

<b>Study program:</b> Special Education and Rehabilitation, modules: of Visual Impairments; Sensorimotor Disability			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the subject:</b> Programmed Development of Visual Perception Children with Visual Impairments			
<b>Lecturer:</b> Branka M. Eškirović			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> There are no prerequisites			
<b>Aim:</b> Basic academic and professional-applicative knowledge about programs and methods of education and rehabilitation assessment and development of visual perception and functional vision of persons with and without visual impairment.			
<b>Outcomes:</b> Basic academic and professional ability for assessment and programming of maximum use of residual vision and developing visual efficiency.			
<b>Content</b> <i>Lectures:</i> General provisions of the programmed development of visual perception. Perception – visual perception – visual efficiency – functional vision. The model of visual functioning of children with low vision in school and other living conditions. Development of visual efficiency of children with visual impairment at early, preschool and school age. Methods of assessment and programmed development of visual functioning. The pedagogical assessment and developing the visual efficiency of children with visual impairment. Low vision acquired during adulthood – visual education programs. Optical and non-optical devices and the development of visual efficiency. Basics of assessment and stimulation of visual perception in children with visual impairment and with additional disabilities. <i>Practical work:</i> Assessment and development of visual efficiency using the "Look and Think" model. Assessment and development of visual efficiency by the Natali Barraga model. Low vision assessment for educational purposes. Functional vision's assessment and treatment. Visual skills development: the perception of three-dimensional models and two-dimensional shapes, the perception of movement, text, differentiation and color naming. Implementation of visual training in class teaching.			
<b>Литература</b> 1. Ешкировић, Б. (2015). <i>Визуелно функционисање и слабовидост</i> . Београд: Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију – Издавачки центар- ИЦФ, стр.199-281. ISBN 978-86-6203-059-7 2. Ешкировић, Б. (2002). <i>Визуелна ефикасност слабовиде деце у настави</i> . Београд: СД Публик, стр. 90-207. ISBN 86-84019-02-4 3. Ешкировић, Б., Вучинић, В. (2009). Развој визуелне перцепције код деце оштећеног вида до поласка у школу, у Радовановић, Д. (ур.), <i>Истраживања у специјалној едукацији и рехабилитацији</i> , Универзитет у Београду - Факултет за специјалну едукацију и рехабилитацију – СИДД, Београд, стр. 605- 616, СОБИСС. SR-ID 167686156, ISBN 978-86-80113-84-5 4. Lueck, A. H. (2004). <i>Functional Vision – A Practitioner’s Guide to Evaluation and Intervention</i> (25-61, 115-130, 177-200). American Foundation for the Blind. 5. Chapman, E. K., Tobin, M. J., Tozze, F. H., Moss. S. (1989). <i>Look and Think- Visual Perception Training for Visually Impaired Children (5 to 11 years), A Handbook for Teachers</i> (55-100). Royal National Institute for the Blind, London. 6. Barraga, N. C. (1977). <i>Increased Visual Behavior in Low Vision Children</i> New York: American Foundation for the Blind, 113-153. Barraga, N. C. (1977). <i>Increased Visual Behavior in Low Vision Children</i> (113-153). New York: American Foundation for the Blind.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 2</b>	
<b>Teaching methods:</b> Verbal-textual and demonstrative-illustrative method, individual practical work.			
<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	<b>10</b>	written exam	
practical teaching	<b>15</b>	oral exam	<b>50</b>
seminars	<b>25</b>		