Kovačević T. (2011). <i>Surdološko savetovanje gluvih i nagluvih osoba i njihovih porodica</i> , Beogradska defektološka škola, DDS, FASPER, 17 (3), br. 51, str. ISSN 0354 – 8759			
4. American Speech-Language and Hearing Association. (2004). <i>Guidelines for Audiologists Providing Informational and Adjustment Counseling to Families of Infants and Young Children With Hearing Loss Birth to 5 Years of Age</i> . Rockville: ASHA.			
Number of active classes per week:		Lecture: 2	Practical work: 1
Teaching methods: Lectures with application of modern technical aids, exercises and consultations.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20		
seminars	10		