

SPECIAL EDUCATION

Autumn 2020

Course title	ECTS	Degree	Course code	Prerequisites	Subject area
Practice of Special Pedagogue's & Speech-Language Therapist's assistant	3	Bachelor	S271B377	Not required	Special Education
Management of Aggression	3	Bachelor	S260B167	Introduction to Psychology	Psychology, Special Education
Psychological Theories of Human Development	3	Bachelor	S260B019	Introduction to Psychology	Psychology, Special Education
Philosophy of Inclusive Education	6	Master	H001M001	Bachelor's degree in education	Special Education
Дидактика математики (Обучение математике детей с особыми образовательными потребностями)	5	Bachelor	S271B248	Основы общей и специальной педагогики знания о недугах, расстройствах и трудностях развития детей с особыми образовательными потребностями	Специальная педагогика



Subject area: Special Education

Status	Course code: S271B377 Course title: PRACTICE OF SPECIAL PEDAGOGUE'S & SPEECH-LANGUAGE THERAPIST'S ASSISTANT Taught by: Assoc. Prof. Irena Kaffemanienė		
Semester	ECTS credits	Languages	Duration
Autumn or spring	3	English	1 semester
Study hours	Assessment	Prerequisites	Examination
5 practice hours per week	10-point scale	Not required	Practice report (100%)
Subject content	<p>The purpose of the practice of special pedagogue's and speech therapist's assistant - to understand the special needs of pupils and the variety of assistance provided to them by the special pedagogue and speech therapists; to acquire the ability to communicate with pupils with special educational needs; cooperate with specialists and reflect on the practice of the assistant. Before practice, students are given practical briefings, practical tasks and evaluation criteria are explained. The practice of special pedagogue' and speech therapist' assistant is provided by general education schools or schools for children with special educational needs.</p> <p>Practice duration - one semester. Students in schools perform tasks of this practice once a week for about 5 hours per day at the time indicated in the study schedule.</p> <p>The students spend a lot of practical time on practical activities (assisting the special teacher and the speech therapist through their activities, performing the tasks assigned by the mentor).</p> <p>At the end of practice, not later than within 1 week the practice report must be submitted to assess. Discussion and evaluation of specialist teacher and speech therapist's assistant is organized. Students have the opportunity to achieve a level not lower than the standard level (7-8).</p>		
Learning Outcomes	1. Students will understand and will be able to explain the special educational needs of pupils and a variety of special pedagogical support and speech therapies..		

	<p>2. Will be able to assist special pedagogues and speech therapists and cooperate with them in meeting the special educational needs of pupils.</p> <p>3. Will be able to evaluate reflexively their new experience gained during the practice of a special pedagogue and speech therapist (ie, their participation in the process of education, communication with students, cooperation with specialists), as well as changes in their attitudes and values and the suitability of their professional judgment, their motivation to study special pedagogy and speech therapy.</p>
Literature	<p>1. Lithuania - Special needs education within the education system: https://www.european-agency.org/country-information/lithuania/national-overview/special-needs-education-within-the-education-system</p> <p>2. Educational Support and Guidance (2014): https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Educational_Support_and_Guidance</p>

Subject area: Psychology; Special Education			
Status	Course code: S260B167 Course title: MANAGEMENT OF AGGRESSION Taught by: Assoc. Prof. Renata Geležinienė		
Semester:	ECTS credits:	Languages:	Duration:
Autumn	3 ECTS	English	1 semester
Study hours	Assessment:	Prerequisites:	Examination:
	10 point scale	Introduction to Psychology	Test/ Assessment of Practical Competencies
Subject content	Students will gain knowledge about crisis development model, examine its internal and external precipitating factors. They will also explore the application of non-verbal, para-verbal and verbal communication skills during different behavioral crisis development stages. A section of the course focuses on enhancement of participant decision making skills as well as their abilities to confront their own anxiety and fears in crisis situations. Student will learn to assess the level of risks associated with crisis behavior and make appropriate decisions related to risk management. Additionally, they will acquire acceptable disengagement and physical intervention competencies for risk behavior management.		
Learning Outcomes	Identification of crisis development stages; implementation of appropriate crisis management strategies to prevent its escalation; disengagement and physical crisis management skills; post-crisis debriefing skills Participants who complete the requirements of the program will receive MANAGEMENT OF POTENTIAL AND ACTUAL AGGRESSION CERTIFICATE from CRISIS PREVENTION INSTITUTE, Inc., Manchester, United Kingdom		
Literature	Instructor's Manual for the Management of Actual or Potential Aggression (2014). CPI, Inc., Manchester, UK. Student Handbook for the Management of Actual or Potential Aggression (2014). CPI, Inc., Manchester, UK.		

