



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

***PROGRAM DESCRIPTION***

**MASTER'S PROGRAM  
SPECIAL PEDAGOGY**

Field of higher education:	<b>1. Pedagogical sciences</b>
Professional area:	<b>1.2. Pedagogy</b>
Degree:	<b>Master's</b>
Professional qualification:	<b>Special pedagogue, teacher at special school and resource teacher</b>
Period of education:	<b>Three semesters</b>
Form of education:	<b>Full-time</b>
Code:	<b>01.05_6.12.20</b>

**EDUCATIONAL GOALS**

Master's program in Special Education at South-West University "Neofit Rilski" (SWU) is meant only for foreign students and prepares special education teachers to become master teachers, assume leadership roles in special education, and conduct pedagogical research in the special education classrooms. The master's program in Special education at SWU has a high reputation in the regional and state educational community.

The master of Special Education is intended for practising teachers and others with relevant experience who wish to gain postgraduate professional qualifications in special education and to acquire or update their expertise. The approach used in the program (Master of Special Education) blends theory and practice, with an emphasis on applying research findings to best teaching practices.

**PROGRAM STRUCTURE**

The Special education curriculum and syllabus are developed according to the standards for professional qualification for special pedagogues and resource teachers in Bulgaria and meet the requirements of the Law for higher education in Bulgaria.

The period of teaching this Master's program is 3 (three) semesters - for students who have completed bachelor's degree in professional area Pedagogy. The curriculum consists of 630 hours classwork that equals 90 ECTS. The ECTS are divided equally in the three 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 programme structure provides compulsory, elective and facultative courses.

**The compulsory courses** (450 hours - 57 ECTS) 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** (180 hours - 18 ECTS) provide widening of the general and basic knowledge and help students acquire special information in two main directions of special pedagogy – work with persons with mental retardation and persons with hearing loss.

The proportion between compulsory and elective courses is 68,2 % : 31,8%.

**The facultative courses** give the possibility to the students to acquire new skills and knowledge of their interest that are not part of the curriculum.

Students are to graduate after they successfully pass their state exam or defend their thesis. For that final part of the master’s programme they gain 15 more ECTS (article 10 of Regulation № 21 from 30.09.2004).

### **EDUCATIONAL GOALS OF SPECIAL EDUCATION**

The main goal of the program is to qualify specialists who can successfully occupy different positions in the educational system dealing with problems of special pedagogy.

**Educational mobility and international compatibility of the expertise gained at SWU Master’s program in Special education.**

The curriculum 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 - level 7 according to the national qualification framework. 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>First semester</i>		<i>Second semester</i>	
<b>Compulsory courses</b>	<b>ECTS credits</b>	<b>Compulsory courses</b>	<b>ECTS credits</b>
1. Inclusive education of special needs children	5,0	1. Comparative special education	4,0
2. Education of children with attention deficit hyperactivity disorder	5,0	2. Pedagogy of persons with hearing loss	5,0
3. Pedagogy of persons with mental retardation	5,0	3. Language teaching of children with special needs	4,0
4. Working with children with learning difficulties	5,0	4. Methods for research and analysis of speech and language pathology	4,0
		5. Pedagogical practice	5,0

Elective courses		Elective courses	
1. Work with families of children with special needs	5,0	1. Education and development of special needs children	4,0
2. Clinic of mental retardation	5,0	2. Foreign language teaching of children with special needs	4,0
3. Information technologies in special education	5,0	3. Art pedagogy in special education	4,0
4. Pedagogy of the visually impaired		4. Education of children autistic spectrum	4,0
5. European legislation in special education	5,0	5. Education of children with multiple disabilities	4,0
6. Non-verbal communication with children with special needs		6. Sign language	4,0
<i>Students should choose two elective courses</i>		<i>Students should choose two elective courses</i>	
	<b>Total: 30</b>		<b>Total: 30</b>
<b>Third semester</b>			
<b>Compulsory</b>			
Pedagogical practice	15		
Graduation:	15		
State exam in Special pedagogy or defense of a thesis			
	<b>Total: 30</b>		

## SHORT INFORMATION AND DESCRIPTION OF THE COURSEES

### INCLUSIVE EDUCATION OF SPECIAL NEEDS CHILDREN

**ECTS credits:** 5

**Weekly workload:** 2 lectures+1 seminar

**Type of the course:** compulsory

**Form of Assessment:** exam

**Type of exam:** written

**Department:** Department "Pedagogy"

Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia Mihaylova Terziyska, 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

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application of the ideas of integrated and inclusive education for these children, the construction of theoretical and practical models for such training.

**Course content:**

The main accents are: 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 the prerequisites, conditions, factors, methods of integrated education.

**Teaching and assessment:**

The course includes lectures and exercises. Knowledge is acquired in a system by using interactive methods - case studies, discussions, debates, role-plays. During the training sessions are demonstrated examples of successful practices of inclusive education in the country and abroad. There are strict criteria for the development of essays, which are set within a certain timeline and then checked and 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.

