



NEOFIT RILSKI SOUTH-WEST UNIVERSITY – BLAGOEVGRAD
BULGARIA
FACULTY OF PEDAGOGY
Department of Pedagogy

PROGRAM DESCRIPTION
SPECIALTY
SPECIAL PEDAGOGY

Field of higher education:	1. Pedagogical sciences
Professional area:	1.2. Pedagogy
Degree:	Bachelor
Professional qualification:	Special pedagogue, teacher at special school and resource teacher
Period of education:	Four semesters
Form of education:	Full-time
Code:	01.05.9.10

EDUCATIONAL GOALS

Specialty “Special Education” at South-West University “Neofit Rilski” (SWU) prepares qualified special education teachers, able to assume leadership positions in special education, and conduct pedagogical research in special education classrooms. The speciality has a high reputation among the professionals.

The specialty “Special Education” examines and explores the problems of training, education, treatment and rehabilitation of children with special educational needs (SEN). The bachelor program follows an interdisciplinary approach that combines both theory and practice, with an emphasis on popularizing and applying results of the best teaching practices. The specialty includes courses by three scientific cores: education, medicine and psychology.

PROGRAM STRUCTURE

The curriculum and the syllabi are developed according to the standards for professional qualification of special education specialists and resource teachers in Bulgaria and meet the requirements of the higher education policies in Bulgaria.

The study lasts 4 (four) semesters. The curriculum provides 2400 academic hours and 240 ECTS CR. The ECTS credits are divided equally in the four semesters according to the State requirements (article 44a of the Law for change and complement of the Law for higher education – State Journal, vol. 48/04.06.2004 and Regulation № 21 from 30.09.2004 for application of system for credit transfer in higher educational institutions – State Journal, vol. 89/12.10.2004).

The program structure provides compulsory, elective and facultative courses.

The compulsory courses (1935 hours - 198 ECTS CR) guarantee the fundamental knowledge in special education. The core curriculum involves instruction in the following disciplines: medicine, psychology, general education, special education, rehabilitation and therapy.

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The elective courses (465 hours - 42 ECTS) provide widening of the general and basic knowledge and help students acquire special information in two main directions of special pedagogy – work with individuals with mental retardation and individuals with hearing loss.

The percentage proportion between compulsory and elective courses is 76% : 24%.

The facultative courses (up to 200 hours) enable students to acquire new skills and knowledge of their interest that are not a part of the curriculum.

Students are to graduate after they successfully pass their final exam or defend their diplom thesis. For that final part of the bachelor's program they gain 10 ECTS CR (article 10 of Regulation № 21 from 30.09.2004).

EDUCATIONAL GOALS OF SPECIALTY SPECIAL PEDAGOGY

The main goal of the studies for students is to prepare professionals who competently and creatively will work with children with different types and scale of special educational needs and skillfully guided the pedagogical process and pedagogical interaction with them, their parents and relatives and professionals they work as a team to achieve the highest degree of development of the individual facts of each child / student.

Educational mobility and international compatibility of the expertise gained at SWU bachelor specialty Special pedagogy.

The curricula contents, the program structure, ECTS, the quality of education and the qualification gained enable students to be competitive on the labour market as special education specialists or resource teachers or to continue their education in Bulgaria or abroad.

GRADUATION REQUIREMENTS

In order to graduate successfully students must complete all the curriculum requirements.

CAREER OPPORTUNITIES

The focus of special education is to provide specific support for people with long-term physical impairments or mental disabilities. Specialists in this field are a vital part of the educational system in Bulgaria. Students who graduate the program can assume important positions as special education teachers in different educational institutions and organizations.

The graduates are fully prepared to work as: special education teachers, experts, consultants, organizers of activities for people with different kinds and levels of disabilities. Their expertise meets the needs of the families and other specialists who work with people with special needs. They can become members of interdisciplinary teams in order to achieve the most appropriate standard in the field of Special Education.

OUTLINE OF THE PROGRAM
I-st – II-nd YEARS

First year			
<u><i>First semester</i></u>	ECTS credits	<u><i>Second semester</i></u>	ECTS credits
Compulsory courses		Compulsory courses	
Philosophy of education	4.5	History of Bulgarian education	4.5
General and age psychology	4.5	Pedagogy – part 2	4.5
History of education science	6.0	Educational psychology	4.5
Pedagogy – part 1	4.5	Foreign language	4.5
Foreign language	6.0	Sports	3.0
Sports	4.5	Pedagogical sociology	4.5
		Elective courses (students choose one course)	
		Ecological education	4.5
		Hygiene and health education	4.5
		Introduction to civil education	4.5
		Natural disaster protection and first aid	4.5
		Educational anthropology	
		Introduction to educational communication	4.5
		Literature for children	4.5
		Social development of the child	4.5
		Ethnicity and education	4.5
		Intercultural education	4.5
		Developmental psychology	4.5
		Game technologies as a means of personality development	4.5
	Total		Total
	30		30
Second year			
<u><i>Third semester</i></u>	ECTS credits	<u><i>Fourth semester</i></u>	ECTS credits
Compulsory courses		Compulsory courses	
Early childhood education	5.0	Methodology and methods of pedagogical research	5.0
Introduction to pre-school education	5.0	Modern Bulgarian language	5.0
Primary school education	5.0	Sports	5.0
Social education	5.0		
Introduction to special education	5.0		
Foreign language	5.0		
		Elective courses (students choose 3 courses)	
		Andragogy	5,0
		Art education	

		<p>Waldorf pedagogy Up-bringing and altruism Family interaction in the process of up-bringing Legislation and administration in education Identification and development of gifted Interactive educational environment Information technologies in education Musical instrument Non-traditional approaches in the educational process Ethics and up-bringing in the Bulgarian school Educational theatre Organization and management of educational institutions Maria Montessori's pedagogy Educational axiology Educational ethics Educational conflictology Educational prognostication and innovations Educational interaction <i>family – educational institutions</i> Pedeutology PR in education Legal defense of the child and the family Psychotherapeutic pedagogy Religion and up-bringing Socialization through playing Social cognition and interpersonal relations Socio-pedagogical interaction of children with SEN Comparative education Modern practices in up-bringing Modern educational technologies Dances Technology of team organization in education Organization of the 8-hour educational process English language</p>	
	Total 30		Total 30

III-rd - IV-th YEARS

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<i>Fifth semester</i>		<i>Sixth semester</i>	
Compulsory courses	ECTS credits	Compulsory courses	ECTS credits
1. Human anatomy, physiology and general pathology	5,0	1. Inclusive education of special needs children	7,0
2. Pedagogy of persons with mental retardation	5,0	2. Methodology of teaching language to children with SEN	7,0
3. Pedagogy of persons with hearing loss	5,0	3. Methodology of teaching national geography/history and natural history to children with SEN	7,0
4. Psychology of Abnormal development and psychodiagnostic	5,0		
Elective courses		Elective courses	
1. Clinic of mental retardation	5,0	1. Methodology of spoken language in children with hearing loss	4,5
2. Otorhinolaryngology	5,0	2. Methodology of speech development of children with mental retardation	4,5
3. Basics of medical genetics	5,0	3. Methodology of speech therapy with children with language and speech disorders	4,5
4. Neurology	5,0	4. Methodology of teaching foreign language of children with special educational needs	4,5
5. Psychopathology	5,0	5. Methods for research and analysis of speech and language pathology	4,5
	Total: 30		Total: 30
<i>Seventh semester</i>		<i>Eighth semester</i>	
Compulsory courses	ECTS credits	Compulsory courses	
1. Methodology of teaching mathematics to children with SEN	6,0	1. Pre-graduation pedagogical practice	20
2. Methodology of art activities for children with special educational needs	3,5	2. Graduation	10
3. Methodology of physical education for children with special educational needs	3,5		
4. Methodology of teaching music to children with special educational needs	3,5		
5. Current pedagogical practice	6,5		
6. Methodology of design and technologies for children with special educational needs	3,5		

Elective courses		Elective courses	
1.Information technologies in special education	3,5	-	
2.Legislation and management of special school and resource center	3,5		
3.Professional orientation and adaptation of persons with special educational needs	3,5		
	Total:		Total:
	30		30
TOTAL NUMBER OF CREDITS FOR THE 4 YEARS OF STUDY: 240 CREDITS			

SHORT INFORMATION AND DESCRIPTION OF THE COURSEES

PHILOSOPHY OF EDUCATION

ECTS credits: 4.5

Hours per week: 2 lectures, 1 seminar

Type of the course: compulsory

Assessment form: exam

Leading department: Faculty of Pedagogy, Department of Pedagogy

Lecturer: Assoc. Prof. Veska Gyuviska, Department of Pedagogy

e-mail: v_guviiska@abv.bg

Annotation: The course introduces the students to the basic methodological role which philosophy plays in the development of pedagogical science as a whole. The main accent of the course is on the plurality of theses regarding the essence of human nature and the possibilities for pedagogical influence on it developed by the different philosophical schools.

The forming of human personality is analyzed from a sociological, theological, psychological and pedagogical point of view and with regard to the cultural and anthropological concepts in both historical and modern aspect. A number of theories and pedagogical innovations and their modernization are discussed. The course broadens the horizons of the students, allows the improvement of their philosophical outlook on life and assists in their future professional realization.

