

Course Unit Descriptor

Study Programme: BA in Primary Teacher Education			
Course Unit Title: Students with Disabilities			
Course Unit Code: PTE11			
Name of Lecturer(s): Associate Professor Gordana Nikolic; Assistant Marija Cvijetic			
Type and Level of Studies: Bachelor Academic Degree			
Course Status (compulsory/elective): Compulsory			
Semester (winter/summer): Summer			
Language of instruction: English			
Mode of course unit delivery (face-to-face/distance learning): Face-to-face			
Number of ECTS Allocated: 4			
Prerequisites: None			
Course Aims: To train students for the education and upbringing of pupils with disabilities and the creation of an inclusive educational environment.			
Learning Outcomes: Ability to identify students with disabilities and prepare a support plan; Ability to manage a heterogeneous class of students; Ability to prepare individual educational plans.			
Syllabus: <i>Theory:</i> Introduction to the needs and interests of students with cognitive, sensory, behavioural and motor developmental disabilities, attention deficit and other forms of manifestations of developmental disorders, as well as various educational needs caused by various developmental disabilities / difficulties. Theoretical and practical framework as a basis for planning educational activities with regard to the developmental specifics of students. Understanding of didactic-methodical aspects of inclusive education, which includes ways of adapting content and methodical procedures, support in additional classes and extracurricular activities and peer support through cooperative learning. <i>Practice:</i> The practical part of the course includes the preparation of individual educational plan in relation to the case study. Models suitable for managing a heterogeneous class and the basics of strategic planning in working with students with disabilities.			
Required Reading: 1. Baglieri, S., & Shapiro, A. (2012). <i>Disability studies and the inclusive classroom: Critical practices for creating least restrictive attitudes</i> . Routledge. 2. Odom, S. L., Horner, R. H., & Snell, M. E. (Eds.). (2009). School age education and intervention. In S. Odom, R. Horner, M. Snell & J. Blacher (Eds.), <i>Handbook of developmental disabilities</i> (pp 247-366). Guilford press. 3. Katz, J., & Mirenda, P. (2002). Including students with developmental disabilities in general education classrooms: Educational benefits. <i>International Journal of Special Education</i> , 17(2), 14-24.			
Weekly Contact Hours: 4		Lectures: 2	
		Practical work: 2	
Teaching Methods: Verbal, Textual, Audio-visual teaching methods; Interactive teaching-discussions, Problem solving			
Knowledge Assessment (maximum of 100 points):			
Pre-exam obligations	points	Final exam	points
Seminar paper	30	written exam	/
Test	20	oral exam	50
		
The methods of knowledge assessment may differ; the table presents only some of the options: written exam,			

oral exam, project presentation, seminars, etc.