Subject area: Psychology; Special Education			
Status	Course code: Course title: PSYCHOLOGICAL THEORIES OF HUMAN DEVELOPMENT Taught by: Assoc. Prof. dr. Rolandas Paulauskas		
Semester:	ECTS credits:	Languages:	Duration:
Autumn	3 ECTS	English	1 semester
Study hours	Assessment:	Prerequisites:	Examination:
	10 point scale	Introduction to Psychology	Test
Subject content	Psychological theories of human development is a valuable tool for understanding the principles of physical, emotional, cognitive and behavioral changes that take place throughout our life span. The key to gaining insight into the phenomena of human development is to organize facts and data into scientific approaches and theories. The course compares historical, social and philosophical backgrounds from which each theory of human development emerged. The students will be introduced to Freud's psychodynamic approach, Erikson's psycho-social theory, Bowlby's attachment perspective, Bandura's social learning theory, Piaget's stages of development, Vygotsky's cognitive-mediation proposition, Bronfenbrenner's ecological development system and other perspectives.		
Learning Outcomes	By examining the principles of each of the theories, the course will help the students to comprehend universal patterns of human development, individual differences, causalities of abnormal behavior and special needs.		
Literature	Sigelman, C.K. & Rider E.A. (2012). Human development across the life span, Wadsworth Cengage Learning Bukato, D. & Daehler, M.W. (2012). Child development: A thematic approach, Wadsworth Cengage Learning		

Subject area: Special Education			
Status	Course code: H001M001 Course title: PHILOSOPHY OF INCLUSIVE EDUCATION Taught by: Assoc. Prof. Lina Miltenienė		
Semester	ECTS credits	Languages	Duration

Autumn	6	English	1 semester
Study hours	Assessment	Prerequisites	Examination
2 teaching hours per week	10-point scale	Bachelor's degree in education	Assignments in Moodle system
Subject content	<p>The main aim of the course – to acquire theoretical-philosophical inclusive education-based knowledge, inquiry-based learning skills, and the ability to recognize and apply conceptual theoretical concepts for improvement of inclusive education culture, policies and practices.</p> <p>The course includes the following topics:</p> <ul style="list-style-type: none"> - Introduction. Inclusive education as the basis for human rights education: recent international and national agreements. - Ontology, axiology and epistemology of inclusive education. - Theories of inclusive education. - Systemic changes in education and the development of an inclusive education system. - Inclusive education philosophy in school and classroom: from theory to practice. - Inclusive education and quality of education. - Leadership for inclusive education. Initiation and management of change. Reflective learning in the postmodern world. 		
Learning Outcomes	<ol style="list-style-type: none"> 1. Will know inclusive education theories, will understand the ontology, axiology and epistemology of inclusive education. 2. Will know the recent international and national agreements on inclusive education, will be aware of inclusive education innovations. 3. Will be able to integrate and apply theoretical and exploratory knowledge systematically analyzing the inclusive education culture, policies and practices at the national and school level, developing recommendations, planning change and managing them in simulated situations. 4. Will follow the fundamental principles of human rights and equal opportunities and will take responsibility for leadership in the process of inclusive education. 		
References	<ol style="list-style-type: none"> 1. Action research for inclusive education: changing places, changing practice, changing minds (2005). Edited by Felicity Armstrong and Michele Moore. London: RoutledgeFalmer. 2. Booth T., Ainscow M. (2016). Index for Inclusion: a guide to school development led by inclusive values. Index for Inclusion Network. 3. Clough P., Corbett J. (2010). Theories of inclusive education: a student' guide. Los Angeles : SAGA. 4. Corbett J. (2015). Supporting Inclusive Education. Taylor & Francis Group. [elektroninėje laikmenoje] http://www.inclusivelearningnorth.co.uk/SiteAssets/moosep-qft21/Corbett%20Supporting%20Inclusive%2 5. Five Key Messages for Inclusive Education: Putting Theory into Practice (2014). European Agency for Special Needs and Inclusive Education. [elektroninėje laikmenoje] https://www.european-agency.org/si 6. Fullan, M. (2007). The new meaning of educational change. London : Routledge, 2007. 7. Harris A., Day C., Hadfield M., Hopkins D., Hargreaves A., Chapman C. (2005). Effective leadership for school improvement. New York : RoutledgeFalmer. 8. Leadership for Inclusive Education: Values, Vision and Voices. (2013). Edited by G. Mac Ruairc, E. Ottesen and R. Precey. Sense Publishers. 9. Policy Guidelines on Inclusion in Education (2009). UNESCO. Published by the United Nations Educational, Scientific and Cultural Organization. [elektroninėje laikmenoje] http://unesdoc.unesco.org/imag 10. Psychology for inclusive education: new directions in theory and practice (2009). Edited by Peter Hick, Ruth Kershner and Peter T. Farrell. London; New York : Routledge. 		