Content of the course:

The course consists of a lecture course and seminars. The topics are conceptually centered and have mainly theoretical character. The philosophical discussion on educational problems is based on speculative thinking and development of dialectic knowledge. The seminars are to

complete and further develop the lectures mainly by the assignment of a number of task to be independently completed by the students.

Teaching Technology:

The course is based mainly on lectures. The content is interactively presented. Certain topics are to be discussed by students during the course. The presented information is richly illustrated by real-life example and cases. A certain part of the content covered by the course is to be acquired by the students in the process of independent work with sources of scientific information and literature.

GENERAL AND AGE PSYCHOLOGY

ECTS credits: 4.5

Weekly schedule: 2h.l.+1h.e.

Form of checking the knowledge: current mark, exam **Type of exam: written**

Methodology guide:

Department "Pedagogy", Faculty in Pedagogy

Lecturer:

Prof. Vassil Madolev

Department "Psychology"

The present curriculum conditionally can be divided into four parts. In the first part are included introductory questions. Their content is connected with the subject of the general psychology, the development of the psyche, with the research methods.

In the second part are included topics, which reflect the specificity of the cognitive, emotional, volitional processes. These processes are presented in their interconnection and conditioning of other mental processes. The third part of the program is connected with the problems associated with the personality. There are included topics which allow gaining knowledge about the structure of the personality as well as about its individual characteristics.

When constructing these three parts of the programme accounts the need for consideration the problems of the mental processes, properties, states, but from different scientific positions. This gives the opportunity to form wider comprehension about the mental phenomenon.

The forth part of the programme is connected with the problems of the developmental psychology. It is considered issues, related to the periodization of child development: factors for the formation of the psyche, the specificity of cognitive, emotional, volitional processes in different age periods: to features of the dynamics of personality development.

PEDAGOGY /PART I/

ESTC credits: 4,5

Weekly workload: 2+1+0

Assessment form: exam

Type of the course: compulsory

Semester: I

Department: Pedagogy

Lecturer: Associate prof. Trayan Popkochev Ph.D., Pedagogy Department

E-mail: vr_edu@swu.bg, popkochev@swu.bg

Course summary: The course introduces to students the two parts of the basic course in Education - Introduction to Pedagogy and Theory of Education. The first part topics focus on issues related to the scientific status of pedagogy , its position in the system of sciences, links and relations with other social sciences, the specific conceptual and terminological system, its main functions and tasks. The topics in the second part /theory of education/ are redefined by new methodological views for the modern educational problems. They study the nature and main characteristics of the educational process, the principles, means and methods of personal

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development in education, the main tendencies in the educational content. An important task of the course is to improve future teachers' ability to comprehensively analyze specific teaching situations and to find appropriate solutions for their creative work. This will facilitate the process of their future adaptation in the field of educational subjects.

Course content: Education as a science - subject, object, functions, tasks, system of terms and notions. Development of Pedagogy. Personal development as a pedagogical problem. Social nature of education. Educational goals. Scientific status of the theory and methodology of education . Specifics, structure and content of the educational process. Principles, methods, means and forms of education and self-education. Scientific understanding and philosophy. Mental education. Moral education and development. Patriotic education. Aesthetic education and development. Physical, health and sexual education. Labour and education. Key factors for the education of the individual. Teacher's education and personality. Extracurricular activities in education.

Course organization, evaluation and assessment: The course comprises of lectures and seminars involving and encouraging students discussions on different parts of the content. Power Point presentations are used to present the course topics. Certain time is given at the end of each lecture for further questions and summary. For some topics students prepare their own thesis or reports based on different sources. A wide range of practical examples are also part of the study. During the lectures students are given regular assessment tests. The seminars are orientated towards the skills development and the transfer of the acquired theory into practice. The specifics of the course require a wide variety of teaching and assessment methods.

HISTORY OF PEDAGOGY

ESTS credits: 5.5

Form of Examination: written exam

Department of Pedagogy

Lecturer: Assoc. Prof. Nevena Filipova, Ph.D., Department of Pedagogy

E-mail: nevef@abv.bg

Annotation:

The history of pedagogy plays a significant role in the professional qualification of the future pedagogues. As a part of their fundamental training, it helps the forming of an objective attitude towards the educational legacy and assists in the consideration and practical application of the abiding pedagogical ideas.

Educational content:

School practices and pedagogical theories from ancient to present time. Authentic pedagogical ideas and theories of the classicist of the pedagogical thought: Jan Amos Komensky, Jean Jacque Russo, Johan H. Pestaloci, Adolf Diesterweg, Johann F. Herbart, K.D. Ushinsky, L.N. Tolstoy. etc.

Technology of training:

Lectures and Seminars reflect the main stages of the European pedagogical thought. Carry out control works, decide to case studies, practical tasks, are conducted group discussions. Formation of the final evaluation is described in the program.

GENERAL ENGLISH – PART 1

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ESTC credits: 5

Assessment form: exam

Semester: I

Department: Pedagogy

Lecturer: Head assistant: Yana Rangelova, Pedagogy Department

E-mail: yana.rangelova@abv.bg

Weekly workload: 0+0+4

Type of the course: compulsory

Course summary: The General English course focuses on accuracy and fluency with an integrated skills and strategy-based curriculum that aims at developing the four language skills—listening, speaking, reading, and writing. The course also focuses on improving pronunciation and increasing vocabulary. Participants are placed in one of the following stages based on their placement test results: beginner, elementary, pre-intermediate, intermediate, and pre-advanced. To ensure consistency of instruction, one series is used for each stage.

Course content: The training focuses on a variety of everyday essential topics to ultimately improve participant fluency, accuracy and ability to communicate. It gives the students some extra practice they need to become fluent. The main idea is to focus on the students' ability to express themselves in everyday situations. Therefore, students work on pronunciation, vocabulary and idioms (in the advanced level) to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Class activities include: group discussions, role plays, pronunciation, and games.

Evaluation and assessment: Final evaluation includes:

- Attendance.
- Written and oral presentation of an own design project.
- All self-study assignments submitted.
- Final written test (min. 66% correct).
- Oral exam.

HISTORY OF BULGARIAN EDUCATION

ESTS credits: 4.5

Form of Examination: written exam

Department of Pedagogy

Lecturer: Assoc. Prof. Nevena Filipova, Ph.D., Department of Pedagogy

E-mail: nevef@abv.bg

Annotation:

History of Bulgarian education and pedagogy occupies a significant place in the training of future teachers. As a fundamental part of their training, to help shape the objective attitude towards pedagogical heritage. Helps to be seen and put into practice the pedagogical ideas of the past, characterized by eternity and timeliness.

Educational content:

Occurrence of the first Bulgarian schools. Reinstate its autonomous Ohrid and Preslavaska literary educational schools Ideas for Education in Second Bulgarian State. Bulgarian education during Ottoman rule. European Department and the Bulgarian National Revival Bulgarian Education after the Liberation/ 1878 Bulgarian Education after the Union.

Technology of the training:

The course of the history of the Bulgarian education promote the formation of professional respect to educational heritage.

Methods: lectures, seminars, group discussions, problem solving, case studies, thesis.

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PEDAGOGY – II (DIDACTICS)

ECTS credits:4.5

Type of the course: compulsory

Hours per week: 2 lectures, 1 seminars

Assessment form: exam

Leading department: Faculty of Pedagogy, Department of Pedagogy

Lecturer: prof. Dobrinka Todorina, Department of Pedagogy

tel: 0886417105, e-mail: todorina@swu.bg

Annotation:

The aim of the course is for students to reflect on and master didactical issues in the mainstream (didactic propedeutics, teleonomichna didactics, didactics and ontodidaktika object, subjective didactics, didactics legal, technological didactics dotsimologiya) from the positions of the new pedagogical thinking and current educational trends.

Content of the course:

The course is one of the fundamental to obtain a teaching qualification. The course covers key didactical problems: scientific status of didactics, learning process, functions and taxonomies of learning, growing and nurturing nature of training, training content, training principles, training methods, methods for testing and evaluation, methods for heuristic thinking, organizational learning systems, forms of training approaches to improve learning, programmed instruction, problems in training, automation of training, independent work of students, working with not well succeeding and gifted students.

Self study in Course Didactics

1. Which of the concepts we can match to the didactic category? Add and other didactic categories.
 - a) the learning process;
 - b) necessary;
 - c) structure;
 - d) principles of training;
 - e) forms of training;
 - f) pedagogical activity;
 - g) subject;
 - h) curriculum.

2. Solve the case:

If the topic of the lesson in Bulgarian language for new knowledge is a "rattle", which of the proposed strategies the teacher will choose and why? Make analysis and evaluation of each.

Option I: The teacher enters the classroom. Saves a topic on the board and explain what is a verb. Gives examples. Offers students exercises to reinforce learning.

Option II: The teacher enters the classroom. Questions whose answers contain verbs. He places and records the theme of the board. He creates conditions for students to determine what verbs mean, how find them, what their role. Offers students exercises to reinforce learning.

Option III: The teacher enters the classroom and updates the old tutorial. He create a problematic situation whose solution requires the use of verbs. He places and records the theme of the board. Creates conditions for self discovery and identification of the nature and role of verbs. Offers students exercises to reinforce learning.

EDUCATIONAL PSYCHOLOGY

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ECTS credits:5,5

Form of Assessment :exam

Semester: I

Department assuring education : Pedagogy

Faculty assuring education: Pedagogy

Lecture: Assoc. Prof. Maria Mutafova, PhD Department Psychology

Email: mariamutafova@swu.bg

Week workload: 2 + 1sem.

