

Study program: Special education and rehabilitation – Module of visual impairments, Sensorimotor disability			
Type and level of studies: Master academic studies			
Title of the subject: Development of social skills in persons with visual impairments			
Lecturer: Dragana V. Stanimirović			
Course status: Obligatory for the Module of visual impairments; elective for the Sensorimotor disability			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Becoming familiar with characteristics of social skills development and strategies to improve these skills in infants, children, youth and adults with visual impairment.			
Outcomes: Enabling students' better understanding of importance and basic elements of social skills development in visually impaired. Encouraging effective improvement and maintenance of those skills in practice.			
Content <i>Lectures:</i> Definitions and main characteristics of social skills; regularity of development and importance of social skills in socialization. The specificities of the social development of children with visual impairment and their interactions with peers. Impact of visual impairment (VI) on social skills development. Research data: studies of blind preschoolers, impact of VI on social interactions during childhood, social acceptance and relationships with peers in inclusive settings, effects of social skills training in VI students. Strategies and activities for social skills improvement and maintenance of those skills) in infants, children, youth and adults with visual impairment and visually impaired people with multiple disabilities. <i>Practical work:</i> Using additional literature, students' presentations, research data and case studies as starting point for discussion and creative thinking about the elements of programs for promoting social skills in children and adults with visual impairment.			
Literature 1. McFall, R. (1982). A review and reformation of the concept of social skills. <i>Behavior Assessment</i> , 4, 1-33. 2. Wolffe, K. (2000). <i>Focused on: Teaching social skills to visually impaired preschoolers</i> (29 p.). New York: AFB. ISBN 9780-89128-843-5. 3. Wolffe, K. (2000). <i>Focused on: Teaching social skills to visually impaired elementary students</i> (37 p.). New York: AFB. ISBN 978-0-89128-844-2. 4. Sacks, S. Z., Wolffe, K. E. (2006). <i>Teaching Social Skills to students with Visual Impairments: From Theory to practice</i> . New York: AFB. ISBN 978-0-89128-882-4. 5. Wolffe, K. (2000). <i>Focused on: Social skills for teens and young adults with visual impairment</i> (41 p.). New York: AFB. ISBN 978-0-89128-845-9. 6. Botsford, K. D. (2013). Social skills for youths with visual impairments: A meta-analysis. <i>Journal of visual impairment and blindness</i> , 107, 497-508 ISSN 0145482X. 7. Zebehazy, K. T., Smith, T. J. (2011). An examination of characteristics related to the social skills of youths with visual impairments. <i>Journal of visual impairment and blindness</i> , 105, 84-95. ISSN 0145-482x. 8. Vučinić, V., Stanimirović, D., Anđelković, M. Eškirović, B. (2013). Socijalna interakcija dece sa oštećenjem vida: Rizični i zaštitni faktori. <i>Specijalna edukacija i rehabilitacija</i> , 12, 241-263 ISSN 1452-7367. 9. Stanimirović, D. Mijatović, L. (2012). Neverbalna komunikacija kao aspekt razvoja socijalnih veština slepih i slabovidih. U S. Stoiljković, J. Todorović i G. Đigić (ur.), <i>Ličnost i obrazovno-vaspitni rad</i> (str.258-268). Niš: Filozofski fakultet. ISBN 978-86-7379-256-9.			
Number of active classes per week:	Lecture: 2		Practical work: 2
Teaching methods: Lectures, practical classes, seminars, presentations, consultations			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	15	written exam	/
practical teaching	15	oral exam	50
seminars	20		