

Study programme:		
Special education and rehabilitation for persons with difficulties in mental development		
Type and level of studies: Master academic studies		
Course title: Social skills of people with intellectual disabilities		
Lecturer: Brojčin B. Branislav; Banković M. Slobodan		
Status of the course: Elective course		
ECTS: 5		
Prerequisites: No conditions		
Objective of the course		
The objective of the course is to enable students to improve the social skills and overall social competence of people with intellectual disabilities.		
Learning outcomes		
Students will adopt the basic theoretical concepts of social competence, social skills and social communication. They will plan, execute, monitor and evaluate the effects of programs for developing social skills of persons with intellectual disabilities. Students will acquire knowledge related to problem behavior of people with intellectual disabilities. Additionally, they will be able to evaluate the function of problem behaviors and plan a treatment according to that assessment.		
Course contents		
<i>Lectures</i>		
The course content includes theoretical foundations, as well as different approaches to the assessment and treatment of social skills. Special attention is paid to programs for development of these skills that are intended for people with intellectual disability or are scientifically verified in working with this population. In this context, lectures also includes the basics of social communication (pragmatic competence) of persons with intellectual disability. In addition, teaching also draws attention to behavioral problems in this population, and in particular to the functional behavioral assessment.		
<i>Practical exercises</i>		
During the exercises student evaluate and plan treatments related to the subjects studied on the basis of theoretically acquired knowledge.		
Required textbooks/reading		
<ol style="list-style-type: none"> 1. Abbeduto, L., and Hesketh, L. J. (1997). Pragmatic development in individuals with mental retardation: learning to use language in social interactions. <i>Mental Retardation and Developmental Disabilities Research Reviews</i> 3 (4), 323–331. 2. Adams, C. (2002). Practitioner Review: The assessment of language pragmatics, <i>Journal of Child Psychology and Psychiatry</i> 43 (8), 973–984. 3. Bierman K. L., and Erath S. A. (2006). Promoting social competence in early childhood: prevention and early intervention programs. In: K. McCartney & D. Phillips (Eds.), <i>Handbook of Early Child Development</i> (pp. 595–612). Malden: Blackwell. 4. Бројчин, Б., Глумбић, Н. (2006). Синдромске специфичности проблема у понашању код особа са менталном ретардацијом. <i>Београдска дефектолошка школа</i>, 12 (3), 117–129. 5. Бројчин, Б., Глумбић, Н., Милачић-Видојевић, И. (2010). Бихејвиорални и емоционални проблеми особа са интелектуалном ометеношћу. У Ј. Ковачевић и В. Вучинић (ур.) <i>Сметње и поремећаји: Феноменологија, превенција и третман II</i> (349–364). Београд: ЦИДД, ФАСПЕР. 6. Бројчин, Б., Банковић, С., Јапунца-Милисављевић, М. (2011). Социјалне вештине деце и младих с интелектуалном ометеношћу, <i>Настава и васпитање</i>, 60 (3), 419–429. 7. Elliott, S. and Busse, R.T. (1991). Social skills assessment and intervention with children and adolescents :guidelines for assessment and training procedures. <i>School Psychology International</i>, 12 (1–2), 63–83. 8. Gresham, F. M., Watson, T. S. & Skinner, C. H. (2001). Functional behavioral assessment: principles, procedures, and future directions. <i>School Psychology Review</i> 30 (2), 156–170. 9. Hatton, C. (1998). pragmatic language skills in people with intellectually disabilities: a review. <i>Journal of Intellectual & Developmental Disability</i> 23 (1), 79–100. 10. Matson, J. L. (2009). <i>Social Behavior and Skills in Children</i>. New York: Springer. 1–11, 22–34, 61–72, 77–91. 11. Mitchell, D. (2008). <i>What Really Works in Special and Inclusive Education – Using evidence-based teaching strategies</i>. Oxon and New York: Routledge. 163–170, 173–180. 		
Total number of active teaching classes	Lectures: 2 class per week	Practical exercises: 2 class per week
Teaching methods		

lectures, practical excercises, independent tasks, demonstrations, multimedia, interactive teaching			
Knowledge score (maximal points = 100)			
Pre-exam obligations	Points	Final exam	Points
Active student participation	5	Written exam	/
Practical excercises	20	Oral exam	40
Midterm(s)	30	/	/
Term paper(s)	5	/	/