Type of exam :written

Annotation

The purpose of the proposed training is students to benefit from advances in world practice in educational psychology, and building skills to interpret data from empirical studies for application of appropriate methods of psychological diagnosis, research design and psychological characteristics of the interaction between teachers and students of varying ages. competence, skills and research culture in educational psychology is stimulated.

GENERAL ENGLISH – PART 2

ESTC credits: 5

Assessment form: exam

Semester: II

Department: Pedagogy

Lecturer: Head assistant: Yana Rangelova, Pedagogy Department

E-mail: yana.rangelova@abv.bg

Weekly workload: 0+0+3

Type of the course: compulsory

Course summary: The General English course focuses on accuracy and fluency with an integrated skills and strategy-based curriculum that aims at developing the four language skills—listening, speaking, reading, and writing. The course also focuses on improving pronunciation and increasing vocabulary. Participants are placed in one of the following stages based on their placement test results: beginner, elementary, pre-intermediate, intermediate, and pre-advanced. To ensure consistency of instruction, one series is used for each stage.

Course content: The training focuses on a variety of everyday essential topics to ultimately improve participant fluency, accuracy and ability to communicate. It gives the students some extra practice they need to become fluent. The main idea is to focus on the students' ability to express themselves in everyday situations. Therefore, students work on pronunciation, vocabulary and idioms (in the advanced level) to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Class activities include: group discussions, role plays, pronunciation, and games.

Evaluation and assessment: Final evaluation includes:

- Attendance.
- Written and oral presentation of an own design project.
- All self-study assignments submitted.
- Final written test (min. 66% correct).
- Oral exam.

PEDAGOGICAL SOCIOLOGY

ESTC credits: 4,5

Assessment form: exam

Semester: II

Department: Pedagogy

Weekly workload: 2+1+0

Type of the course: compulsory

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Lecturer: Associate professor: Trayan Popkochev, Pedagogy Department

E-mail: vr_edu@swu.bg, popkochev@swu.bg

Course description:

The course introduces to students complex concepts and phenomena from both areas - education theories and sociology. It aims at developing students' knowledge about the main problem fields of pedagogical sociology, their origin and impact on decision making in the educational process at school and other educational institutions. On the other side during the study students develop skills to identify and analyze the social and pedagogical phenomena and processes in order to complete successfully educational goals taking in consideration all the social factors and conditions that affect education.

Course content: Specifics of pedagogical sociology. Education as component and structure of society. School as educational institution. Socialization of youth. Factors of socialization. The class as a social and educational community. Micro-sociology of the class. Teacher's profession. Teacher in the profession. Educational interactions. Interactions between teachers and students. Social integration of youth. Social control, deviant and delinquent behaviour.

Teaching and assessment:

The course comprises of lectures and seminars involving and encouraging students discussions on different parts of the content. Power Point presentations are used to present the course topics. Certain time is given at the end of each lecture for further questions and summary. For some topics students prepare their own thesis or reports based on different sources. A wide range of practical examples are also part of the study. During the lectures students are given regular assessment tests. The seminars are orientated towards the skills development and the transfer of the acquired theory into practice. The specifics of the course require a wide variety of teaching and assessment methods.

FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION

ESTC credits: 5,0

Weekly workload: 2 lectures + 0 seminars + 1 workshop

Assessment: written exam / continuous assessment

Type of the course: compulsory

Semester: III

Department: PRE-PRIMARY AND PRIMARY EDUCATION

Lecturer: Full Professor Elka Yanakieva Dr. Sci., Pre-Primary and Primary Education Department

E-mail: elka_yanakieva@swu.bg

Course summary: The course is addressed to students from the vocational education who start studying the problems of the common view of their future professional personality. Students learn the purpose, objectives and content of preschool pedagogy mastered its underlying concepts and learn actively and appropriately use them. Before them reveals the system of preschool education in Bulgaria and its specific relevance to child development and preparation for school. Presented the aim, objectives and content of work with preschool children in the whole process and in different moments of the life and work of children in different age groups. The course overview in nature, focusing on acquiring primarily on the content of the basic concepts and enrich the overall educational culture of students who will work as specialists in various fields of education.

Course content:

General aspects of preschool education. Terminology. Child of school age as the subject of the educational process. Child and the society. Pre-school education in the Bulgarian education system. Kindergarten, kindergarten. Pedagogical process in kindergarten - characteristic. Programs for educational work. Organization of subject-evolving environment

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in kindergarten - principles. Forms of work organization with the kids. Child's Play - basic terms and concepts. Continuity between the nursery, kindergarten and school. Work with the family

Evaluation and assessment: The course presented in a logical plan based on optimal selected illustrations, the basic concepts of preschool pedagogy and the subject and object of its research. They are held to the tasks and suggest discussion in which students actively mastered conceptual apparatus and formed their emotional attitude towards teaching practice. The requirements for the semester are: 1). regular attendance of lectures and practical exercises, 2). active participation in practical activities in kindergarten and involvement in conferencing and educational activities, and 3) presentation of individual papers on topics specified by the teacher and tasks.

ELEMENTARY SCHOOL PEDAGOGY

ECTS credits: 5

Type of the course: Compulsory

Hours: .30 lectures, 15 seminar classes

Hours per week: .2 lectures, 1 seminar classes

Assessment form: Exam

Leading department:

Faculty of Pedagogy, Department of Preschool and Elementary school Pedagogy

Lecturer: Associated Professor Ph.D. Krasimira Marulevska

tel: 073 888 535, e-mail: krasimira_marulevska@swu.bg

Annotation:

The “Elementary school pedagogy” course targets the problems of the whole educational process in the elementary school. The specifics of the education and training in the primary classes, the consequential content features and the procedural and technological design of the pedagogical process are in the spotlight of the current study program. New pedagogical realities raise the need of respective structural and functional changes of the elementary education system. The effectiveness of this system depends largely on the preparation of the pedagogical specialists. The dynamic educational environment requires from the future elementary school teachers to form a high pedagogical culture in which pedagogical knowledge acquired, formed skills and competences, established relations and attitudes hold principal place.

Contents:

The study program covers a wide range of problems related to: the status of the pedagogy of the elementary school and its place in the system of pedagogical sciences, content and procedural technology side of training and education in primary schools, the adaptation of the small student to the school environment, the motivation of pupils at primary school age for active and effective learning, the evaluation and diagnostic activities in primary schools, the specifics of the professional work of primary teachers.

Teaching and assessment:

The course includes lectures and seminar classes. The used teaching methods are: exposition, lecture, discussion, interactive methods - teamwork, working on school projects, pedagogical situations solving, role plays, tests, case studies and more. The exam is written - on the topics from the lecture course. The final assessment is based on the performance assessment during the semester, evaluation of the semester research project and the exam grade all together.

GENERAL ENGLISH - PART III

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ESTC credits: 5

Assessment form: exam

Semester: III

Department: Pedagogy

Lecturer: Head assistant: Yana Rangelova, Pedagogy Department

E-mail: yana.rangelova@abv.bg

Weekly workload: 0+0+3

Type of the course: compulsory

Course summary: The General English course focuses on accuracy and fluency with an integrated skills and strategy-based curriculum that aims at developing the four language skills—listening, speaking, reading, and writing. The course also focuses on improving pronunciation and increasing vocabulary. Participants are placed in one of the following stages based on their placement test results: beginner, elementary, pre-intermediate, intermediate, and pre-advanced. To ensure consistency of instruction, one series is used for each stage.

Course content: The training focuses on a variety of everyday essential topics to ultimately improve participant fluency, accuracy and ability to communicate. It gives the students some extra practice they need to become fluent. The main idea is to focus on the students' ability to express themselves in everyday situations. Therefore, students work on pronunciation, vocabulary and idioms (in the advanced level) to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Class activities include: group discussions, role plays, pronunciation, and games.

Evaluation and assessment: Final evaluation includes:

- Attendance.
- Written and oral presentation of an own design project.
- All self-study assignments submitted.
- Final written test (min. 66% correct).
- Oral exam.

CONTEMPORARY BULGARIAN LANGUAGE

ECTS credits: 5

Type of the course: Compulsory

Hours per week: 3 seminar classes.

Hours: 0 lectures, 45 seminar classes.

Assessment form: Exam.

Leading department:

Department of Bulgarian language

Faculty of philology

Lecturer: Associate Proff. PhD Antony Stoilov

e-mail: ant100@abv.bg

Annotation:

The discipline *Contemporary Bulgarian language* is studied in the university subject “Pedagogy” through the 4th semester of the course. The discipline includes 45 academic hours of seminar classes, dedicated to phonetic, morphological and syntactical peculiarities of Bulgarian language, and 105 hours of extracurricular employment. The discipline gives 5 credits.

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INTRODUCTION TO SPECIAL EDUCATION

ECTS credits: 5

Weekly workload: 2 lectures +1 sem.

Type of the course: elective

Form of Assessment: exam

Type of exam: written

Department: Department of "Pedagogy"

Faculty of Pedagogy

Lecturer:

Assoc. prof. Pelagia MihaylovaTerziyska, PhD. Department "Pedagogy"

E-mail: pterziyska@abv.bg

Course summary:

Basics of special education is a fundamental discipline that set the beginning of a cycle pedagogical subjects focused on training, education, development, rehabilitation, integration and socialization of children with special educational needs (CSEN). The course is intended for acquiring the pedagogical minimum amount of knowledge for identifying and working with children with special educational needs. The basic aspects, of the development of the children with SEN, are outlined. The purpose of the discipline is to set the general issues of Special pedagogy and to reveal its place in the system of pedagogical sciences.