**EDUCATION OF CHILDREN WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER**

**ECTS credits :** 5.0

**Form of Assessment:** exam

**Semester**

**Weekly workload:** 2 h.l +1 seminar

**Type of exam:** written

**First**

**Methodological management:**

Department "Preschool and Primary School Education", Faculty of Education

**Lecturer:**

Assoc.Prof. Mariana Balabanova, Department of Preschool and Primary School Education

E-mail: [balabanova\\_1956@abv.bg](mailto:balabanova_1956@abv.bg)

**Abstract:** The course involves learning the specifics of integrating and inclusive education for children with Attention deficit hyperactivity disorder. The course aims are introducing students in the educational and behavioral problems of the children with ADHD and absorption of specific rehabilitation strategies for its modifying using the methods,

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procedures and techniques of corrective pedagogy, including and psychostimulant and psychotherapeutic methods.

**Course content:**

Introduction to the issue –ADHD (Attention deficit hyperactivity disorder) . Timeliness and relevance. ADHD-essence, causes: Genetics, Environment, Society Hyperactive children and students - specific symptoms and classification. Etiologic classification of attention-deficit/hyperactivity disorder. Attention deficit hyperactivity disorder management. Educational technology for students with ADHD. Treatment strategies: Parent Education, Behavior Modification Programs for Home and School, Relaxation Training to Improve Emotional Control, Cognitive Behavioral Therapy to Improve Motivation, Problem Solving Skills and Self-Esteem, Fun Cognitive Rehabilitation Exercises (Brain Training) to Improve Attention, Concentration and Executive Functioning Parent Coached Social Skill. Games to help children with ADHD. Art and pedagogical approaches to communicate with children with ADHD. Counseling parents of children with ADHD.

**Teaching and assessment:**

In addition to developing written on the topic as part of the final assessment, the curriculum provides presentation of two diagnostics and methodological problems (cases) to form an assessment of the current control.

The evaluation of the results achieved in the process of learning is consistent with the requirements of Ordinance № 21 of the Ministry of Education on September 30, 2004 to implement the system of accumulation and transfer of credits.

There are 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. For each completed task, students receive a certain notional units. If he does not complete the necessary number of notional units during the semester to obtain credit, the teacher sets out additional tasks for admission to correctional or liquidation session

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 (60% of final grade).

At the end of the training, integrated assessment is formed on the basis of **evaluation:**

- Demonstration of acquired methodical and technological competence in the monitoring and examination.

- Analysis of the results achieved in the task presented at the beginning of the course

**PEDAGOGY OF PERSONS WITH MENTAL RETARDATION**

**ECTS credits:** 5

**Weekly workload:** 2 lectures+1 seminar

**Type of the course:** compulsory

**Form of Assessment:** exam

**Type of exam:** written

**Department:** Department "Pedagogy"

Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia Mihaylova Terziyska, 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

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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 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. 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 acquired in a system by 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

**WORKING WITH CHILDREN WITH LEARNING DIFFICULTIES**

**ECTS credits: 5**

**Hours per week: 2 lectures +1 seminars**

**Type of the course:** compulsory

**Assessment form:** written exam

**Leading department:** Faculty of Philosophy, Department of Psychology

**Lecturer:** Prof. Ivanka Asenova, PhD, Department of Psychology, Faculty of Philosophy

**e-mail:** [asenova\\_iva@swu.bg](mailto:asenova_iva@swu.bg)

**Annotation:**

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Within the curriculum of the course “Working with children with learning difficulties” students will acquire basic knowledge about the basic knowledge about the nature, causes and the main symptoms of various types of learning disabilities as well as for general and specific in the work (intervention and education) with various categories of children with learning disabilities.

Students are gain knowledge on important strategies in education of different categories of children with learning disabilities and acquire basic skills for carrying out individual plans for these children.

### **Content of the course:**

The content of the subject includes the following main modules: 1) The concept of children with learning difficulties. Identification of children with learning difficulties. Main symptoms of learning difficulties (early and typical); 2) Specifics of education of different types of learning difficulties; 3) Assessment of the individual status of a child with learning difficulties and development an individual plan for education; prevention of learning difficulties; Consultation and teamwork with parents, teachers and environment of students with learning difficulties.

### **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 students’ results is done according 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:**

Цветкова, С. Децата с трудности в ученето. С., 2004.

Bax M. Specific Learning disorders / neurodevelopmental disorders. *Developmental Medicine & Child Neurology*. Editorial 1999;41:147.

Cramer SC, Ellis W. Introduction. *Learning Disabilities: Life Long Issues* xxvii-xxxi. Brookes 1996.

Fletcher, J.M., Coulter, W.A., Reschly, D.J. & Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia*, 54, 304-331.

Gambrell, L. B., Morrow, L. M., Neuman, S. B., & Pressley, M. (1999). (Ed.) *Best Practices in Literacy Instruction*. New York: Guilford Press.

Gersten, R., Jordan, N.C., Flojo, J.R. (2005). Early identification and interventions for students with mathematics difficulties. *Journal of Learning Disabilities*, 34, 293-304.

McLoughlin, J., R. Lewis. *Assessing special students: Strategies and procedures*, 1981.