Subject area: Специальная педагогика			
Status	Course code: S271B248 Course title: Дидактика математики (Обучение математике детей с особыми образовательными потребностями) Taught by: (лектор др. Л. Томенене)		
Semester	ECTS credits	Languages	Duration
Осенний весенний	5	Русский	1 семестр
Study hours	Assessment	Prerequisites	Examination
Теория – 24 ч. Практика - 24 ч. Самостоятельная работа - 85 ч.	по десятибалльной шкале	основы общей и специальной педагогики знания о недугах, расстройствах и трудностях развития детей с особыми образовательными потребностями	индивидуальная домашняя работа – 20%; письменная и нетрадиционная работа – 30%; экзамен – 50%
Subject content	Студенты усваивают теоретические принципы методики по математике в общеобразовательной и специализированной школе; осваивают практические навыки, необходимые для развития математических способностей у детей и учеников с особыми общеобразовательными потребностями; приобретают умения командной деятельности, сотрудничества в группе, умение учиться и рефлексировать.		
Learning Outcomes	В результате освоения дисциплины обучающийся получит возможность: узнать: психолого-педагогические и организационные особенности процессов обучения, воспитания и развития учащихся с особыми общеобразовательными потребностями; общие вопросы методики обучения математике детей с особыми образовательными потребностями; научиться: проводить (совместно с другими специалистами) первичную диагностику особых образовательных потребностей у учащихся с особыми общеобразовательными потребностями; осуществлять мониторинг образовательных результатов учащихся с учетом их возраста, особенностей развития познавательной и эмоционально-волевой сферы; формулировать цели обучения, воспитания и математического развития учащихся; отбирать и конструировать предметное содержание согласно целям и задачам обучения, воспитания, развития на основе индивидуально-дифференцированного подхода к учащимся с		

учетом их образовательных потребностей и познавательных интересов; выбирать соответствующие методы и формы обучения, обеспечивающие максимальную включенность всех учащихся в образовательный процесс; выделять в многообразии средств обучения те, которые соответствуют уровню актуального и потенциального развития учащихся; применять наиболее эффективные методы, средства, формы организации обучения математике; использовать в будущей профессиональной деятельности инновационные психолого-педагогические технологии, необходимые работы с различными контингентами учащихся; организовывать обучение конкретным темам курса математики с учетом особых образовательных потребностей учащихся; овладеть: способами осуществления обучения, воспитания и развития учащихся с особыми образовательными потребностями средствами учебного предмета; способами самостоятельного приобретения и представления необходимых профессиональных знаний.

Literature

1. Margo A. Mastropieri, Thomas E. Scruggs, Clara Hauth & Dannette Allen-Bronaugh (2012). *Instructional Interventions for Students with Mathematics Learning Disabilities*// Bernice Wong & Deborah L. Butler (2012). *Learning about learning disabilities*. (pp. 217-243).
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3. Wehmeyer, M. L., Lee, S. H. (2007). *Educating Children with Intellectual Disability*. In: A. Carr, G. O'Reilly, P. Noonan-Walsh, J. McEvoy (Eds.). *The Handbook of Intellectual Disability and clinical psychology practice* (2nd ed., pp. 497-533). London: Routledge.
4. Кондаурова, И.К. Методика обучения математике детей с особыми образовательными потребностями [Электронный ресурс] учебно-методическое пособие / И.К. Кондаурова; Сарат. гос. ун-т им. Н.Г. Чернышевского. – Саратов: [б. и.], 2014. – 219 с. – Режим доступа: http://elibrary.sgu.ru/uch_lit/1019.pdf
5. Краевский, В.В. Основы обучения. Дидактика и методика: учеб. пособие для студентов вузов / В. В. Краевский, А. В. Хуторск – М.: Академия, 2008.
6. Лалаева Р.И., Гермаковска А. Предупреждение нарушений в овладении математикой у дошкольников: Профилактика дискалькулии: учеб.-метод. пособие. – СПб.: КАРО, 2007.
7. Лалаева, Р. И., Гермаковска А. Нарушения в овладении математикой (дискалькулии) у младших школьников. Диагности профилактика и коррекция: Учебно-методическое пособие. - СПб.: Издательство "Союз", 2005. - 176 с.