

## Faculty of Philosophy / PRE-SCHOOL EDUCATION / Cognitive Impairment in Inclusive Education

Course:	Cognitive Impairment in	Inclusive Education					
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exer cises+Laboratory)			
11226	Mandatory	5	5	3+1+0			
Programs	PRE-SCHOOL EDUCATION	I	•				
Prerequisites	There are no pre-conditions for the attendance of this course.						
Aims	Acquaintance of students with the theoretical foundations and specificities of children with various impairments, disorders and developmental specificities; Acquaintance of students with means and aids in working with children with special educational needs; Acquaintance of students with practical solutions and implementation of various methods in working with children with special educational needs; Introducing students to strategies for sensitizing other children to the needs and problems of children with special educational needs;						
Learning outcomes	1. Knows the mechanisms of improving the system of upbringing and education of children with special educational needs; 2. Describes the specifics of developmental difficulties; 3. Explains the specifics of developmental disorders; 4. Explains the environment of the study room for working with children with special educational needs; 5. Creates IROP; 6. Provides help and support to children with visual impairment; 7. Removes difficulties in reading and writing in children; 8. Performs independent observation of UKR children;						
Lecturer / Teaching assistant	Assistant Professor Nada Šakotić, PhD; Teaching Assistant Nađa Kasalica, MA						
Methodology	Lectures, discussions and debates. Preparing one essay on a given topic from one of the areas of the subject content. Learning for the test and the final exam. Consultations.						
Plan and program of work							
Preparing week	Preparation and registration of the semester						
I week lectures	Etymology of visually impaired children; Preschool educational and corrective work with visually impaired children						
I week exercises	Basic characteristics and introduction to Braille						
II week lectures	Etymology of hearing impaired children; Help and support for children with hearing impairment						
II week exercises	Visit to the Institute in Kotor						
III week lectures	Etymology of children wi	th mental retardatio	n and delayed cognitive d	evelopment			
III week exercises	Visit to the Komanski Mo	st Institute in Podgo	rica				
IV week lectures	Help and support for chil	Help and support for children with mental disabilities and DKD					
IV week exercises	Group work, essay prese	ntation					
V week lectures	Children with voice, spee	ch and language dis	orders and their develop	nental specificities			
V week exercises	Sign letter						
VI week lectures	Dyslexia						
VI week exercises	Screening of a documentary film about the most famous dyslexics in the world, discussion, additional clarification of terminology						
VII week lectures	Dysgraphia - its forms according to causes and degree of expression; Dyscalculia - Acalculia						
VII week exercises	Discussion, additional clarifications of terminology and symptoms						
VIII week lectures	Children with motor disorders and chronic diseases						
VIII week exercises	Screening of the documentary film "Reality in wheelchairs", discussion						
IX week lectures	Children with specific learning difficulties						
IX week exercises	Presentation of smaller group projects						
X week lectures	Socially maladjusted children and children with behavioral problems						
X week exercises	Additional clarifications of terminology, presentations and discussions						
XI week lectures	Help and support for children with ADHD						
XI week exercises	Essay presentation and discussion						