Mercer, C. *Students with Learning Disabilities*, 1992.

## **WORK WITH FAMILIES OF CHILDREN WITH SPECIAL NEEDS**

**ECTS credits:** 5

**Weekly workload:** 2 lectures+1 seminar

**Type of the course:** elective

**Form of Assessment:** exam

**Type of exam:** written

**Department:** Department of Pedagogy

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Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia Mihaylova Terziyska, PhD, Department "Pedagogy"

e-mail: pterziyska@abv.bg

**Course summary:**

The aim of the course is to clarify key concepts in working with families of children with SEN, to acquire basic knowledge on the technology of conducting consultative work with families of different categories of children with SEN.

**Content of the course:**

The focus is on the most common areas of work and consultation to families of children with SEN; socio-pedagogic work in conflict relationships between parents and children and between children with SEN and their schoolmates; place and role of family in the system of integrated education; models of interaction between parents and professionals.

**Teaching and assessment:**

Lectures take place on the approved manner. Homework provides conduct research, solving tests and development of topics in theoretical and scientific practical orientation. The final mark of the course is formed at the end of the course by assessing the students' answers on a written question on a topic from the syllabus, and reports the results of the monitoring.

**Recommended readings:**

1. Appleton,P.(1995). Parental participation in child development centers. In N.Spencer (Ed.). Progress in Community Child Health. Churchill Livingstone:Edinburgh,UK, Vol.1, pp.70- 80.
2. Ahmann, E.; Johnson , B, 2000.Family-centered care: facing the new millennium. Pediatric Nursing, Jan/Feb 2000, Vol .26 Issue 1,87-91
3. McWilliam,P.J.(1996). Family-Centered Practices in Early Intervention. In: Mc William, P.Winton, E.Crais (Eds.). Practical Strategies for Family-Cantered Early Intervention. Singular Publishing Group, Inc., San Diego-London, pp.1-13
4. McWilliam P.J. (1996). Family-Centred Intervention Planning, In Mc William, P.Winton, E.Crais(Eds.). Practical Strategies for Family-Centred Early Intervention. Singular Publishing Group, Inc., San Diego-Londonp. 97-123
5. Shelton, T. et al. (1992). Family-centered care for children with Special health care needs (92<sup>nd</sup> Ed.) Washington, DC: Association for Care of Children's Health
6. Terziiska, P. (2006). Integration von Kindern mit speziellen Lernbedürfnissen in die allgemeine Schule. Germany

**CLINIC OF MENTAL RETARDATION**

**ECTS credits: 5**

**Weekly workload:** 2 lectures,1 seminars

**Type of the course:** elective

**Assessment form:** exam / continuous assessment

**Department:** Department of Pedagogy

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

Department of MedicalSocial Sciences

tel: 359 899817958 , e-mail: v\_stancheva@swu.bg

**Course summary:**

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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 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](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 DevelopmentalDisabilities (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

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- 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](http://www.naso.bg/attach/025%20White%20Paper.pdf). [Accessed 5 March 2011]
15. World Health Organization. Atlas: Global Resources for Persons with Intellectual Disabilities, 2007.

## INFORMATION TECHNOLOGIES IN SPECIAL EDUCATION

**ECTS credits: 5.0**

**Weekly workload:** 2 lectures, 1 seminar

**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

**e-mail:** s\_saeva@swu.bg

### Course summary:

Information technologies (IT) are a modern and dynamic area, where innovations are designed in very short terms. There are many new IT products software for children with special needs created in order to enhance their academic achievements and cognitive skills. The topics in this course of lectures aim at acknowledging the master's students with some of the most popular computer programs for children with special needs.

### Contents of the course:

This course is divided into two topic parts. The first part is entitled "Theoretical base" and the second is "Special programs for people with special needs". The second topic part includes special computer programs for the different categories children with special needs – JAWS, SpeechLab, NVDA. Екранна лупа. MAGic screen magnification software, PEARL portable reading solution, OpenBook. PAC Mate Omni, StreetTalk, ScanTalker, Text-to-speech (TTS), Digital Accessible Information System (DAISY), RIAS (Remote Infrared Audible Signage), Palantype (speech-to-text reporter), Real-time text (RTT), Teletypewriter (TTY), Eye Response Technologies, Cogmed, BrainWare Safari, BrainBuilder, Brain Skills, Personal Emergency Response Systems (PERS), FSTTY и FaceToFace. The seminars cover the same topics as they are in the lectures but in a detailed form.

