

Course Unit Descriptor

<b>Study Programme:</b> Early Childhood Teacher			
<b>Course Unit Title:</b> Methodology of Working with Children with Special Needs			
<b>Course Unit Code:</b> V-3-1-5-0			
<b>Name of Lecturer(s):</b> Zoltán Dévavári			
<b>Type and Level of Studies:</b> Undergraduate Studies (BA)			
<b>Course Status (compulsory/elective):</b> Compulsory			
<b>Semester (winter/summer):</b> Summer			
<b>Language of instruction:</b> Hungarian			
<b>Mode of course unit delivery (face-to-face/distance learning):</b> Face-to-face learning			
<b>Number of ECTS Allocated:</b> 3			
Prerequisites: -			
<b>Course Aims:</b> The aim of the course is that students study the causes and principles of developmental disorders of children, in order to be able to recognize these disorders and work with children with special needs.			
<b>Learning Outcomes:</b> Students will be able to do research and choose methods of prevention, rehabilitation and socialization of children with special needs.			
<b>Syllabus:</b> <i>Theory</i> Structure and functions of psychomotor skills. Organization and development of psychomotor skills. Specific developmental disorders in studying and behaviour. Disorders in behaviour. Learning difficulties of children with disorders in psychophysical development. <i>Practice</i> Practices for dysgraphia and dyslexia. Practices for dyscalculia. Psychomotor exercises. Psychomotor characteristics of children with special needs. Prevention. Detection. Diagnostics. Treatment.			
<b>Required Reading:</b> <i>Compulsory:</i> A küszöbön – <i>Sajátos nevelési igényű gyerekek az óvodákban</i> (2008): Szerk.: Kőpatakiné Mászáros Mária, Fogyatékos Személyek Esélyegyenlőségéért Közalapítvány, Budapest, 2008. Ranschburg, Jenő (1998): <i>Pszichológiai rendellenességek gyermekkorban</i> , Nemzeti Tankönyvkiadó, Budapest Николић, Г. (2010). Ученици са сметњама у развоју у образовно-васпитним установама Р. Србије. Београд: Завод за унапређивање образовања и васпитања. <i>Optional:</i> Boillet, D. (2010): <i>Izazovi integriranog odgoja i obrazovanja</i> . Zagreb: Školska knjiga. Хрњица, С. (1997): <i>Дете са развојним сметњама у основној школи</i> . Београд: Учитељски факултет. Kanizsai, D. (1961): <i>A beszédhibák javítása</i> , Budapest: Tankönyvkiadó. Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole, Zadar. Sveučilište u Zadru.			
<b>Weekly Contact Hours:</b> 2 (30)		<b>Lectures:</b> 1 (15)	<b>Practical work:</b> 1 (15)
<b>Teaching Methods:</b> Lecture, practice, presentation, discussion, presentation, pair and individual work, consultation.			
<b>Knowledge Assessment (maximum of 100 points):</b>			
<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
Active class participation	20	oral exam	40
Practical work	20		
Preliminary exam			

Seminar(s)	20		
The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.			