Course content:

The main substantive highlights are: basic knowledge of the nature and objectives of special pedagogy; the main types of disabilities; the terminology; the main characteristics of persons with abnormalities in psychophysical and social development; the main correctional rehabilitation forms of interaction with them; the existing system working with CSEN and fundamental pedagogical paradigms in this area; the conditions for the integration of persons with disabilities in social processes; the approaches to normalize the social environment in which they live in.

Teaching and assessment:

Course of study includes lectures which set and discuss various issues with the use of multimedia presentations. The knowledge are available in the system using interactive methods - case studies, discussions, debates, role-plays, planning and conducting mini-experiments to analyze the behavior of CSEN in different situations and different social and cultural environment. There were strict criteria for the development of papers, which are transmitted within a given period for checking. After that all papers will be discussed in class.

Recommended readings:

1. Cortiella, C. (2009). *The State of Learning Disabilities*. New York, NY: National Center for Learning Disabilities.
2. Carroll, Doug. "Transformation Ahead for Special Education" *The Arizona Republic*. 21 September 2006
3. *Convention on the Rights of Persons with Disabilities*, Article 24 – Education.
4. Espin, C.A. Individualized Education Programs in Resource and Inclusive Settings. *The Journal of Special Education*, Vol. 32, No. 3, 164-174 (1998)
5. Lieberman, Laurence M. *Preserving Special Education*. Weston: Nobb Hill Press Inc, 1988.
6. Stainback, W., & Stainback, S. (1995). *Controversial Issues Confronting Special Education*. Allyn & Bacon.

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7. Terziyska, P. Riddles in the mentally retarded pupil's school activity of the elementary school. In: "The Educational Heritage and Dialogue in the European Pedagogical Space" Blagoevgrad, 2004.
8. Terziyska, P. Children with special educational needs in the general education environment, 2012
9. Thomas, G., & Loxley, A. (2007) *Deconstructing Special Education and Constructing Inclusion* (2nd Edition). Maidenhead: Open University Press.

SOCIAL EDUCATION

ESTC credits: 5

Assessment form: exam

Semester: III

Department: Pedagogy

Lecturer: Associate prof. Trayan Popkochev Ph.D., Pedagogy Department

E-mail: vr_edu@swu.bg, popkochev@swu.bg

Weekly workload: 2+1+0

Type of the course: compulsory

Course summary:

The course is designed to provide students with the social foundations and different aspects of social pedagogy as a science. It creates a basis for other specific subjects in the field of social education. The topics included deal with important thematic areas of the subject.

The knowledge acquired allows students personal reflection on typical situations when dealing with children and adults from different contingents of different social status and groups.

the course comprises of lectures and seminars.

The course is directly related to the study of disciplines of social and educational cycle.

Course content:

Scientific status of pedagogy. Scientific status of social pedagogy. Social pedagogy and social work. Social education and personal development. The individual in the process of socialization. System of social education. Civil education. Social education for individuals with deviant behavior. Social education for individuals with disabilities. Family and social upbringing. Social education in educational organizations. Mass media as a factor in education and socialization of the individual. Religious organizations and the socialization of the individual. Temporary accommodation. The profession of social pedagogue.

Organization and assessment:

The course is organized as a series of lectures and seminars. The theory is mainly taught with the aid of Power Point presentations, with explanations and examples. At the end of each session students are given time for questions and discussions. The continuous assessment includes minimum 3 tests within the semester based on the main parts of the course. The final grade is based on a written exam in a test format which includes an integrative task.

METHODOLOGY AND METHODS OF PEDAGOGICAL RESEARCH

ESTC credits: 5

Assessment form: exam

Semester: III

Department: Pedagogy

Lecturer: Associate prof. Trayan Popkochev Ph.D., Pedagogy Department

E-mail: vr_edu@swu.bg, popkochev@swu.bg

Weekly workload: 2+1+0

Type of the course: compulsory

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Course summary: The course introduces students to the specifics and characteristics of the research process in the field of education. Its main goals are :

Cognitive: students to acquire knowledge related to: the construction of scientific educational research, methods of research and assessment of educational phenomena and processes, the application of mathematical and statistical methods for quantitative processing of empirical educational information, the structure of the scientific text;

Applicational: Developing students' skills to build concepts (methodology) of educational research; to design experimental teaching methods, to analyze essential aspects of empirical pedagogical information.

Course content:

Types of Educational Research. Methodology of pedagogical research. Methodology of experimental educational research. Criteria and indicators in educational research. Methods of Educational Research. Qualitative Educational Research. Teacher observation. The inquiry in educational research. Pedagogical test. Pedagogical experiment. Sociometric methods. Content analysis. Other methods. Statistical methods. Scientific research development.

Organization and assessment:

The course is organized as a series of lectures and seminars. The theory is mainly taught with the aid of Power Point presentations, with explanations and examples. At the end of each session students are given time for questions and discussions. The continuous assessment includes minimum 3 tests within the semester based on the main parts of the course. The final grade is based on a written exam in a test format which includes an integrative task.

HUMAN ANATOMY, PHYSIOLOGY AND GENERAL PATHOLOGY

ECTS credits: 5

Weekly workload: 3 lectures+1 seminar

Type of the course: compulsory

Form of Assessment: exam

Type of exam: written

Department: Department of "Pedagogy"

Faculty of Pedagogy

Lecturer:

Assoc. Prof. M. Mihov, PhD, MD, Department „Medical-Social Sciences”

Assist. Prof. St. Vezekov, PhD, Department „Medical-Social Sciences”

vezenkov_neuro@abv.bg

Course summary:

The course has as an object to help the study of the structure, morphological and functional characteristics of the human body with an accent on the systems related to cognitive functions - learning, attention and memory.

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Content of the course:

The anatomy topics are: central nervous system, brain cortex, autonomic nervous system, endocrine system, digestive, respiratory and cardiovascular system.

The physiology topics are: molecular physiology of neuron; general outline of the nervous system, autonomic nervous system, sensory systems, endocrine glands specific functions, mechanisms of action of hormones; contractile tissues – function, regulation; the vascular system; respiration, swallowing, salivation, diet, digestion.

General pathology (Somatopathology) seeks to understand the mechanisms of injury to cells and tissues, responding to and repairing injury. Areas of study include cellular adaptation to injury, necrosis, inflammation, wound healing and neoplasia.

Objectives of the course are related with knowledge related with above topics and the main pathological processes as part of their work with mental and physical disorder

Technology of training and assessment:

Conversation, discussion, asociative method, conference

High School biology course

written exam special request in the student educational office coordination with the main lecturer and student ed. Office

Bibliography:

Lumley, Craven & Aitken (1987). Essential Anatomy. Churchill Livingstone Notes on Neuroanatomy

PEDAGOGY OF PERSONS WITH MENTAL RETARDATION

ECTS credits: 5

Weekly workload: 3 lectures+1 seminar

Type of the course: compulsory

Form of Assessment: exam

Type of exam: written

Department: Department of "Pedagogy"

Faculty of Pedagogy

Lecturer:

Assoc. prof. Pelagia MihaylovaTerziyska, PhD. Department "Pedagogy"

E-mail: pterziyska@abv.bg

Course summary:

The course includes the study of fundamental problems of the essence and content of the pedagogy of persons with mental retardation (PMR) of nowadays positions, indicating the most important stages of its development. The main objective is to acquaint students with the methodology, the methods of science, modern correctional-pedagogical technology of teaching and education of children with intellectual failure to clarify the psychological-pedagogical problems of teaching, upbringing, rehabilitation and social adaptation of these children.

Content of the course:

The main substantive accents are: Development and essence of PMR. The subject and object of PMR. Structure and methodology. Principles and methods of science - specific and common pedagogical. Specificity of the educational process for students with mental retardation. Aims and tasks of the educational process. Organization and planning of the training process. Basic principles of training. Methods of training. Aims and tasks of the main forms of training.

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Psychological and pedagogical prerequisites for training and upbringing of mentally disabled students. Correctional compensatory orientation of the education. Training and development of mentally disabled students. Development of cognitive experience. Development of teaching experience. Development of social experience. Development of attitude towards themselves and environment. Education and development of mentally disabled students. Aesthetic Education. Moral education. Physical Training. Development and education of the individual.

Technology of training and assessment:

The course includes lectures and seminars. Knowledge is available in a system using interactive methods - case studies, discussions, debates, role plays, planning and conducting mini-experiments to analyze the behavior of students with intellectual impairment in different situations. Lectures are supported by numerous examples. There are strict criteria for the development of paperwork, which are transmitted within a certain time for checking. After that all papers will be discussed in class.