### Recommended reading:

1. Faulkner, S. NVDA – a free and open source screen reader for Windows. The Paciello group. 2008
1. Lai, E. Microsoft grows DAISY for blind computer users while Adobe wilts. Accessibility format gets boost from maker of world's biggest text-authoring tool. *ComputerWorld*, May 2008:  
[http://www.computerworld.com/s/article/9084438/Microsoft\\_grows\\_DAISY\\_for\\_blind\\_computer\\_users\\_while\\_Adobe\\_wilts](http://www.computerworld.com/s/article/9084438/Microsoft_grows_DAISY_for_blind_computer_users_while_Adobe_wilts)
2. Special needs software: <http://www.educational-software-directory.net/special-needs>
3. Zamfirov, M., S. Saeva. "Erste Schritte in die Physik für Gehörlose" - neues computerisiertes Lernprogramm in Bulgarien. *Heilpädagogik*, Issue 04|2008

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4. Zamfirov, M., S. Saeva, T. Popov. Innovation in teaching deaf students physics and astronomy in Bulgaria. Journal of Physics Education. Phys. Educ. 42 (2007)
5. Apple special education softwares: <http://www.apple.com/education/special-education/>
6. Education world: <http://www.apple.com/education/special-education/eSpecial needs:>  
<http://www.especialneeds.com/special-needs-software.html>
7. <http://signlanguage-bg.com/>
8. Kleiman, G., M. Humphrey. Computers make special education more effective and fun. [http://www.atarimagazines.com/creative/v10n10/96\\_Computers\\_make\\_special\\_ed.php](http://www.atarimagazines.com/creative/v10n10/96_Computers_make_special_ed.php)
9. Software and hardware for persons with special needs: <http://www.rjcooper.com/>
10. Special education softwares:  
[http://www.dmoz.org/Computers/Software/Educational/Special\\_Education/](http://www.dmoz.org/Computers/Software/Educational/Special_Education/)
11. Weiner, R. Computers for special education planning for the 1900s. Techtrends. Volume 35, Number 4 18-22

## EUROPEAN LEGISLATION IN SPECIAL EDUCATION

**ECTS credits:** 5,0

**Weekly workload:** 2 lectures, 1 seminar

**Type of the course:** elective

**Type of exam:** written

**Assessment form:** exam

**Type of exam:** written

**Department:** Department Pedagogy, Faculty of Education

**Lecturer:** Head assistant: Milena Dimitrova Levunlieva, PhD, Department of Pedagogy

**e-mail:** alepha\_milena@yahoo.com

### Course summary:

The content of the course includes: International principles and legal recognition of the requirements for working with people with special needs; Legislation foundations of the management of resource centers, institutions and centers for children with special educational needs; Legal requirements for providing accessible environment purpose

The goal is students to navigate for the main legislative frameworks that meet recognized international principles and requirements for working with people with special needs.

Through lectures and exercises they receive competencies for:

- Purpose of requirement for education of children with special educational needs
- Main requirement for education of children with special educational needs, presented in the normative documentation
- Main requirement for ensure the psychological and the pedagogical support of such children
- Concept of a supportive environment in the regulations of the various European institutions
- The work of the commissions and the teams (groups) in the educational environment
- Requirements for the special educational programs

## NON-VERBAL COMMUNICATION WITH CHILDREN WITH SPECIAL NEEDS

**ECTS credits:** 5.0

**Weekly workload:** 2 lectures, 1 seminar

**Type of the course:** elective

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**Assessment form:** exam / continuous assessment

**Department:** Department of Pedagogy

**Lecturers:**

Assoc. Prof. Katya Dionisieva, PhD

**e-mail:** katyadionissieva@swu.bg

Head Assistant Professor Svetoslava Saeva, PhD, Department of Pedagogy

**e-mail:** s\_saeva@swu.bg

**Course summary:**

Non-verbal means of communication are often the only possible way of contacting children with special needs. The non-verbal communication is the main way of communication when it comes to children with severe language, speech and hearing disorders as well as to children who are deaf-blind and with most of the multiple disabled children. The main topics in this course deal with some of the most popular systems of non-verbal communication used in the practice of the special teacher throughout the world in their work with the so called “non-verbal” children.

**Contents of the course:**

This course is divided into three topic parts. The first part is entitled “Basic theory”, the second “Sign language and finger spelling”, and the third “Systems of non-verbal communication with children with special needs”. The seminars cover the same topics as they are in the lectures but in a detailed form.

**Recommended reading:**

1. Bangs, L. Language and Learning Disorders of the Pre-Academic Child. 2000
2. Bishop, D., K. Mogford. Language Development in Exceptional Circumstances. Lawrence Erlbaum Associated Publishers, Hove, United Kingdom, 1993
3. Cornwall, J. Access to Learning for Pupils with Disabilities. London, David and Fulton Publishers, 1997
4. Farrell, P. Children with Emotional Behavioral Difficulites. London: The Falmer Press. 1995
5. Martin, D., C. Miller. Speech and Language Difficulites in the Classroom. London: David Fulton Publishers, 1996
6. Rainov, W. Spezifik der Sprachfehler gesunder Erwachsener bei verschiedener Spannungs- und Streßsituationen.-In: D. Linke Ed.,Grundlagen gestörter Kommunikation. Bonn, Bouvie ( im Druck,150 S.).- In: Български език, прилож. 2007.
7. <http://www.ldonline.org/>
8. <http://www.aacap.org/>
9. <http://www.makaton.org/>
10. <http://www.pecs.com/WhatsPECS.htm>
11. <http://signlanguage-bg.com/>
12. [http://www.rnid.org.uk/information\\_resources/communicating\\_better/fingerspelling/fingerspelling\\_tool/](http://www.rnid.org.uk/information_resources/communicating_better/fingerspelling/fingerspelling_tool/)
13. <http://www.pgss.org/>
14. [http://www.signonline.org.uk/sign\\_linguistics/bsl/paget\\_gorman\\_sign\\_system.php](http://www.signonline.org.uk/sign_linguistics/bsl/paget_gorman_sign_system.php)
15. <http://www.ncbi.nlm.nih.gov/pubmed/8901351>
16. <http://www.seecenter.org/>
17. [http://en.wikipedia.org/wiki/Signing\\_Exact\\_English](http://en.wikipedia.org/wiki/Signing_Exact_English)
18. [http://en.wikipedia.org/wiki/Sign\\_languages](http://en.wikipedia.org/wiki/Sign_languages)
19. <http://www.uiowa.edu/~c003140/Frameset1.html>
20. <http://www.signedlanguage.co.uk/SignSupportedEnglish.html>

