

## SPECIAL EDUCATION

### Spring 2021

Course title	ECTS	Degree	Course code	Prerequisites	Subject area
Practice of Special Pedagogue's & Speech-Language Therapist's assistant	3	Bachelor	S271B001	Not required	Special pedagogy
Behavioural and Emotional Disorders	3	Bachelor	S271B294	Identity psychology, development and pedagogical psychology.	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
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

<b>Status</b>	Course code: S271B377 Course title: PRACTICE OF SPECIAL PEDAGOGUE'S & SPEECH-LANGUAGE THERAPIST'S ASSISTANT Taught by: Assoc. Prof. Irena Kaffemaniene		
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>	<b>Duration</b>
Autumn, spring	3	English	1 semester
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>	<b>Examination</b>
5 practice hours per week	10-point scale	Not required	Practice report
<b>Subject content</b>	<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.</p> <p>Before practice, students are given practical briefings, practical tasks and evaluation criteria are explained.</p> <p>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>		
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>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..</li> <li>Will be able to assist special pedagogue and speech therapist and cooperate with them in meeting the special educational needs of pupils.</li> <li>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.</li> </ol>		

- Literature**
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>
  2. Educational Support and Guidance (2014): [https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Educational\\_Support\\_and\\_Guidance](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Lithuania:Educational_Support_and_Guidance)

**Subject area: Special Education**

<b>Status</b>	Course code: <b>S271B294</b> Course title: <b>BEHAVIOR AND EMOTIONAL DISORDERS</b> Taught by: Assoc. Prof.. Renata Geležiniene		
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>	<b>Duration</b>
Autumn, spring	3	English	1 semester
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>	<b>Examination</b>
2 teaching hours per week	10-point scale	Identity psychology, development and pedagogical psychology.	
<b>Subject content</b>	During theoretical lectures behavioural and emotional disorders and their classification will be reviewed, various philosophical and theoretical prospects (medical/clinical, behaviouristic, cognitive behaviouristic, ecosystemic models) oriented towards behaviour modeling will be discussed. Their expression and relations with the problems of interpretation and recognition of behaviour and emotions in various age periods are revealed. Factors initiating the occurrence of behavioural and emotional problems are analyzed, the importance of family institution for pupil's emotional development is discussed. Pupil having behavioural and emotional disorders and his/her relation with environment. Identification of emotional and behavioural problems. Modern therapy systems. Modern models of behaviour management: model of the maintenance of positive behaviour, responsible classroom management model. Social cultural direction of education. Peculiarities of the education of pupils having behavioural and emotional disorders. Joint activity of a pupil having BED, his/her parents, teachers, specialists: planning, performance, reflection and evaluation solving emotional and behavioural problems.		
<b>Learning Outcomes</b>	Knowledge and practical skills about the education of pupils having behavioural and emotional disorders is provided.		
<b>Literature</b>	Given at the start of the semester		

**Subject area: Psychology; Special Education**

<b>Status</b>	Course code: S260B167 Course title: <b>MANAGEMENT OF AGGRESSION</b> Taught by: Assoc. Prof. dr. Rolandas Paulauskas		
<b>Semester:</b>	<b>ECTS credits:</b>	<b>Languages:</b>	<b>Duration:</b>
Autumn	3 ECTS	English	1 semester
<b>Study hours</b>	<b>Assessment:</b>	<b>Prerequisites:</b>	<b>Examination:</b>
	10 point scale	Introduction to Psychology	Test/ Assessment of Practical Competencies
<b>Subject content</b>	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.		
<b>Learning Outcomes</b>	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 <b>MANAGEMENT OF POTENTIAL AND ACTUAL AGGRESSION CERTIFICATE</b> from <b>CRISIS PREVENTION INSTITUTE, Inc.</b> , Manchester, United Kingdom		
<b>Literature</b>	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**

<b>Status</b>	Course code: S260B019 Course title: <b>PSYCHOLOGICAL THEORIES OF HUMAN DEVELOPMENT</b> Taught by: Assoc. Prof. dr. Rolandas Paulauskas		
<b>Semester:</b>	<b>ECTS credits:</b>	<b>Languages:</b>	<b>Duration:</b>

Autumn	3 ECTS	English	1 semester
<b>Study hours</b>	<b>Assessment:</b>	<b>Prerequisites:</b>	<b>Examination:</b>
	10 point scale	Introduction to Psychology	Test
<b>Subject content</b>	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 psychosocial 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.		
<b>Learning Outcomes</b>	<b>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.</b>		
<b>Literature</b>	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: **Специальная педагогика**

<b>Status</b>	Course code: S271B248 Course title: <b>Дидактика математики (Обучение математике детей с особыми образовательными потребностями)</b> Taught by: dr., lekt. L. Tomėnienė ( лектор Л. Томенене)		
<b>Semester</b>	<b>ECTS credits</b>	<b>Languages</b>	<b>Duration</b>
Осенний весенний	5	Русский	1 семестр
<b>Study hours</b>	<b>Assessment</b>	<b>Prerequisites</b>	<b>Examination</b>
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%
<b>Subject content</b>	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.		
<b>Learning Outcomes</b>	В результате освоения дисциплины обучающийся получит возможность: <b>узнать:</b> 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; <b>научиться:</b> 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.		
<b>Literature</b>	<ol style="list-style-type: none"> <li>Margo A. Mastropieri, Thomas E. Scruggs, Clara Hauth &amp; Dannette Allen-Bronaugh (2012). Instructional Interventions for Students with Mathematics Learning Disabilities// Bernice Wong &amp; Deborah L. Butler (2012). <i>Learning about learning disabilities</i>. (pp. 217-243).</li> <li>Henderson A. (2012). <i>Dyslexia, Dyscalculia and Mathematics. A practical guide</i>.</li> <li>Wehmeyer, M. L., Lee, S. H. (2007). Educating Children with Intellectual Disability. In: A. Carr, G. O'Reilly, P. Noonan-Walsh, J. McEvoy (Eds.). <i>The Handbook of Intellectual Disability and clinical psychology practice</i> (2nd ed., pp. 497-533). London: Routledge.</li> <li>Кондаурова, И.К. Методика обучения математике детей с особыми образовательными потребностями [Электронный ресурс] учебно-методическое пособие / И.К. Кондаурова; Саратов. гос. ун-т им. Н.Г. Чернышевского. – Саратов: [б. и.], 2014. – 219 с. – Режим доступа: <a href="http://elibrary.sgu.ru/uch_lit/1019.pdf">http://elibrary.sgu.ru/uch_lit/1019.pdf</a></li> <li>Краевский, В.В. Основы обучения. Дидактика и методика: учеб. пособие для студентов вузов / В. В. Краевский, А. Хуторской. – М.: Академия, 2008.</li> <li>Лалаева Р.И., Гермаковска А. Предупреждение нарушений в овладении математикой у дошкольников: Профилактика дискалькулии: учеб.-метод. пособие. – СПб.: КАРО, 2007.</li> <li>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.</li> </ol>		