## ECTS catalog with learning outcomes University of Montenegro

Interview         Interview         Interview           XIV week lectures         Work in small groups, presentation           XV week lectures         Knowledge test           XV week exercises         Presentation of smaller group projects           Student workload         Per week           Se credits x 40/30=6 hours and 40 minuts         Classes and final exam:           6 hour(s) i 40 minuts x 16 = 106 hour(s) i 40 minuts         6 hour(s) i 40 minuts x 15 = 106 hour(s) i 20 minuts           0 stata) practical classes         6 hour(s) i 40 minuts x 2 = 13 hour(s) i 20 minuts           of independent work, including consultations         F bour(s) i 40 minuts x 2 = 13 hour(s) i 20 minuts           of independent work, including consultations         Students are required to attend classes, participate in debates and the first two items to the total load for the item)           30 hour(s) I 40 minuts         30 hour(s) I 40 minuts         30 hour(s) I 40 minuts           student obligations         Students are required to attend classes, participate in debates and the test. Students prepare one essay each and participate in a discussion the preparation, 30 hour(s) I 40 minuts (additional work) in vaphico students working Students (S, 1097): Pirtucinui, Novi pijatelija, profegorski centar Credits exam for a classes, participate in a discussion the stasses and the stasses.           Students obligations         Vuesday at 12 noon           Literature         Vuesday at 12 noon <td< th=""><th>Univerzitet Crne Gore</th><th>re</th><th>ore</th><th></th><th></th><th></th><th></th><th></th></td<>	Univerzitet Crne Gore	re	ore						
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test. Students prepare one essay each and participate in a discussion the presentation of the essayConsultationsTuesday at 12 noonLiterature-Daniels, E. i Staford, K. (2002): Uključivanje djece sa posebnim potr u redovni vaspitno-obrazovni proces, Pedagoški centar Crne Gore, Podgorica; -Heekin, Š. i Mengel, P. (1997) : Priručnik »Novi prijatelji«, profesor, Zagreb; - Hrnijca, S. (1991): Ometeno dete, Zavod za udžbe nastavna sredstva, Beograd; - Hrnijca, S. (1997): Dete sa razvojnim smetnjama u osnovnoj školi, Učiteljski fakultet, Beograd; - Mišić, D. (1 inklizija ili potpuno uključivanje, Defektološki fakultet, Zagreb; - Save društava defektologa Hrvatske (1997): Integracija graničnih slučajevi redovnu Osnovnu školu, Zagreb; - Stančić, V. (1985): Djeca sa teškoć razvoju u redovnoj školi, Zagreb; - Sinčić, V. (2005): Deca sa blagim smetnjama u razvoju u učenju u odelenjima redovne Osnovne škole, Sad; - Vukajlović B. (2004): Inkluzivno obrazovanje, Naučna knjiga, B. Luka; - Sakotić, N. (2008): Efekti inkluzivne prakse uosnovnim školama u Crn Doktorska disertacija; - Šakotić, N. (2012): Uticaj integracije na socija razvoj djece sa usporenim kognitivnim razvojem, Institut društvenin r - Centar za ekkonomska istraživanja, Beograd; - Šakotić, N. (2014): Sociometric position of students in highschool education programe in condition of inclusion In: The 2nd International Conference on Resear Education - "Challenges Toward the Future", Shkodra; - Šakotić, N. (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić Šakotić, N. (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić Sakotić, N. (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić Sakotić, N. (2023): Razvojne smetnje u inkluzivnom obrazovanju, MIN Knežević doo, Nikšić	3 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises 2 hour(s) i 40 minuts			<ul> <li>6 hour(s) i 40 minuts x 16 =106 hour(s) i 40 minuts</li> <li>Necessary preparation before the beginning of the semester (administration, registration, certification):</li> <li>6 hour(s) i 40 minuts x 2 =13 hour(s) i 20 minuts</li> <li>Total workload for the subject:</li> <li>5 x 30=150 hour(s)</li> <li>Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item)</li> <li>30 hour(s) i 0 minuts</li> <li>Workload structure: 106 hour(s) i 40 minuts (cources), 13 hour(s) i 20</li> </ul>					
Literature       -Daniels, E. i Staford, K. (2002): Uključivanje djece sa posebnim potru u redovni vaspitno-obrazovni proces, Pedagoški centar Crne Gore, Podgorica; -Heekin, Š. i Mengel, P. (1997): Priručnik »Novi prijatelji«, profesor, Zagreb; - Hrnjica, S. (1997): Dete sa razvojnim smetnjama u osnovnoj školi, Učiteljski fakultet, Beograd; - Mišić, D. (1         Inklizija ili potpuno uključivanje, Defektološki fakultet, Zagreb; - Save društava defektologa Hrvatske (1997): Integracija graničnih slučajev: redovnu Osnovnu školu, Zagreb; - Stančić, V. (1985): Djeca sa teškoć razvoju u redovnoj školi, Zagreb; - Dimić, D. (2005): Deca sa blagim smetnjama u razvoju u učenju u odelenjima redovne Osnovne škole, Sad; - Vukajlović B. (2004): Inkluzivno obrazovanje, Naučna knjiga, B. Luka; - Šakotić, N. (2005): Ljevorukost u Osnovnoj školi, Podgorica; - Šakotić, N. (2008): Efekti inkluvjivne prakse uosnovnim školama u Crn Doktorska disertacija; - Šakotić, N. (2012): Uticaj integracije na socija razvoj djece sa usporenim kognitivnim razvojem, Institut društvenih r -Centar za ekonomska istraživanja, Beograd; - Šakotić, N. (2014): Sociometric position of students in highschool education programe in condition of inclusion In: The 2nd International Conference on Resear Education - "Challenges Toward the Future", Shkodra; - Šakotić, N. (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić.         