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21. <http://www.atlas-translations.co.uk/english/sse/index.php>
22. <http://www.cuedspeech.org/>
23. <http://deafness.about.com/cs/signfeats2/a/pidginsign.htm>
24. [http://www.afideo.org/article.php3?id\\_article=105](http://www.afideo.org/article.php3?id_article=105)
25. <http://www.archive.org/>
26. <http://signlanguage-bg.com/>

## COMPARATIVE SPECIAL EDUCATION

**ECTS credits:** 4

**Weekly workload:** 2 lectures+1 seminar

**Type of the course:** compulsory

**Type of exam:** written

**Form of Assessment:** exam

**Department:** Department "Pedagogy"

Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia Mihaylova Terziyska, PhD. Department "Pedagogy"

e-mail: pterziyska@abv.bg

### **Course summary:**

The course includes the study of the status and trends in the development of the training, upbringing, rehabilitation, socialization of persons with special needs in various countries. The main purpose is students to acquire knowledge of the essence and peculiarities of special education in various countries around the world to know and use foreign experience in building, change and management of the educational activity.

### **Content of the course:**

The main accents are: educational systems, educational work, professional realization, social adaptation and training of personnel for special and integrated education and education in different countries and at home. Consider the policy, legislation, organization, structure and funding of special education in various countries worldwide. Special education in Europe - in Scandinavia, in Western Europe, Eastern Europe. Special education in the U.S. and Canada. Special education in Latin America. Special education in Asia. Special education in African countries.

### **Technology of the training and assessment:**

The course includes lectures and seminars. Knowledge is acquired in a system by using interactive methods - case studies, drafting and completion of tests, discussions, debates, role-plays. 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. Barton, Len and Felicity Armstrong (2007). Disability, Education, and Inclusion.
2. Pepper, David ( 2007). Assessment for disabled students: an international comparison. Qualifications and Curriculum Authority.
3. Report (2005) by Ministry of Education, Youth and Employment of Europe
4. Smith P (October 2007). O'Brien, John. ed. "Have we made any progress? Including students with intellectual disabilities in regular education classrooms". *Intellect Dev Disabil* 45 (5): 297–309
5. Terziyska, P. (2006). Integration von Kindern mit speziellen Lernbedürfnissen in die allgemeine Schule. Germany

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## PEDAGOGY OF PERSONS WITH HEARING LOSS

**ECTS credits: 5.0**

**Weekly workload:** 2 lectures, 1 seminar

**Type of the course:** compulsory

**Hours per week:** 30 hours lectures, 15 hours seminars

**Assessment form:** exam / continuous assessment

**Department:** Department of Pedagogy

**Lecturers:**

Assoc. Prof. Katya Dionisieva, PhD

**e-mail:** [katyadionissieva@swu.bg](mailto:katyadionissieva@swu.bg)

Head Assistant Professor Svetoslava Saeva, PhD, Department of Pedagogy

**e-mail:** [s\\_saeva@swu.bg](mailto: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 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/>

## LANGUAGE TEACHING OF CHILDREN WITH SPECIAL NEEDS

**ECTS credits: 4.0**

**Weekly workload:** 2 lectures, 1 seminar

**Type of the course:** compulsory

**Assessment form:** exam

**Department:** Department of Pedagogy

**Lecturer:** Assoc. Prof. Maya Sotirova, Ph.D., Department of Pedagogy

tel: 0888 699051, e-mail: [mayasotirova@swu.bg](mailto:mayasotirova@swu.bg)

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**Course summary:**

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;
- 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). Coursee in General Linguistics, translated by Roy Harris. Chicago: Open Court.

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

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

**METHODS FOR RESEARCH AND ANALYSIS OF SPEECH  
AND LANGUAGE PATHOLOGY****ECTS credits: 4.0****Hours per week: 2 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

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**Annotation:**

The course "Methods for the Study of Language and Speech Pathology" examine the theoretical and practical aspects of diagnosis and its place in the process of speech therapy assessment and therapy. It presents the methods and principles of Speech diagnosis. It identifies methods and diagnostic group's main characteristics of the diagnostic test as a leading method for diagnosis. It present in details the types of diagnostics impressive and expressive speech violations in the diagnosis of reading and writing. There is a special emphasis on some characteristics of the differential diagnosis of communication disorders in children and adults. The course aims are to develop students in themselves and the ability to analyze and interpret the data obtained in the process of diagnosis to placing accurate diagnosis of speech.