Recommended readings:

1. Cortiella, C. (2009). The State of Learning Disabilities. New York, NY: National Center for Learning Disabilities.
2. Trainer, M. (1991). Differences in common: Straight talk on mental retardation, Down Syndrome, and life. Rockville, MD" Woodbine house.
3. Terziyska, P. (2005). Integrated education for children with special educational needs.
4. Van den Bos, K.P., Nakken, H., Nicolay, P.G., & van Houten, E.J. (2007). Adults with mild intellectual disabilities: Can their reading comprehension ability be improved? Journal of Intellectual Disability Research, 51(11), 830-845.
5. Wilsan, L. Games for Mentally Retarded Children. New York, 2007

PEDAGOGY OF PERSONS WITH HEARING LOSS

ECTS credits: 3.0

Weekly workload: 2 lectures, 1 seminar

Type of the course: compulsory

Assessment form: exam / continuous assessment

Department: Department of Pedagogy

Lecturer: Head Assistant Professor Svetoslava Saeva, PhD, Department of Pedagogy

e-mail: s_saeva@swu.bg

Course summary:

This course of lectures provides the needed knowledge to master's students concerning one of the major areas in the field of special pedagogy – pedagogy of persons with hearing loss. The topics included here cover the main theoretical data as well as some basic topics in the practice of a special teacher who deals with the problems of people with hearing loss (the words “persons” and “people” refer to children and adults).

Contents of the course:

This course is divided into four topic parts. The first part is entitled “Historic data”, the second “Great pedagogues and scientist’s contribution to the creation and development of Pedagogy of persons with hearing loss”. The third topic part is “Methods for interaction with persons with

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hearing loss” and the fourth is “Current modern questions”. The seminars cover the same topics as they are in the lectures but in a detailed form.

Recommended reading:

1. Bench, J. R. (2002) Communication skills in hearing-impaired children. London.
2. Berke, J. (2008) Deaf Culture Our Way
3. Burkey, J. (2006) Overcoming Hearing Aid Fears: The Road to Better Hearing
4. Farrell, M. (1996) Special education handbook. London
5. Kelley, W.(2007) Deaf Culture: A to Z
6. Lane, H. (2000) Journey into the Deaf-World
7. Leonghart, A. (2009) Einfuhrung in die Horgeschaschdigtenpadagogik. Munchen
8. Lynas, W. (2004) Option in the education of Deaf children. London
9. UNESCO. (1987) Education of deaf children and young people.
10. Williams, D. (1995) Early listening skills. London
11. <http://signlanguage-bg.com/>

PSYCHOLOGY OF ABNORMAL DEVELOPMENT AND PSYCHODIAGNOSTIC

ECTS credits: 5.0

Hours per week: 3 lectures, 1

seminars

Type of the course: compulsory

Assessment form: exam

Leading department: Department of Pedagogy

Lecturer: Assoc. Prof Daniela Botseva, PhD Department of Logopedics

e-mail: daniela_botseva@swu.bg

Course summary:

Psychological point of view in realization of the speech therapy work through systematization of psychological criteria for evaluation of people with anomalous development, psychological analysis of typical situations for rendering component and specialized assistance.

Contents of the course:

The course is directed to forming knowledge about the above topics. Psychological point of view in realization of the speech therapy work through systematization of psychological criteria for evaluation of people with anomalous development, psychological analysis of typical situations for rendering component and specialized assistance.

The nature of assessment – formal and informal approaches. Norm and criterion – referenced measurement. Reliability and validity of measures of behavior. Factors influencing measurement. Intelligence tests. Psychological implications of differential development – IQ, language, physical abilities, socialization practices. Attainment tests. Diagnostic tests. Measures of attitude and personality. Assessment of exceptional children and adults. Assessment of early communication skills. Planning and evaluating intervention strategies

Technology of training and assessment:

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Conversation, discussion, associative method, conference, power point presentation Problem analyse, scenario analyse, analyse of object character, analyse of free choices, analyse and finding compromise solutions. Evaluating the student shall be carried out in the sixth grad scale. Course ends with a written exam on the material according to the attached syllabus (50% of final grade).

Recommended reading:

1. Evgenieva, E., D. Botseva. Use of Text Keyword Technique by Teachers to Form Reading Skills (Readers aged 5 – 10). In: Proceedings of International Symposium “Modern Trends in Speech and Language Therapy” Blagoevgrad, 2011, p. 90-101
2. Stancheva-Popkostadinova, V., St. Chinceva, D. Botseva. Transdisciplinary Model of Early Intervention for Children with Disabilities. In: Proceedings of International Symposium “Modern Trends in Speech and Language Therapy” Blagoevgrad, 2011, p. 112-121
3. Applied Anatomy and Physiology for Speech-Language Pathology and Audiology by Donald Fuller, Jane Pimentel and Barbara M. Peregoy (Jan 17, 2011)

CLINIC OF INTELLECTUAL DISABILITIES

ECTS credits: 5

Weekly workload: 3 lectures, 1 seminars

Type of the course: elective

Assessment form: exam / continuous assessment

Department: Department of Pedagogy

Lecturer: Assoc. Prof. Vaska Stancheva-Popkostadinova, MD, MPsy, PhD

Department of Medical Social Sciences

tel: 359 899817958 , e-mail: v_stancheva@swu.bg

Course summary:

The aim of the course is to present modern paradigm of intellectual disabilities. The Object is the common syndromes with ID, and subject- the interpretation of the syndromes in the context of clinical, psychological, and social features and approaches for interventions. The students should acquire knowledge about the etiology, pathogenesis and clinical characteristics of main groups of Syndromes with ID. They have to acquire skills for case formulation, development of individual plan for intervention of person with ID, skills for work in multidisciplinary team.

Content of the course:

The course encompass the following areas: Semiotics of Intellectual disabilities (ID), evaluation and case formulation, clinical features of common syndromes with ID, prevention, interventions for persons with ID and their families

Methods of teaching: lectures, case formulation and case management, case-videoanalysis

Evaluation: written exam

Recommended reading:

1. Brodin, J., V. Stancheva-Popkostadinova. A reflection of varieties in support for families of children with severe intellectual disabilities in Sweden and Bulgaria. EuroRehab, 1, 2002, 9-20
2. Diagnostic Manual-Intellectual Disabilities (DM-ID): A Textbook of Diagnosis of Mental Disorders in People with Intellectual Disability, <http://www.dmid.org/>
3. Gottlieb CA, Maenner MJ, Cappa C, Durkin MS. Child disability screening, nutrition, and early learning in 18 countries with low and middle incomes: data

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- from the third round of UNICEF's Multiple Indicator Cluster Survey (2005–06). *Lancet* 2009; 374:1831–1839.
4. *Intellectual Disability Psychiatry: A Practical Handbook*. Edited by Angela Hassiotis, Diana Andrea Barron and Ian Hall.(2010) *Wiley Publications*.
 5. Ispanovic-Radojkovic,V., Stancheva-Popkostadinova,V. Perspectives of intellectual disability in Serbia and Bulgaria:epidemiology, policy and services for children and adults. *Current Opinion in Psychiatry* 2011, 24:419–424
 6. *Handbook of intellectual and developmental disabilities*. W. Jacobson, J. A. Mulick & J. Rojahn (Eds.), 2007 *New York: Springer Publishing Co*.
 7. *Prevalence of Disability in Europe and Eurasia, 2009*. http://www.usaid.gov/locations/europe_eurasia/dem_gov/docs/disability_in_ee_final_es_092909.pdf. [Accessed 19 February 2011]
 8. Schalock, R. L., Luckasson, R. A., & Shogren, K. A. et al. (2007). The renaming of mental retardation: Understanding the change to the term intellectual disability. *Intellectual and Developmental Disabilities*, 45 (2), 116-124.
 9. Stancheva-Popkostadinova,V. (2004). Family-centered approach to children with intellectual disabilities.In: *The Educational Heritage and European Pedagogical Space*”, Proceedings of International Conference , Blagoevgrad
 10. Stancheva-Popkostadinova, V. (2004). Collaboration between professionals and parents in the field of intellectual disabilities, *Scientific Research*, <http://press.swu.bg/epub>
 11. Stancheva-Popkostadinova V. Families with intellectually disabled children – psychosocial problems and support in the Republic of Bulgaria. *Panstwo I Spoleczenstwo V:2005*, nr 3, Crakow, Poland , pp. 113-12
 12. *The Psychiatry of Intellectual Disability*. Edited by Meera Roy, Ashok Roy & David Clark. 2006 *Radcliffe Publishing Ltd*.*Psychiatric and Behavioural Disorders in Intellectual and Developmental Disabilities (Second Edition 2007)*. Edited by Nick Bouras and Geraldine Holt(2007) *Cambridge University Press*
 13. Todorov T, Todorova A, Avdjieva D, Dimova P, Angelova L, Tincheva R, Mitev V. Clinical and molecular data on mental retardation in Bulgaria. *Balkan J Med Genet* 2010; 13:11–25.
 14. White paper. Basic principles of effective support for vulnerable social groups in Bulgaria through social services. Strategic document, 2009. www.naso.bg/attach/025%20White%20Paper.pdf. [Accessed 5 March 2011]
 15. World HealthOrganization. *Atlas: Global Resources for Persons with Intellectual Disabilities*, 2007.

PSYCHOPATHOLOGY

ECTS credits: 5

Hours per week: 3 lectures, 1seminars

Type of the course: elective

Assessment form: exam

Leading department: Faculty of Pedagogy, Department „Pedagogy”

Lecturer: Assoc. prof. Ivanka Asenova, PhD, Department of Psychology, Faculty of Philosophy

tel: +359-73-588 520 **e-mail:** asenova_iva@swu.bg

Annotation:

Within the curriculum of the course students will acquire the basic knowledge about the etiology, pathogenesis, symptomatology and dynamic of various psychiatric illnesses, character disorders, disorders of personality, other problems of general and special psychiatry as well as general psychiatric assessment procedures.

