

Study program: Special Education and Rehabilitation			
Type and level of studies: Basic Academic			
Title of the subject: Support Systems for Adults with Disability			
Lecturer: Radić Šestić N. Marina, Šešum M. Mia			
Course status: Obligatory mutual course for multiple modules			
ECTS: 4			
Prerequisites: No			
Aim: The aim of this course is to introduce students with support systems for adults with disabilities.			
Outcomes: Enable students: to independently manage individual support plan and program of education on the basis of assessments, to choose adequate tools, supplies and equipment, to help adults with disability to adapt to the group, to develop creative and critical thinking, to create conditions for a promotion at work, to constantly monitors the development, to facilitate integration and retirement of persons with disabilities.			
Content <i>Lectures:</i> Status of persons with disabilities in the labor market; Experience of workers with disabilities; Recreation and Work (balance); Lifelong education of adults for the purpose of horizontal and vertical advancement (goals, barriers and incentives, models, organization and evaluation); Formal, non-formal and informal systems of adult education (professional/vocational training, retraining, specialization); Specifics of adult learning according to Knowles; Active support of adults (objectives, principles, planning, evaluation of the quality of support); The impact of disability on family life; Active support to families with child with disability; The role of community of people with disability in support systems; Adults Quality of life; Indicators of quality of life; Personal and social indicators of quality of life; Secondary and tertiary transition (definition, the aim, the principles, the planning, the evaluation); Retirement. <i>Practical work:</i> The students are introduced to the assessment and the practical application of the support for adults to meet their needs in different situations and conditions. The assessment consists in defining an individual program of transition, functional assessment and evaluation of the quality of life (personal and social). Based on the results of the assessment, they are defined individual plans and programs of rehabilitation or support.			
Literature Радић Шестић, М., Милановић Доброта, Б., Радовановић, В. (2012). Однос друштва према особама са ометеношћу. Sociološko društvo Srbije, <i>Социолошки преглед</i> , XLVI, 4, 561–582. Radić-Šestić, M., Gligorović, M., Milanović-Dobrota, B. (2012). Problems of employment and job accommodation of persons with cerebral palsy. In Stošljević, M., Marinković, D., Eminović, F. (Ed.): „ <i>Cerebral Palsy – A Multidisciplinary and Multidimensional Approach</i> “, pg. 255-275, Belgrade: University of East Sarajevo – Faculty of Medicine Foča, ISBN 978-86-84765-39-2 (ASERS). DOI: 10.2298/MICP2012255R Jones, E., Perry, J., Lowe, K. et al. (2012). Active support. A handbook for supporting people with learning disabilities to lead full lives. Produced by ARC Cymru (60pp). Benedict, B., Crace, J, Hossler, T. et al (2011). Deaf community support for families: the best of partnerships. eBook Chapter 20. National center for hearing assessment and management (8pp). Gerich, J., Fellingner, J. & Kepler, J. (2011). Effects of social networks on the quality of life in an elder and middle-aged deaf community sample. Journal of deaf studies and deaf education , doi:10.1093/deafed/enr022. Cook, L. H. (2011). Disability, leisure and work-life balance. University of Illinois at Urbana-Champaign, Illinois (201 pp). Greenwood, D. (2001). Local indicators of quality of life. Center for Colorado policy studies (29pp).			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: Lectures, practical excercises, interactive teaching			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	15	
seminars	15		