

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+Exercises+Laboratory)
11226	Mandatory	5	5	3+1+0
Programs	PRE-SCHOOL EDUCATION			
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 with mental retardation and delayed cognitive development			
III week exercises	Visit to the Komanski Most Institute in Podgorica			
IV week lectures	Help and support for children with mental disabilities and DKD			
IV week exercises	Group work, essay presentation			
V week lectures	Children with voice, speech and language disorders and their developmental 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			

XII week lectures	Hypoactive children					
XII week exercises	Presentation of the book "Children that are difficult to raise", discussion					
XIII week lectures	Infantile autism					
XIII week exercises	Presentation of the research "Specificities of educational work with autistic children", discussion of the results					
XIV week lectures	Children with multiple (combined) disabilities					
XIV week exercises	Work in small groups, presentation					
XV week lectures	Knowledge test					
XV week exercises	Presentation of smaller group projects					
Student workload						
Per week			Per semester			
5 credits x 40/30=6 hours and 40 minuts 3 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises 2 hour(s) i 40 minuts of independent work, including consultations			Classes and final exam: 6 hour(s) i 40 minuts x 16 =106 hour(s) i 40 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 6 hour(s) i 40 minuts x 2 =13 hour(s) i 20 minuts Total workload for the subject: 5 x 30=150 hour(s) 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) 30 hour(s) i 0 minuts Workload structure: 106 hour(s) i 40 minuts (courses), 13 hour(s) i 20 minuts (preparation), 30 hour(s) i 0 minuts (additional work)			
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			
Consultations			Tuesday at 12 noon			
Literature			-Daniels, E. i Staford, K. (2002): Uključivanje djece sa posebnim potrebama u redovni vaspitno-obrazovni proces, Pedagoški centar Crne Gore, 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 odeljenjima 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 inkluyivne prakse uosnovnim školama u Crnoj Gori. 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, JU 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 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 points.; - A passing score is obtained if you cumulatively collect at least 51 points			
Special remarks						
Comment						
Grade:	F	E	D	C	B	A
Number	less than 50	greater than or	greater than or	greater than or	greater than or	greater than or

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