

<b>Study program:</b> Special Education and Rehabilitation, module Sensorimotor Disability			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the subject:</b> Approaches in Preschool Working with Children with Sensorimotor Disabilities			
<b>Lecturers:</b> Snežana B. Ilić, Tamara R. Kovačević, Vesna J. Vučinić			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 7			
<b>Prerequisites:</b> /			
<b>Aim:</b> The goal is to introduce students with the ways of preschool working with children with sensorimotor disabilities, as well as overall organization of work with this children (place, equipments, resources...).			
<b>Outcomes:</b> Deeply understand approaches in preschool working with children with visual, hearing, motor or multiple disabilities. Student is able to make independent or group assessment in order to make support for children with developmental disorders. Student can complete assignment to create Individual education plan, environment adaptation, as well as how to help and support work of preschool teachers, coworkers and other professionals. Student can implement stimulations and support actions independently or in a group. Student is able to make connection and implement acquired knowledge. Student is able to follow the newest information in science and practice in area of hearing visual and motor disabilities. Student acquires competences to work in a team.			
<b>Content</b> <i>Lectures:</i> Including subjects of functions and content general methods; kindergartens, organization of preschool life; education, children preschool adaptation, living routines and children behavior, social relations between children, development of children independency, the will education, development of the personal identity; characteristics of psychophysical and psychosocial development of the preschool children with developmental disorders; programming, planning and evaluation; specific methods in working with children with developmental disorders; communication achievement with children; specific approaches in the developmental of cognition and speech, basic mathematic concepts, concepts of the nature and social science, social, esthetic, working, sensory and physical education; place and role of the special educator in preschool team. <i>Practical work:</i> Visiting the kindergartens; trainings how to make a quality contact and communication with children, activities performing which are connected with a necessary assessment for a type of a support for the children with developmental delay and disability ; performing activities for creating Individual education plan with children with developmental delay and disability in kindergartens; defining a necessary activities for environment adaptations for children, assessment of children with hearing impairments, involvement in organization and realization activities in kindergartens.			
<b>Literature</b> 1. Kamenov, E. (2006). Vaspitno-obrazovni rad u dečijem vrtiću –opšta metodika. Beograd: Dragon, str. (od 5-29), (44-139), (170-230), ISBN 86-83535-57-6 2. Savić, L.J., Ivanović, P. (1988). Metodika gluvih i nagluvih I predškolska surdometodika. Beograd: Zavod za udžbenike i nastavna sredstva, str. (21-33), (65-129), (252-309) 3. Niemann, S., Jacob, N. (2005). Kako pomoći slijepoj djeci, Zagreb: Hrvatski savez slijepih. ISBN 953-7225-01-1 4. Nikolić, S., Ilić-Stošović, D., Ilić, S. (2015). Razvojna procena i tretman dece predškolskog uzrasta. Praktikum. 212 strana. Beograd: Resursni centar „Znanje“			
<b>Number of active classes per week:</b>		<b>Lecture: 3</b>	<b>Practical work: 4</b>
<b>Teaching methods:</b> Lectures, Power Point presentations, short videos and films			
<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	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20		
Seminars	10		