

<b>Study program:</b> Special education and rehabilitation		
<b>Type and level of the studies:</b> Doctoral academic studies		
<b>Course title:</b> Pragmatic competence disorder		
<b>Lecturer:</b> Glumbić P. Nenad, Brojčin B. Branislav, Dorđević V. Mirjana		
<b>Status of the course:</b> Elective course		
<b>ECTS:</b> 20		
<b>Prerequisites:</b> No prerequisites		
<b>Aim</b> The students will be thoroughly acquainted with crucial concepts of cognitive pragmatics and the techniques of scientific research in the field of pragmatics and pragmatic disorder.		
<b>Learning outcomes</b> The student will be able to critically evaluate the validity of experimental researches and meta-analyses in the field of pragmatics, to independently design, plan and carry out research projects related to pragmatic competence and to interpret research results in an objective and critical way. The student will also be able to assess effectiveness of the intervention program in the domain of pragmatic functioning.		
<b>Course contents</b> <i>Lectures</i> Cognitive pragmatics. Linguistic and extralinguistic communication. Nonstandard communication. Pragmatic abilities development. Pragmatic disorder as a clinical entity. Assessment systems of pragmatic competence. Pragmatic deficits in autism. Pragmatic competence in children with specific language impairment. Pragmatic deficits in hearing impairment. Pragmatic deficits in visual impairments. Pragmatic deficits in people with intellectual disabilities. Syndrome specificities in a domain of pragmatic functioning. Pragmatic disorders in children with ADHD. Pragmatic deficits in people with traumatic brain injury and dual diagnoses. Facilitating pragmatic skills through evidence-based programs. <i>Practical exercises – Study research</i> Assessment of the pragmatic competence in particular nosological group (by choice), data processing, interpretation and presentation of the research results.		
<b>Literature</b> <ol style="list-style-type: none"> <li>1. Andrews, R., &amp; Wyver, S. (2005). Autistic tendencies: Are there different pathways for blindness and Autism Spectrum Disorder?. <i>British Journal of Visual Impairment</i>, 23 (2), 52-57.</li> <li>2. Angeleri, R., Bosco, F. M., Gabbatore, I., Bara, B. G., &amp; Sacco, K. (2012). Assessment battery for communication (ABaCo): normative data. <i>Behavior Research Methods</i>, 44 (3), 845-861.</li> <li>3. APA (2013). <i>Diagnostic and statistical manual of mental disorders DSM-5</i>. American Psychiatric Association: Arlington (ISBN 978-0-89042-555-8).</li> <li>4. Bara, B. G. (2010). <i>Cognitive pragmatics: The mental processes of communication</i>. A Bredford Book (ISBN 978-0262014113).</li> <li>5. Glumbić, N., Brojčin, B. (2012). Factor structure of the Serbian version of the Children's communication checklist – 2. <i>Research in Developmental Disabilities</i>, 33 (5), 1352-1359.</li> <li>6. Glumbić, N., Brojčin, B., Đoković, S. (2009). Unrecognized pragmatic disorders in „typical developing“ children. In S. T. Jovičić, M. Sovilj (eds.) <i>Speech and Language</i> (pp. 373-390), LAAC IEPSP, Belgrade.</li> <li>7. Holck, P., Nettelbladt, U., &amp; Sandberg, A. D. (2009). Children with cerebral palsy, spina bifida and pragmatic language impairment: Differences and similarities in pragmatic ability. <i>Research in Developmental Disabilities</i>, 30(5), 942-951.</li> <li>8. Jeanes, R. C., Nienhuys, T. G., &amp; Rickards, F. W. (2000). The pragmatic skills of profoundly deaf children. <i>Journal of Deaf Studies and Deaf Education</i>, 5 (3), 237-247.</li> <li>9. Most, T., Shina-August, E., &amp; Meilijson, S. (2010). Pragmatic abilities of children with hearing loss using cochlear implants or hearing aids compared to hearing children. <i>Journal of Deaf Studies and Deaf Education</i>, 15 (4), 422-437.</li> <li>10. Schmid, H. J. (2012). <i>Cognitive pragmatics</i>. Mouton De Gruyter. (ISBN 978-3110214208).</li> <li>11. Staikova, E., Gomes, H., Tartter, V., McCabe, A., &amp; Halperin, J. M. (2013). Pragmatic deficits and social impairment in children with ADHD. <i>Journal of Child Psychology and Psychiatry</i>, 54(12), 1275-1283.</li> <li>12. Бројчин, Б., Глумбић, Н., Банковић, С. (2009). Прагматска компетенција и проблеми у понашању деце са лаком интелектуалном ометеношћу, <i>Београдска дефектолошка школа</i>, 15 (2), стр. 77-93.</li> </ol>		
<b>Total number of active teaching classes:</b> 13		
<b>Lectures:</b> 3	<b>Study research:</b> 10	

<b>Teaching methods</b>			
Lectures, demonstrations, consultations			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre-exam obligations</b>	<b>points</b>	<b>Final exam</b>	<b>points</b>
research project	10	written exam	
term paper	20	oral exam	50
midterm	20		