

Study program: Special Education and Rehabilitation, module Sensorimotor Disability			
Type and level of studies: Basic Academic			
Title of the subject: Assessment of Sensorimotor Development			
Lecturer: Sanja B. Ostojic-Zeljkočić, Snezana J. Nikolić, Aleksandra B. Grbović, Mina A. Nikolić			
Course status: Obligatory			
ECTS: 7			
Prerequisites: None			
Aim: The aim of course is to introduce students thoroughly with various methods and techniques for the assessment of sensorimotor development. Students are trained to recognize the characteristics of the etiologically different factors for sensorimotor disability and implement their knowledge in practice.			
Outcomes: By studying the curriculum, a student's acquires basic knowledge in the field of assessment of sensomotor disability which are necessary for understanding professional-applicative subjects in higher years of studies. Students acquire the competence to perform teamwork or self-work in the field of sensorimotor disability.			
Content			
<p><i>Lectures:</i> General and specific assessment of hearing impairment and function; neonatal hearing screening; history of assessment of hearing impairment, observation, conclusion; a procedure for assessing different hearing impairments regarding on type and etiology of hearing impairment. Characteristics of visual perception children are with development disorders. Newborns: risks, anamnesis, symptomatic and ambient risk, consequences for psychomotor development. General and specific assessment of visual abilities. Functional assessment of sensomriotor development in children at early age.</p> <p><i>Practical work:</i> Observation on clinical work on the departments for rehabilitation (children's of different age, adults). Application of multi disciplinary approach in treatment of children's with sensorimotor disability.</p>			
Literature			
<p>Đoković, S., Ostojić-Zeljkočić, S. (2017). Funkcionalna procena sluha kod dece, Univerzitet u Beogradu, Fakultet za specijalnu edukaciju i rehabilitaciju, Izdavački centar fakulteta (ICF), ISBN 978-86-6203-092-4 str.11-55; 214-225.</p> <p>Jablan, B., Grbović, A. (2008). Višestruko ometena vizuelno oštećena deca. <i>Socijalna misao</i>, 15(1), 47-59</p> <p>Nikolić, S. Uticaj defektološkog tretmana na psihomotorni razvoj dece. Doktorska disertacija. Defektološki fakultet, Beograd, 1996.</p> <p>Nikolić, S. (2012). Senzorni i motorički razvoj. U A. Baucal (ur.), Standardi za razvoj i učenje dece ranih uzrasta u Srbiji (str. 67-79). Univerzitet u Beogradu - Filozofski fakultet, Institut za psihologiju.</p> <p>Cone-Wesson B. (2003). Screening and Assessment of Hearing Loss in Infants, Deaf Studies, Language and Education, ISBN 0-19-514997-1, str. 420-434</p> <p>Maltby, M.T. (2002). Principles of Hearing Aid Audiology, ISBN: 1 86156 257 8, str. 125-154</p> <p>Koenig A.J., Holbrook C, Corn A.L., DePriest L., Erin, J.N., Presley I (2000): Specialized Assessments for Students with Visual Impairments, in: Koenig A.J., Holbrook C., ed. Foundation of education, Vol.2 Educational Strategies for teaching Children and Youths with Visual Impairments , AFB Press. (ch 4., 103-153)</p>			
Number of active classes per week:	Lecture: 3	Practical work: 3	
Teaching methods: Lectures, practical exercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	5	written exam	
practical teaching	20	oral exam	50
midterm(s)	20	
seminars	5		