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The main aim of the course is to help future professionals – special pedagogues in their future work with subjects with mental disorders, severe social and psychological problems, due to mental or psychiatric disease.

Content of the course:

The educational content is divided into two relatively independent parts: general psychopathology, which gives fundamental theoretical knowledge about the specific of the disorders of the different psychic spheres (perception, attention, memory, speech, emotion, thinking, etc.) in psychic illnesses, and special psychopathology, which is considered the most common and socially significant psychopathological disorders).

Technology of education and assessment:

The used **educational methods** are the following: Conversation, discussion, associative method, conference, power point presentation; problem, analyse, scenario analyse, analyse of object character, analyse of free choices, analyse and finding compromise solutions; brain, attack, control questions, focused objects, conference.

The **assessment** of the students' results is done accordingly to the ECTS. The rating on each subject is formed at the end of the course on the basis of the rating of a written essay on a topic discussed during the lectures and on the basis of the rating of the student's extra-curriculum activity.

Recommended reading:

1. *Erlenmeyer-Kimling, L., Miller, N.E.* (1986). *Life-Span Research on the Prediction of Psychopathology*. Lawrence Erlbaum Associates, Hillsdale, NJ.
2. *Hersen, M., Robert T., Ammerman, R.T.* (2000). *Advanced Abnormal Child Psychology* Lawrence Erlbaum Associates, Mahwah, NJ.
3. *Hooper, S.R., Hynd, G.W., Mattison, R.E.* (1992). *Child Psychopathology: Diagnostic Criteria and Clinical Assessment*. Lawrence Erlbaum Associates, Hillsdale, NJ.
4. *Mash, E.J., Barkley, R.A.* (2003). *Child Psychopathology*. Guilford Press (2nd edition).
5. *Shapiro, D.* (2000). *Dynamics of Character: Self-Regulation in Psychopathology*. New York.
6. *Stirling, J. D., Hellewell, J.S.E.* (1999). *Psychopathology*. Routledge, London.

INCLUSIVE EDUCATION OF SPECIAL NEEDS CHILDREN

ECTS credits: 7

Weekly workload: 3 lectures+1seminar+1

Type of the course: compulsory

Form of Assessment: exam

Type of exam: written

Department: Department of "Pedagogy"

Faculty of Pedagogy

Lecturer:

Assoc. prof. Pelagia MihaylovaTerziyska, PhD. Department "Pedagogy"

E-mail: pterziyska@abv.bg

Course summary:

The course involves learning the specifics of integrating and inclusive education for children with special needs (SEN). Learning the skills to analyze problems related to the integration of children with SEN in the general education environment, knowledge and effective practical application of the ideas of integrated and inclusive education for these children, the construction of theoretical and practical models for such training.

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Content of the course:

The main substantive points were: origin and development of the idea of integration of people with SEN. Major contemporary normative documents for implementation of integrated and inclusive education of children with SEN. Familiarizing with premise, conditions, factors, methods of integrated education.

Teaching and assessment:

The course includes lectures and exercises. Knowledge is available in a system using interactive methods - case studies, discussions, debates, role-plays. During the training sessions to demonstrate examples of successful practices of inclusive education in the country and abroad. There are strict criteria for the development of essays, which are transmitted within a certain time and then check on them is discussed. The final mark is the result of continuous assessment and examination assessment.

Recommended readings:

1. Ainscow M., Booth T. (2003) The Index for Inclusion: Developing Learning & Participation in Schools. Bristol: Center for Studies in Inclusive Education
2. Bowe, Frank. (2005). Making Inclusion Work. Merrill Education/Prentice Hall.
3. Beattie, J., L. Jordan, B. Algozzine (2006). Making Inclusion work. Effective Practice for ALL teachers. Corwin Press, California
4. Bridges, S. (2005). "Inclusion and how to do it. Meeting SEN in primary classrooms", London: David Fulton.
5. Jorgensen, C., Schuh, M., & Nisbet, J. (2005). The inclusion facilitator's guide. Baltimore: Paul H. Brookes Publishing Co.
6. Terziiska, P. (2005). Integrated education for children with special educational needs.
7. Robert Holland (06/01/2002). "Vouchers Help the Learning Disabled: Lesson from 22 countries: Special-education students thrive in private schools". The Heartland Institute.

METHODOLOGY OF TEACHING LANGUAGE TO CHILDREN WITH SEN**ECTS credits: 7.0****Hours per week:** 3 lectures, 1 seminars, 1 practices**Type of the course:** compulsory**Assessment form:** exam**Leading department:** Faculty of Pedagogy, Department of Pedagogy**Lecturer:** Assoc. Prof. Maya Sotirova, Ph.D., Department of Pedagogy**E-mail:** mayasotirova@swu.bg**Annotation:**

The main aim of the course is development and improvement of student's professional competence through acquiring of theoretical knowledge and practical skills for effective language teaching of children with special educational needs (SEN).

The following purposes are decided during the study:

- to be acquired theoretical knowledge for the differences between speak and language and the stages of speak and language development through the childhood and the relation between the language, communication and cognitive development;

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- to be acquired theoretical knowledge for subjects, aims and purposes of language teaching;
- to be specified the aims of separated methodical parts, special features of class lessons structure and specific methodical approaches in teachers work;
- to be outlined peculiarities and specific difficulties in language teaching of children with SEN and concrete methodical approaches to be discussed in this context;
- to be defined the character of communicative approach in language teaching of special needs children.

Content of the course:

Speak and language. Stages of speak and language development. Methods of language teaching; Corrective purpose of language teaching of children with special educational needs; Methods of teaching for elementary literacy; Methods of teaching for development of grammatical concepts; Methods of literary education; Theoretical foundations of teaching for development of communicative language abilities etc.

Recommended reading:

Larsen-Freeman, Diane. Techniques and Principles in Language Teaching. Oxford University Press, USA: 2000. Print.

Meijer, C., Soriano, V. and Watkins, A. (eds.), 2006. Special Needs Education in Europe: Provision in Post Primary Education: European Agency for Development in Special Needs Education

Richards, Jack C.; Theodore S. Rodgers (2001). Approaches and Methods in Language Teaching. Cambridge UK: Cambridge University Press

Saussure, Ferdinand de (1986). Course in General Linguistics, translated by Roy Harris. Chicago: Open Court.

Special Educational Needs in Europe. The Teaching and Learning of Languages. European Commission, 2005

Genishi, C. (1998). Young Children's Oral Language Development. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education.

METHODOLOGY OF TEACHING NATIONAL GEOGRAPHY/HISTORY AND NATURAL HISTORY TO CHILDREN WITH SEN

ECTS credits: 7.0

Weekly classes: 3 lec. +15 sem.+ 1 practice

Type of the course: compulsory

Form of Assessment: exam

Type of exam: written

Department: Department of "Pedagogy"

Faculty of Pedagogy

Lecturer:

Assoc. prof. Pelagia MihaylovaTerziyska, PhD. Department "Pedagogy"

E-mail: pterziyska@abv.bg

Course summary:

The course includes the study of essence, sources and scientific basis of the methodology of educational content, objectives and tasks of the subjects Homeland, around the world, man and nature, man and society; of modern correctional-pedagogical technology of teaching and

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education of children with SEN . The essence and characteristics of specific principles and organizational forms appear to requirements for teacher education and training necessary documentation. Students acquire knowledge of the organization and planning of the educational work with students with SEN and reveal the possibilities of subjects to build the personality, the integration and socialization of students. Builds skills to using in different forms of organization of extracurricular activities and classroom level, using the wealth of methods and techniques studied. Students learn to diagnose performance and to modify and optimize the various elements of the training.

Content of the course:

The main substantive accents are: Subject, purpose, objectives and methodology sources; Specific principles and organizational forms of education and other requirements approaches, forms of organization of correctional- pedagogical work of teaching and education of children with SEN - lesson, extracurricular and informal, objective, objectives, content and expected results in the subjects, integrated development of personality, health and hygiene education and environmental education, teaching in homeland knowledge and mathematics - planning and organization, the realization of inter-subject and cross-curricular learning and integration.

Teaching and assessment:

The course includes lectures and seminars. Knowledge is available in a system using interactive methods - case studies, discussions, debates on the main theses of the topic, role plays, planning and conducting mini-experiments to analyze the behavior of students with SEN in different situations. Lectures are supported by numerous examples. There are strict criteria for the development of paperwork, which are transmitted within a certain time for checking. After that all papers will be discussed in class.

METHODOLOGY OF SPOKEN LANGUAGE IN CHILDREN WITH HEARING LOSS

ECTS credits: 4.5

Hours per week: 2 lect., 1 sem., 1 hours practice

Type of the course: elective

Hours per week: 2 lectures, 1 seminars, 1 hours practice

Assessment form: exam / continuous assessment

Leading department: Department of Pedagogy

Lecturer: Head Assistant Professor Svetoslava Saeva, PhD, Department of Pedagogy

e-mail: s_saeva@swu.bg

Annotation:

It is of great importance the way people communicate. Thus, people with hearing loss – either hard-of-hearing or deaf – need to know the visual and vocal characteristics of each sound of their native language. The purpose of language – communication – have to be achieved by the means of knowing their own language: for speaking it as well as for lip-reading it.