**Educational Methods:**

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.

**Assessment:**

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. Botseva, D., Diagnostics of language competence in children with language disorders. Electronic Issue:Scientific Research. Volume 6, 2008
2. Botseva, D., Electronic data processing (EDP) diagnostics of language competence in children with language disorders. Electronic Issue:Scientific Research. Volume 6, 2008
3. Clark, E. V., Universal Categories: on the Semantics of Classifiers and Children's Early Word Meanings // *Linguistische Forschungen*. Wisbaden, 1979. Bd 27. S. 253-267. Рус. пер. в кн.: ПСИХОЛИНГВИСТИКА. Москва, 1984. С. 221-223, 225-239. Впервые опубликовано в сборнике: *Linguistic Studies Offered to Joseph Greenberg: On the Occasion of his Sixtieth Birthday* / Ed. by A. Juilland. Saratoga, 1977
4. 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
5. Stancheva-Popkostadinova, V., St. Chincheva, 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
6. *Applied Anatomy and Physiology for Speech-Language Pathology and Audiology* by Donald Fuller, Jane Pimentel and Barbara M. Peregoy (Jan 17, 2011)
7. *Motor Speech Disorders: Substrates, Differential Diagnosis, and Management*, 3e by Joseph R. Duffy (Sep 24, 2012)
8. *Boston Diagnostic Aphasia Examination Set, Third Edition Complete Kit* by Rolyn Prest
9. *Terminology of Communication Disorders: Speech-Language-Hearing* by Lucille Nicolosi, Elizabeth Harryman and Janet Kresheck (Oct 20, 2003)
10. Friedrich, G. *Teddy-Test*. Göttingen, 1998
11. Gesell, A., *The Mental Growth of the preschool child*. New York, 1925

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12. Treatment Resource Manual for Speech Language Pathology [Paperback] Froma P. Roth (Author), Colleen K. Worthington (Author) , USA, 2011
13. Introduction to Clinical Methods in Communication Disorders [Paperback] Rhea Paul (Author, Editor), Paul W. (Editor), Ph.D. Cascella (Editor), USA, 2007

## **EDUCATION AND DEVELOPMENT OF SPECIAL NEEDS CHILDREN**

**ECTS credits:** 4,0

**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:**

Prof. Pelagia Mihaylova Terziyska, PhD. Department "Pedagogy"

E-mail: pterziyska@abv.bg

### **Course summary:**

The course is aimed at training, development and socialization of children with special educational needs integrated into mainstream schools. It is designed for the acquisition of knowledge about the specifics of working with these students. The main objective is to introduce the students to the most effective methods, approaches and pedagogical technologies for teaching different groups of pupils with SEN, to clarify the psychological and pedagogical problems of education and social adaptation in the midst from their peers in norm.

### **Content of the course:**

The main substantive points are: initial knowledge of the main characteristics of children and pupils with SEN; specifics of the educational process in the mainstream school in terms of integrated training; features of academic activities and teaching methods for different groups of pupils with SEN; specific requirements to the teacher.

### **Teaching and assessment:**

Training includes lectures. Knowledge is acquired in a system, using interactive methods - case studies, discussions, debates, role-plays, planning and conducting analysis mini experiments behavior of children with SEN in different situations and different social and cultural environment. There are 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. Ainscow M., Booth T. (2003) *The Index for Inclusion: Developing Learning & Participation in Schools*. Bristol: Center for Studies in Inclusive Education
2. Cortiella, C. (2009). *The State of Learning Disabilities*. New York, NY: National Center for Learning Disabilities.
3. Stainback, W., & Stainback, S. (1995). *Controversial Issues Confronting Special Education*. Allyn & Bacon.
4. Strully, J., & Strully, C. (1996). Friendships as an educational goal: What we have learned and where we are headed. In W. Stainback & S.

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5. Thomas, G., & Loxley, A. (2007) *Deconstructing Special Education and Constructing Inclusion* (2nd Edition). Maidenhead: Open University Press.
6. Terziyska, P. (2012). ). Children with special educational needs in the mainstream environment.
7. Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Rockville, MD" Woodbine house.

## **FOREIGN LANGUAGE TEACHING OF CHILDREN WITH SPECIAL NEEDS**

**ECTS credits: 4,0**

**Weekly workload: 2 lectures, 1 seminar**

**Type of the course:** elective

**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:**

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.

### **Recommended reading:**

1. 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. *Einführung 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/>

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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/>

## **ART PEDAGOGY IN SPECIAL EDUCATION**

**ECTS credits:** 4,0

**Weekly workload:** 2 lectures +1 sem.

**Type of the course:** elective

**Type of exam:** written

**Form of Assessment:** exam

**Department:** Department of Pedagogy

Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia Mihaylova Terziyska, PhD. Department "Pedagogy"

E-mail: pterziyska@abv.bg

### **Annotation:**

With topics included students with information about the specifics of pedagogy as a phenomenon that can be used in learning and development of children with special educational needs (CSEN). A wide range of ideas and techniques that can be effective in versatile activities organized with CSEN. The course is mastering system of knowledge and skills about the nature, role and place of pedagogy in the correctional system of the developing work with CSEN.