Examination methods       - One test 30 points; - Attendance, highlighting during lectures and participation in debates 5 points; - Essay 15 poena; - Final exam 50 printicion in debates 5 points; - Essay 15 poena; - Final exam 50 printicion in debates 5 points; - Essay 15 poena; - Final exam 50 printicion in debates 5 points; - Essay 15 poena; - Final exam 50 printicion in debates 5 points; - Essay 15 poena; - Final exam 50 printicion in debates 5 points; - Essay 15 poena; - Final exam 50 printicion in debates 5 points; -	Student obligations				Students are required to attend classes, participate in debates and take a test. Students prepare one essay each and participate in a discussion after the presentation of the essay				
<ul> <li>u redovni vaspitno-obrazovni proceš, Pedagoški centar Crne Gore, Podgorica; -Heekin, Š. i Mengel, P. (1997) : Priručnik »Novi prijatelji«, profesor, Zagreb; - Hrnjica, S. (1991): Ometeno dete, Zavod za udžbe nastavna sredstva, Beograd; - Hrnjica, S. (1997): Dete sa razvojnim smetnjama u osnovnoj školi, Učiteljski fakultet, Beograd; - Mišić, D. (1 Inklizija ili potpuno uključivanje, Defektološki fakultet, Zagreb; - Save društava defektologa Hrvatske (1997): Integracija graničnih slučajeva redovnu Osnovnu školu, Zagreb; - Stančić, V. (1985): Djeca sa teškoć razvoju u redovnoj školi, Zagreb; - Inmić, D. (2005): Deca sa blagim smetnjama u razvoju u učenju u odelenjima redovne Osnovne škole, Sad; - Vukajlović B. (2004): Inkluzivno obrazovanje, Naučna knjiga, Bi Luka; - Šakotić,N. (2005): Ljevorukost u Osnovnoj školi, Podgorica; - Šakotić,N. (2008): Efekti inkluvivne prakse uosnovnim školama u Crn Doktorska disertacija; - Šakotić, N. (2012): Uticaj integracije na socija razvoj djece sa usporenim kognitivnim razvojem, Institut društvenih r -Centar za ekonomska istraživanja, Beograd; - Šakotić, N. (2014): Sociometric position of students in highschool education programe in condition of inclusion In: The 2nd International Conference on Resear Education – "Challenges Toward the Future", Shkodra; - Šakotić, N., K Kustudić, M., Čolović, R. (2018): Priručnik za djecu sa i bez ostatka sli Resursnicentar za sluh i govor "Dr Peruta Ivanović", Kotor; - Šakotić, (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić Šakotić, N. (2023): Razvojne smetnje u inkluzivnom obrazovanju, MIN Knežević doo, Nikšić.</li> </ul>	Consultations				Tuesday at 12 noon				
participation in debates 5 points; - Essay 15 poena; - Final exam 50 p				Podgorica; -Heekin, Š. i Mengel, P. (1997) : Priručnik »Novi prijatelji«, Mali profesor, Zagreb; - Hrnjica, S. (1991): Ometeno dete, Zavod za udžbenike i nastavna sredstva, Beograd; - Hrnjica, S. (1997): Dete sa razvojnim smetnjama u osnovnoj školi, Učiteljski fakultet, Beograd; - Mišić, D. (1995): Inklizija ili potpuno uključivanje, Defektološki fakultet, Zagreb; - Savez društava defektologa Hrvatske (1997): Integracija graničnih slučajeva u redovnu Osnovnu školu, Zagreb; - Stančić, V. (1985): Djeca sa teškoćama u razvoju u redovnoj školi, Zagreb; - Dimić, D. (2005): Deca sa blagim smetnjama u razvoju u učenju u odelenjima redovne Osnovne škole, Novi Sad; - Vukajlović B. (2004): Inkluzivno obrazovanje, Naučna knjiga, Banja Luka; - Šakotić,N. (2005): Ljevorukost u Osnovnoj školi, Podgorica; - Šakotić,N. (2008): Efekti inkluvivne prakse uosnovnim školama u Crnoj Gor Doktorska disertacija; - Šakotić, N. (2012): Uticaj integracije na socijalni razvoj djece sa usporenim kognitivnim razvojem, Institut društvenih nauka -Centar za ekonomska istraživanja, Beograd; - Šakotić, N. (2014): Sociometric position of students in highschool education programe in condition of inclusion In: The 2nd International Conference on Research and Education – "Challenges Toward the Future",Shkodra; - Šakotić, N., Kosić, S Kustudić, M., Čolović, R. (2018): Priručnik za djecu sa i bez ostatka sluha, JL Resursnicentar za sluh i govor "Dr Peruta Ivanović", Kotor; - Šakotić, N. (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić; - Šakotić,N. (2023): Razvojne smetnje u inkluzivnom obrazovanju, MINS					
				<ul> <li>One test 30 points; - Attendance, highlighting during lectures and participation in debates 5 points; - Essay 15 poena; - Final exam 50 points.;</li> <li>- A passing score is obtained if you cumulatively collect at least 51 points</li> </ul>					
Special remarks	•	arks	1arKS						
Comment			<u> </u>				I_	1.	
Grade: F E D C B A	Grade: F	F	F E		ט	С	В	А	
Number         less than 50         greater than or         greater than or         greater than or         greater than or	Number le	less than 50	less than 50 greate	er than or	greater than or	greater than or	greater than or	greater than or	



## ECTS catalog with learning outcomes University of Montenegro

of points	points	equal to 50 points	equal to 60 points	equal to 70 points	equal to 80 points	equal to 90 points
		and less than 60	and less than 70	and less than 80	and less than 90	
		points	points	points	points	