Contents of the course:

This course deals with the specifics and characteristics of the educational process of mastering a mother tongue. The course is divided into three topic parts. The first part is entitled “Theoretical base for teaching speech”, the second is “Methodological steps for delivering comprehensible pronunciation”, the third topic part is “Auditory-verbal therapy

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with children with different hearing levels”. The seminars cover the same topics as they are in the lectures but in a more detailed form. During the practice the students observe and analyse the work of a specialist with hearing impaired or deaf children/students.

Recommended reading:

1. Institute for disabilities research and training, Inc. (2012) I cue, u cure – ASL cued speech.
2. Putz, K. (2012) The parenting journey, raising deaf and hard of hearing children.
3. Scheetz, N. (2011) Deaf education in the 21st century: topics and trends.
4. Stewart, D., T. Kluwin (2001) Teaching deaf and hard of hearing students: content, strategies and curriculum.
5. Reiser, J. (2002) Voices of the oral deaf: fourteen role models speak out.
6. White, H. (2012) Speech for the dumb: the education of the deaf and dumb on the ‘pure oral’ system.
7. <http://schools.nyc.gov/TeachNYC/personnel/SpeechImprovement/speechlanguage.htm>
8. <http://www.oraldeafed.org/schools/>
9. <http://deafness.about.com/cs/communication/a/speechtherapy.htm>
10. <http://blog.asha.org/2012/03/29/auditory-verbal-therapy-supporting-listening-and-spoken-language-in-young-children-with-hearing-loss-their-families/>
11. <http://cochlearimplantonline.com/site/listening-and-spoken-language/auditory-verbal/>

METHODOLOGY OF TEACHING FOREIGN LANGUAGE OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

ECTS credits: 4.5

Hours per week: 2 lectures, 1 seminars, 1 practice

Type of the course: elective

Assessment form: exam / continuous assessment

Leading department: Department of Pedagogy

Lecturer: Head Assistant Professor Svetoslava Saeva, PhD, Department of Pedagogy

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Annotation:

Mastering a foreign language in modern times is a challenge and necessity for children with and without special needs. Using a foreign language, especially English, is a requirement for a successful personal and professional life. For children with special needs, sometimes knowing only the Roman alphabet is a condition for good self-esteem, better social life and good relationship with the others. This knowledge only is a prerequisite for easier communication and educational possibilities.

Contents of the course:

This course deals with the specifics and characteristics of the educational process of mastering a foreign language – namely English – by learners with special needs. The course is divided into two topic parts. The first part is entitled “Basic knowledge in teaching English as a foreign language”, the second is “Teaching English children with special needs”. The seminars cover the same topics as they are in the lectures but in a detailed form.

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Recommended reading:

1. Barnard, R., T. Glynn (eds) Bilingual children's language and literacy development. 2003
2. Bench, J. R. Communication skills in hearing-impaired children. London. 1992
3. Gebhard, J. (2010) Teaching English as a Foreign or Second Language, Second Edition: A Teacher Self-Development and Methodology Guide (Michigan Teacher Training)
4. Leonghart, A. Einfuhrung in die Horgeschaschdigtenpadagogik. Munchen, 1999
5. Lynas, W. Option in the education of Deaf children. London, 1994
6. McAnally, P., S. Rose, S. Quigley. Language learning practices with deaf children. 1987
7. Schein, J. D., D. A. Stewart. Language in motion. Exploring the nature of sign. Washington D.C., 1995
8. UNESCO. Education of deaf children and young people. 1987
9. Williams, D. Early listening skills. L. 1995
10. <http://www.archive.org/>
11. <http://signlanguage-bg.com/>
12. Bouvet, D. The path to language. Bilingual education for deaf children. 1990
13. Echevarria, J., M. Vogt, D. Short. Making content comprehensible for English language learners. The SIOP model. 2000
14. European Language Portfolio
15. <http://signlanguage-bg.com/>

METHODOLOGY OF TEACHING MATHEMATICS TO CHILDREN WITH SEN

ECTS credits: 6

Weekly classes: 3 cl.l.+1cl.sem.+1cl.exer.

Form of checking the knowledge: exam

Type of exam: writing, 6 semester

Departments involved:

Department of "Pedagogy"

Faculty "Pedagogy"

Lecturers:

Doc.phd D.Dimitrov

tel. 0886713659 , e-mail: doc_Dimitrov@yahoo.com

Anotatsiya: Training Course on Methods of teaching mathematics to children with SEN includes the study of the general layout of the forms and organization of educational activities of students in mastering mathematical knowledge; the methods and means that the educator used for motivating and activating them in learning the material content of the methodological work in mathematics to future teachers of children with special educational needs for the content of the initial course in mathematics and educational technology in learning it.

Course content: Reconnect the adapter for knowledge in general and methodological issues in methodology of teaching mathematics for children with special educational needs and specific questions about the methods and characteristics of the formation and management of mathematical knowledge of this category of children who relate to the formation of concepts about numbers and arithmetic operations tyax , measures and named numbers, text assignments, geometrical knowledge and more....

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Teaching: The course is designed as a series of lectures, seminars and practical classes introducing the main problems in the education of children with SEN. Practical exercises in school, the students prepare and export lessons.

METHODOLOGY OF ART ACTIVITIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

ECTS credits: 3,5

Hours per week: 2 lectures, 1 seminars

Type of the course: compulsory

Assessment form: exam / continuous assessment Written exam

Leading department: Faculty of Pedagogy, Department „Pedagogy”

Lecturer: Prof. Emil Kukov Ph.D., Department of Fine Arts.

tel: 393, e-mail: emil_kukov@swu.bg

Annotation:

This course is trying to differentiated general, specific and practical students training. With its specificity and content is helping the effective training of educators for special schools and mainstream schools where the pupils are integrated.

Content of the course:

First module: The theoretical training – types of arts, expression, techniques and materials. Fine Art children activity – main particularities and development. Arts - Nature, characteristics and division. Comparative analysis between the Fine arts and other arts. The theoretical foundations of Painting - basic expressions, materials and techniques. Theoretical foundations of graphic art and illustration - basic means of expressions, materials, techniques and types.

Theoretical foundations of sculpture – basic means of expressions, materials and techniques. Theoretical foundations of applied art.

Forms of Fine Arts activities and teaching methods. Children's pictorial activity - theories about the origin, nature and development of children's drawings. Child Development pictorial activity.

Second module: Importance of drawing in the general system of education of special schools students. Characteristics and features of Fine arts activity for children with intellectual disability. Correctional work of art lessons. Organizational forms of the educational work of art.

Recommended reading:

1. Виготски, Л.С. Въображение и творчество на детето. С., 1982.
2. Грошенков, И.А. Изобразителна дейност во спомагателној школе М., 1982.
3. Грошенков, И.А. Корективно-развијачка напредност обучение рисувању во спомагателној школе. В кн. Психологически проблеми корекционна работа во вспомагателној школе” М. 1980.
4. Грошенков, И.Д. Цвят в рисунка ученици во вспомагателној школе. В кн. “Вопроси олигофренопедагогика”. М. 1972.
5. Димчев, В. Изобразително изкуство - методика С. 1993.
6. Димчев, В. Развитие на художествено-изобразителна дейност С., 1978.
7. Димчев, В., Ст. Раканов. Рисување и изобразително изкуство С., Н.П. 1980.
8. Изобразително изкуство - ръководства за учители от I до IV клас. С., Н.П. 1973-1985.
9. Куков, Е. Живопис, обучение и творчество. Благоевград. Универзитетско издателство “Н. Рилски”. 2003.

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10. Левин, С. Ваш ребенок рисует. М., 1980.
11. Мухина, В. Изобразительная дейность на детето като форма за усвояване на социалния опит. С., 1985.
12. Cholakova, M., D. Georgieva. The Present Situation and the Future Development of Special Education in Bulgaria. *10th World Congress of the International Association for the Scientific Study of International Disabilities*. 8-13 July, Helsinki, Finland, 1996.
13. Georgieva, D., M. Cholakova. Speech and Language Disorders in Children With Intellectual Disability. *10th World Congress of the International Association for the Scientific Study of International Disabilities*. 8-13 July, Helsinki, Finland, 1996
14. Jonsson, T., D. Georgieva. OMAR in Rehabilitation. *International Course on Operations Monitoring and Analysis of Results in Rehabilitation*. Geneva, Switzerland, 2-7 December, 1996.
15. Georgieva, D., M. Cholakova. Inclusive Education. *International Course on Operations Monitoring and Analysis of Results (OMAR) in Rehabilitation*. Geneva, Switzerland, 2-7 December, 1996
16. Kauffman, J. M., D. P. Hallahan. Handbook on Special Education. Routledge, Taylor & Frances, 2011

METHODOLOGY OF PHYSICAL EDUCATION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

ECTS credits: 3,5

Weekly classes: 2 +0 +1

Form of Assessment: exam

Type of exam: written

Departments involved: Theory and Methodology of Physical Education,
Faculty of Education

Lecturer: Prof. Kiril Kostov, GSM: 0894426022

Summary:

Methodology of physical education is summarized educational discipline, which introduces students to theoretical and methodological problems of physical education and its specific features in terms of inclusive education and special schools. The themes and content of the course are closely related to the specifics in the development and education of pupils with special educational needs (SEN). As the course provides specific theoretical and practical observations (Observation).