### **Course content:**

Basic conceptual ideas of the art-pedagogy. Goals, objectives and functions of art-pedagogy in special education. Relation of pedagogy in different fields of scientific knowledge. Principles of the art-pedagogy. Methods of the art-pedagogy. Specific application of art-pedagogical methods in different groups of children with SEN. Diversity of techniques and techniques for the implementation of art-pedagogy in the education of children with SEN. Art activities for children with SEN and their developing corrective action.

### **Teaching and assessment:**

The course includes lectures and seminars. Knowledge is acquired in a system by using interactive methods - case studies, discussions, debates, role-plays, situational methods, role play, multimedia presentations. It discusses different types of art activities, students are asked to perform tasks of techniques for their implementation. There are 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. Bush, J. The handbook of school art therapy: introducing art therapy into a school system. Charles T. Thomas. Springfield, Il., 1997
2. Moriya D. Strategies for dealing with the challenges facing art therapists in the school system. St. Luis, MO, 2000.

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3. Moriya D. Considerations in the transition of art therapists from the clinic to the school. Paper presented at the 31st annual conference of the American Art Therapy Association, St. Luis, MO, 2000
4. Moriya, D. Art therapy in schools. Ramat Hashron: Turbo, 2000.
5. Okada, T. Integration of art therapy for pupils with behavioral problems at schools in Japan. KunstReiz. Neurobiologische Aspekte kunstlerischer Therapien. Heidelberg 4-6.03.2005.
6. Terziyska, P. (2012). Children with special educational needs in the mainstream environment.

## **EDUCATION OF CHILDREN ON THE AUTISTIC SPECTRUM**

**ECTS credits:** 4,0

**Weekly workload:** 2 lectures +1 sem.

**Type of the course:** elective

**Type of exam:** written

**Form of Assessment:** exam

**Department:** Department of "Pedagogy"  
Faculty of Pedagogy

**Lecturer:**

Prof. Pelagia Mihaylova Terziyska, PhD. Department "Pedagogy"  
E-mail: pterziyska@abv.bg

### **Annotation:**

The course includes the study of general problems during the teaching of children on the autism spectrum. The aim is to introduce the students with the specific terminology, with the optimal approaches and with the different forms for teaching children with autism and children with autistic spectrum disorder.

### **Course content:**

Modern conceptions about the essence of autism and general opinions about its manifestation. Basic factors for improving the conditions for development and teaching of children with autistic spectrum disorder. Peculiarities of the pedagogical interaction with these children and the ways of its effective implementation. Specific peculiarities of the teaching process - organization and teaching methods, pedagogical strategies and forms of work.

### **Teaching and assessment:**

The course includes lectures and seminars. During the course are used interactive methods - teamwork, work in small groups, case studies, discussions, debates, role plays, multimedia presentations. Successful practices for teaching children with autism are demonstrated throughout the course. 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.

## **EDUCATION OF CHILDREN WITH MULTIPLE DISABILITIES**

**ECTS credits:** 4,0

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

**Type of the course:** elective

**Assessment form:** exam / continuous assessment

**Leading department:** Faculty of pedagogy, Department of Pedagogy

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**Lecturer:** Assoc. Prof. Katya Dionissieva, PhD, Department of Logopedics, Faculty-“Public Health, Health Care and Sport”  
**e-mail:** katyadionissieva@swu.bg

**Annotation:**

The aim of this course is to deliver knowledge about specific communication deficits in children with multiple disorders; to develop evaluation and exploring skills; to train students in selecting and implementing adequate educational and therapeutic techniques.

**Course description:** The contents of the course include etiology of the most widespread multiple disorders; specific characteristics of communication in children with multiple disorders; recent techniques in diagnostics and therapy; educational approaches and programs; provision of new technology in the means of personal communication tools; strategies for social interaction

**Training and evaluation:**

Training approaches: oral presentation, discussion, demonstration (slides, multimedia), instruction, field clinical observation, etc.

Current evaluation: one tests, one essay.

Final evaluation: written exam.

## SIGN LANGUAGE

**ECTS credits:** 4,0

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

**Type of the course:** elective

**Assessment form:** exam / continuous assessment

**Leading department:** Faculty of pedagogy, Department of Pedagogy

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

**e-mail:** [s\\_saeva@swu.bg](mailto:s_saeva@swu.bg)

**Annotation:**

Sign language is the language of Deaf people. It is not identical with any spoken language. Each country has its own Sing language, which possesses its dialect forms and slang as all spoken languages do. When a specialist communicates with a Deaf person via his native language – the Sign language – this ensures a communication of full value: without misunderstandings and gaps.

**Content of the course:**

This course is divided into three topic parts. The first part is entitled “Basics in Sign language”, the second “National Sign languages” and the third “International Sign”. The seminars cover the same topics as they are in the lectures but in a detailed form.

