

Course specification

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: Self-direction and self-advocacy for people with intellectual disability
Lecturer: Kaljača S. Svetlana; Dučić Z. Bojan
Course status: Elective course
ECTS: 5
Prerequisites: There are no prerequisites
Aim: The aim of the course is the education related to acquiring knowledge about the importance, models, strategies and principles of development of the self- direction and self-advocacy in the persons with intellectual disabilities.
Outcomes: The students will acquire theoretical knowledge and practical skills needed to create, apply and evaluate programmes aimed at development of following skills in persons with intellectual disability: self-directed behaviour, independent decision-making, self-advocacy and independence; development of competencies in the area of providing counselling for parents and professionals working directly with persons with intellectual disability, with the goal to improve social support necessary for better quality of life and higher level of individual and social independence of such persons.
Content <i>Lectures:</i> The notion, definition and importance of the self-advocacy and self-direction skills as the components of social participation and quality of life of persons with intellectual disability; Methodical approaches, programmes and strategies for the development of the self-directed behaviour and self-advocacy skills of persons with intellectual disability; Self-advocacy as a social movement; The role and importance of different elements that offer formal and informal support for development of these skills (community support services, parents, adequate social groups); The relation of self-respect, self-directed behaviour and self-advocacy; Evaluation techniques for applied programs and assessment of the development level of these skills in persons with intellectual disability. <i>Practical work:</i> Practical work includes the training in the area of adoption of skills of practical application of the optimal models and methodical approaches needed for development of self-direction and self-advocacy skills in persons with intellectual disability.
Literature Дучић, Б., Каљача, С., Радић-Шестић, М., Милановић-Доброта, Б. (2012). Улога саморегулације у социјалним односима код особа са интелектуалном ометеношћу. <i>Београдска дефектолошка школа</i> , 18(3), бр.54, 569-582. 2. Мирков, С. (2007). Саморегулација у учењу: Примена стратегија и улога оријентација на циљеве. <i>Зборник Института за педагошка истраживања</i> , 39(2), 309-328. 3. Nota, L., Ferrari, L., Soresi, S., & Wehmeyer, M. (2007). Self-determination, social abilities and the quality of life of people with intellectual disability. <i>Journal of Intellectual Disability Research</i> , 51(11), 850-856. 4. Bilić, M, Bratković, D, Nikolić, B. (2004). Evaluacija programa osposobljavanja osoba s mentalnom

retardacijom za samozastupanje u području samopoštovanja. *Hrvatska revija za rehabilitacijska istraživanja*, 40(1), 1-12.

5. Петровић, Б., Тадић, К., Стојисављевић, Д. (2009). Могућности примене инструмената упитничког типа намењених самопроцени капацитета за самозаступање особа са интелектуалним тешкоћама. *Примењена психологија*, 2(3), 231- 251.

6. Beart, S., Hardy, G., Buchan, L. (2004). Changing Selves: a Grounded Theory Account of Belonging to Self-Advocacy Group for People with Intellectual Disabilities. *Journal of Applied Research in Intellectual Disabilities*, 17, 91 – 100.

7. Gilmartin, A., Slevin, E. (2009). Being a member of a self-advocacy group: experiences of intellectually disabled people. *British Journal of Learning Disabilities*, 38, 152–159.

8. Caldwell, J. (2010). Leadership development of individuals with developmental disabilities in the self-advocacy movement. *Journal of Intellectual Disability Research*, 54(11), 1004 – 1014.

9. Петровић, Б., Стојисављевић, Д., Тадић, К. (2012). Појам о себи особа са интелектуалним тешкоћама – импликације за развој програма подршке. *Специјална едукација и рехабилитација*, 11(4), 521 – 545.

10. Garcia-Iriarte, E., Kramer J.C., J. M. Kramer J.M., Hammel J. (2009). ‘Who Did What?’: A Participatory Action Research Project to Increase Group Capacity for Advocacy. *Journal of Applied Research in Intellectual Disabilities*, 22, 10-22.

11. Duvdevany, I. (2002). Self-concept and adaptive behaviour of people with intellectual disability in integrated and segregated recreation activities. *Journal of Intellectual Disability Research*, 46(5), 419-429.

Number of active classes per week: 3	Lecture: 2	Practical work: 1
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Teaching methods:

Lectures, practical exercise, demonstrations, consultations, 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	35
midterm(s)	25	
seminars	15		