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|  |  |  |  | **UNIVERSITY OF BANJA LUKA**    **FACULTY OF PHILOLOGY** | |
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|  | | **Graduate academic studies** | | | |
| **Study program** | |  | | | **All study programs at the Faculty of Philology** |

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| **Subject** | **Psychological basics of working with children with special needs** | | | |
| **Subject code** | **Subject status** | **Semester** | **Lesson fund** | **Number of ECTS credits** |
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| **Professors** | prof. dr Ivana Zečević | | | |

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| **Conditioned by other subjects** | | | | | |
| It is not conditioned by other subjects. | | | | | |
| **Objectives of studying the subject:** | | | | | |
| The aim of this course is for students to become familiar with different types of special needs that children may have, such as: developmental difficulties, chronic diseases and specific conditions. Also, within this subject, students will be introduced to gifted children. In addition to the fact that the course will deal with the characteristics of these children, it will also deal with the specifics of their functioning as well as the appropriate methods of teaching these children.  The goal of the course is for students to understand and be able to explain the concept of special needs in the school context, to be able to distinguish between certain types of needs, and to be able to recognize the role of certain factors in their emergence. | | | | | |
| **Learning outcomes** | | | | | |
| After passing the exam, students are expected to be able to:   * Differentiate and describe different categories of students with special needs. * Describe the specific problems in education faced by students with special needs. * Describe appropriate methods of working with students of different categories of special needs. * Students will be able to evaluate the advantages and disadvantages of certain intervention approaches. * It is expected that after following this course, students will be able to recognize the problems of adaptation of children with difficulties in school in a real situation, * Students will be able to participate in team planning and execution of teaching programs. | | | | | |
| **Course content:** | | | | | |
| 1. The concept of individual differences. 2. Children with developmental disabilities 3. Children with learning disabilities: types of cognitive disabilities, causes of learning disabilities, identification and recognition of learning disabilities, approaches and methods of working with children with learning disabilities. 4. Children with behavioral disorders and emotional difficulties, types of emotional difficulties and behavioral disorders, factors associated with behavioral disorders and emotional difficulties, recognition and determination of emotional difficulties and behavioral disorders, strategies in group and individual work with children with emotional difficulties and behavioral disorders. 5. Gifted students. 6. Access to students with special needs. 7. Methods and techniques of working with students with special needs. | | | | | |
| **Teaching methods and mastering the material:** | | | | | |
| Teaching is conducted through lectures and exercises in one semester. The student's work is monitored and checked during exercises and the final exam. | | | | | |
| **Literature:** | | | | | |
| 1. Vizek Vidović, V., Vlahović-Štetić, V., Rijavec, M., Miljković, D. (2003). Psihologija obrazovanja (poglavlja: Učenici s posebnim potrebama; Daroviti učenici). Zagreb: Udžbenici Sveučilišta u Zagrebu. 2. Winkel, R. (1996). Djeca koju je teško odgajati: Educa Zagreb. 3. Cvetković-Lej, J., Sekulić-Majurec, A. (1998). Darovito je, što ću s njim? Zagreb: Alinea. 4. Kocijan-Hercigonja, D., Buljan-Flander, G., Vučković, D. (2002). Hiperaktivno dijete uznemireni roditelji i odgajatelji. Jastrebarsko: Naklada Slap. | | | | | |
| **Forms of knowledge testing and assessment:** | | | | | |
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| **Class attendance** | 5 | **Practical work** | 20 | **Oral exam** | 10 |
| **Colloquium** | 25 |  |  | **Written exam** | 40 |
| **Special indication for the subject** | | | | | |
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| **Name and surname of the professor who prepared the data: Ivana Zečević**  **​** | | | | | |