All training students is subject to the requirements and mainly theoretical and methodical, practical training of students in the specific conditions of the educational and correctional healing process with students from special schools in terms of integrated education. This discipline is closely related to special education in integrated education of children with SEN, the anatomy and physiology of healing gymnastics and music.

Course content:

By studying this course is aimed at solving the following tasks:

1. Learning the necessary minimum of theoretical knowledge about the importance of physical education to the proper morphs functional development of children, and knowledge to implement correctional rehabilitation work with children with SEN.

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2. Studying the specific methodology and practical knowledge and skills for organization and management of physical education in a special school, as well as methods of teaching the curriculum in physical education in these schools.

Teaching and assessment:

Auditory employment takes the form of lectures and observation. It also provides assignments to develop term papers, essays, term, synopsis of lesson, work online, advice and more. The assessment is based on the demonstration of knowledge and the current control.

METHODOLOGY OF TEACHING MUSIC TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

ECTS credits: 3,5.

Form of Assessment: Exam

Protection Department involved:

Department of Special Education

Faculty of Education

Lecturer:

Prof. Assen Nikolina Ognenska

Tel: 0887 85 85 03, E-mail: ognabg@gmail.com

Weekly classes: 2 + 1 + 0.

Type of exam: practical and

a paper.

Course description:

Methodology course of music education for children with special educational needs is for students of Master's in Special Education. It includes the minimum basic knowledge of music that are associated with the formation of the musical abilities of the students.

The main objective of the course is:

To prepare students to pursue musical education process in primary school, where children are integrated with special educational needs.

Contents of the course:

The course covers the basic elements of music and how they save. Provide technology for forming musical abilities and conducting musical activities. The seminars are practical tasks and develop musical and educational games.

Teaching and assessment:

Early reviews the musical system and its constituent musical elements. He then developed the methodology for the formation of musical abilities that are associated with the musical elements. Finally, we provide specific requirements for conducting basic musical activities.

The test is done by studying the development of writing a song and presentation of instrumental work and an oral exam syllabus.

METHODOLOGY OF DESIGN AND TECHNOLOGIES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

ECTS credits: 5

Type of the course: compulsory

Assessment form: exam

Methodological guide: Department Pedagogy, Faculty of Education

Lecturer: assoc. prof. V. Georgieva. PhD

e-mail: vanyage@abv.bg

Hours per week: 2 lectures, 1 seminars

Type of exam: written

Annotation:

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This course provides competencies to the forms and methods of facilitating the process of building labor and technical culture of persons with special needs. The focus is on the conditions that must be provided for the implementation of specific and constructive labor and technical support and school-age opportunities for economic education of persons with special educational needs in developing corrective functions work with different materials and the role of resource centers in the development of functional literacy of persons with special educational needs of different age groups.

Content of the course:

Structural and functional models of the process of learning in employment issues in development - intellectually and physically.

- Specificity of the contents and forms of realization of technical education in the country in mainstream schools and those with SEN.
- Concept of technological culture and functional literacy - Propaedeutics components, affect the purpose of labor education in different age groups.
- Economic education - nature, milestones, key strategies and methodology. Forms of vocational and continuing education.
- Levels of development of the constructive and technical activities and educational aspects.
- Characteristics of educational situations to work with different materials.
- SER for Customs and CCS technologies and capabilities to achieve them in people with SEN
- Specificity of labor education and training in the upper age groups.

Recommended reading:

Lectures complimentary to individual and group activity on case studies, small group discussions, simulations, design activities, development of alternatives pedagogical situations. Lectures are given information about the structure of the labor, technical, organizational and technological culture in different age periods for the content of technical education and initial steps in the economic education of children, learning culture bita.Sravnyavat Different approaches to selecting teaching strategies and examine the possible performance levels with different materials.

Through seminar exercises improve knowledge work invariant in different teaching situations and typical organizational forms and approaches of labor education. The exercises are also designed to address the specific techniques of working with different construction materials and technology, graphical modeling exercises and other teaching situations. Students gain skills in planning and conducting activities with persons with special educational needs under the conditions of work in a school and in the integration of children with SEN in mainstream schools.

Use:

- Slides with text and graphics for lectures and seminars
- Scrolls of the plan - Sample synopses with custom objects or technical drawings
- Posters for debate during exercise
- Prospectuses of different construction kits and LEGO DAKTA

CURRENT PEDAGOGICAL PRACTICE

ECTS credits: 6.5

Hours per week: lectures, seminars, 5 hours practice

Type of the course: compulsory

Assessment form: exam / continuous assessment

Leading department: Department of Pedagogy

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Lecturer: Head Assistant Professor Svetoslava Saeva, PhD, Department of Pedagogy
e-mail: s_saeva@swu.bg

Annotation:

This practice is placed in the seventh semester of university education where bachelor students have five hours per week (placed in one day of the week) when they themselves work with students with special needs under the guidance of full-time teacher as well as under the control of a university lecturer who is their supervisor. This pedagogical practice prepares the university students for their next practice in the eighth semester when they are thoroughly engaged with teaching students with special needs.

Contents of the course:

The pedagogical practice consists of two main parts: practical and administrative. The first one deals with the work of the university students with the children with special needs, the skills and qualities they possess for team work with the other teachers, the approaches they use, the didactical materials they create and use in their work. The second part is the administration of the whole process: there are models and plans that the students must prepare for every single lesson they teach or observe during this practice. The number of lesson plans must equal the total number of hours for the practice.

Recommended reading:

1. Cummins, J. (1984) Bilingualism and special education: issues in assessment and pedagogy.
2. Linton, S. (2010) Lesson ideas and activities for young children with autism and related special needs: activities, apps & lessons for joint attention, imitation, play, social skills.
3. Norwich, B., A. Lewis (2004) Special teaching for special children: a pedagogy for inclusion? (inclusive education)
4. Onaga, E., B. Rohde, Al Whiren and M. Kostelnik (2001) Children with special needs: lessons for early childhood professionals.
5. Saeverot, H. (2012) Indirect pedagogy: some lessons in existential education.
6. Walsh, B., R. Dolan (2013) A guide to teaching practice in Ireland.
7. <http://www.educ.mq.edu.au/ee/show.aspx?pid=9>
8. <http://web.cortland.edu/flteach/mm-course/goals.html>
9. <http://education.exeter.ac.uk/projects.php?id=485>
10. <http://www.dwrl.utexas.edu/old/category/students/pedagogy-lesson-plans>

LEGISLATION AND MANAGEMENT OF SPECIAL SCHOOL AND RESOURCE CENTER

ECTS credits: 3,5

Hours per week: 2 lectures, 2 seminars

Type of the course: Elective

Assessment form: exam

Leading department: Faculty of Pedagogy, Department of Pedagogy

Lecturer: assoc prof Vanya Georgieva, Department of Pedagogy

e-mail: vanyage@abv.bg

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Annotation:

In the course content includes basic principles of providing psychological and educational support for children with special educational needs by European and national legislation and management of special schools and resource centers

Content of the course:

- Basic Principles of European legislation on working with children with special educational needs
- National regulations and legislation
- Basic functions of management.
- Management of various types of special schools and childcare centers
- Management Resource Centre
- Pedagogical interaction of teachers in other contact groups
- Organizational culture and organizational development

Recommended reading:

1. www.european-agency.org - European Agency for Development in Special Needs Education:
 - Integration in Europe: Provision for Pupils with Special Educational Needs. Trends in 14 European Countries, 1998
 - Financing of Special Needs Education. A Seventeen-country Study of the Relationship between Financing of Special Needs Education and Inclusion. 1999.
 - Special Needs Education in Europe, (Volume 2), PROVISION IN POST-PRIMARY EDUCATION, Thematic Publication, European Agency for Development in Special Needs Education, 2008
 - All of the Agency documents listed above are available to download free of charge in various European languages from:
<http://www.european-agency.org/site/info/publications/agency/index.html>
2. European Union (2003) Council Resolution of 15 July 2003 on promoting the employment and social integration of people with disabilities (2003/C 175/01)
3. European Union (2003) (Council Resolution of 5 May 2003 on *Equal opportunities for pupils and students with disabilities in education and training*) 2003/C 134/04: Journal officiel nr C 134 du 07/06/2003, p. 6-7
4. Meijer, C.J.W. (1999) *Financing of Special Needs Education*. Middelfart: European Agency for Development in Special Needs Education
5. Meijer, C.J.W. (2003). *Inclusive education and classroom practices*. Middelfart: European Agency for Development in Special Needs Education.
6. Meijer, C.J.W. (2005) *Inclusive education and classroom practice in Secondary Education*. Middelfart: European Agency for Development in Special Needs Education.
7. Pijl, S.J., Meijer, C.J.W., Hegarty, S. (eds) (1997) *Inclusive Education, A Global Agenda*, London: Routledge
8. UNESCO (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris:
UNESCO <http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf>

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United Nations (2006) *Convention on Rights of People with Disabilities* <http://www.un.org/disabilities/convention/conventionfull.shtml>

9. Shea Thomas M. & Bauer Anne Marie, *An Introduction to Special Education*, 2nd Edition, Brown&Benchmark Publ.,
10. Angela Dare, Margaret O'Donovan, *Good Practice in Caring for Young Children With Special Needs*
11. Terry Librairie Lavoisier. *Assessing learners with special needs* (6th ed) OVERTON