**Recommended reading:**

1. Barbara F. Grienes, Ethnologue: Languages of theworld, Internet Version at <http://www.sil.org/ethnologue/countries/Gree.html>.
2. Brusilovsky, P. (1998) Adaptive Educational Systems on the World-Wide-Web: A Review of Available Technologies. In: Proceedings of Workshop "WWW-Based Tutoring" at 4th International Conference on Intelligent Tutoring Systems (ITS'98), San Antonio, TX, August 6-19, 1998.
3. Brusilovsky, P. (1996) Methods and techniques of adaptive hypermedia. User Modeling and User-Adapted Interaction 6, 2-3 (1996) 87-129

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4. De Bra P. Design Issues in Adaptive Web-Site Development. In the proceeding of the 2nd Workshop on Adaptive Systems and User Modeling on the WWW, 1999 [http://www.contrib.andrew.cmu.edu/~plb/WWWUM99\\_workshop/debra/debra.html](http://www.contrib.andrew.cmu.edu/~plb/WWWUM99_workshop/debra/debra.html).
5. EU-projects involving sign language/information access for deaf people, at <http://www.signlang.unihamburg.de/signingbooks/Links/projects.html>
6. EU-BET, European Association for Bilingual Education, Training and Support for the Deaf and those with associated communication needs”, <http://www.signlang.unihamburg.de/signingbooks/Links/eubet.html>
7. Flodin, M. (2005) *Signing Illustrated: The Complete Learning Guide*
8. Karpouzis, K., G. Caridakis, S. E. Efthimio (2007) Educational resources and implementation of a Greek sign language synthesis architecture In: *Computers & Education*
9. Lawrence, E. (2001) *Sign Language Made Simple*
10. Leeson, L., S. Wurm, M. Vermeerbergen (eds.) (2011) *Signed Language Interpreting Preparation, Practice and Performance*
11. Mertzani, M. (2008) Networking for Sign Language Learning and Teaching. In: *The International Journal of Learning*, Volume 14, Issue 6, pp.95-102.
12. Pyfers, L., J. Robinson, C. Schmaling, *Signing Books for the Deaf in EU countries: State of the Art, Signing Books for the Deaf, EU-Telematics Applications Programme DE 4209, Deliverable 3.1.*
13. Pyfers, L., J. Robinson, C. Schmaling, *Different approaches in the production of signing books, Signing Books for the Deaf, EU-Telematics Applications Programme DE 4209, Deliverable 5.1.*
14. Riekehof L. (2009) *Joy of Signing : The Illustrated Guide for Mastering Sign Language and the Manual Alphabet. The Gallaudet Survival Guide to Signing*
15. Rijlaarsdam, G. H. van den Bergh, M. Couzijn (2005) *Effective learning and teaching of writing: a handbook of writing in education*
16. Saeva, S. (2010) *Casework, case management and English language for people with hearing loss. In: Case Work and Social Control in the 20<sup>th</sup> Century. In: Case work and social control in the 20<sup>th</sup> century.*
17. Saeva, S. (2010) *The education of deaf and hard-of-hearing children at special and mainstream schools in Bulgaria. In: Bildungschancen hörgeschädigter Schülerinnen und Schüler. Beiträge zur Bildungsdebatte. Wildemann, A. (Hrsg.), Germany*
18. Saeva, S., M. Zamfirov (2006) *English for people with hearing loss (beginners). computer programme*
19. Zamfirov, M., S. Saeva, Ts. Popov (2007) *Innovation in teaching deaf students physics and astronomy in Bulgaria. Journal of Physics Education. Phys. Educ. 42*
20. Zamfirov, M., S. Saeva. (2008) *"Erste Schritte in die Physik für Gehörlose" - neues computerisiertes Lernprogramm in Bulgarien. Heilpädagogik, Issue 04|08*
21. <http://signlanguage-bg.com/>

## PEDAGOGICAL PRACTICE

**ECTS credits: 20**

**Assessment form:** practical exam

**Leading department:** Department of Pedagogy

**Lecturer:** Assoc. Prof Daniela Botseva, PhD

Assistant Professor R. Stoycheva PhD,

Head Assistant Professor Svetoslava Saeva, PhD

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**Annotation:** This practice is placed in the II and III semester of university education where master students have 30 hours - II semester (placed in 2 day of the 5 week) and 60 hours - III semester (placed in 2 day of the 10 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.

**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 practice combine lesson observation, lesson planning, and participation in teaching pupils 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 students acquire the best practices for special education that gives them a crucial advantage in the classroom, where special-needs children face a broad range of difficulties in learning. Students receive a knowledge on how to create a positive, safe learning environment, and understand behavioral assessment and intervention.

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.

**Teaching and assessment:** Students hold their practice at the base of the university - in Special schools and Mainstream (General) schools, under the supervision, control and methodological guidance of the Head of the practice and base teacher. Students are given an attendance book and a school practice diary signed by the director and sealed with the school's stamp.

Students monitor the process of training the first one weeks, then begin to prepare, plan and export lessons or conduct classes - depending on the type institution, which conducts practice. The assessment is done currently.