

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Master academic studies			
Title of the subject: Assessment of educational potentials of children with intellectual disability			
Lecturer: Buha S. Nataša, Milanović-Dobrota Z. Biljana			
Course status: Elective course of the study programme			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Introducing students with goals, structure, content and methods of assessment of educational potentials of children with intellectual disability.			
Outcomes: Acquired competence in creating, conducting and evaluation of assessment designs.			
Content <i>Lectures:</i> Goals and structure of the assessment of educational potentials of children with intellectual disability; Assessment of specific strengths and weaknesses; Assessment of educational needs; Assessment of communicative abilities; Assessment of cognitive style; Assessment of ability for self-evaluation and independent decision making; Assessment of social skills; Assessment of family environment; Assessment of ability to use acquired knowledge in wider social contexts; Assessment of specific academic skills – writing, reading and math skills. <i>Practical work:</i> Practical excercises, Other lecture forms, Study research Practical application of knowledge and skills in the area of assessment of educational potentials of children with intellectual disability.			
Literature: 1. Gligorović, M., Radić Šestić, M., Nikolić, S., Ilić Stošović, D. (2011). Perceptual-motor abilities and prerequisites of academic skills. <i>Specijalna edukacija i rehabilitacija</i>, 10, 3, 405-434. 2. Gligorović, M., Buha, N. (2012). Kognitivne sposobnosti osoba sa intelektualnom ometenošću. U M. Gligorović i S. Kaljača (Ur.), <i>Kognitivne i adaptivne sposobnosti dece sa intelektualnom ometenošću</i> (pp. 67-91). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. 3. Buha, N., Gligorović, M. (2012). Adaptivno ponašanje kod osoba sa intelektualnom ometenošću – osnovni pojmovi, karakteristike i procena. U M. Gligorović i S. Kaljača (Ur.), <i>Kognitivne i adaptivne sposobnosti dece sa intelektualnom ometenošću</i> (pp. 28-48). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. 4. Gligorović, M., Buha, N. (2013). Kognitivne sposobnosti i adaptivne veštine kod dece sa lakom intelektualnom ometenošću. U M. Gligorović (Ur.), <i>Novine u specijalnoj edukaciji i rehabilitaciji</i> (pp. 99-138). Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. 5. Gligorović, M., Radić Šestić, M. (2010). Procena sposobnosti neophodnih za uspešno ovladavanje akademskim veštinama kod dece sa smetnjama u učenju. <i>Specijalna edukacija i rehabilitacija</i>, 9, 1, 15-36. 6. D’Amato, R. C., Fletcher Janzen, E. (2005). <i>School Neuropsychology</i>. New Jersey: John Wiley&Sons Inc. (pp. 115- 213) ISBN 13978-0-471-46550-8			
Number of active classes per week: 3		Lecture: 2	Practical work: 1
Teaching methods: Lectures, practical excercises, other lecture forms			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activites during the lectures	15	written exam	
practical teaching	20	oral exam	45

midterm(s)	20		
seminars			