

Students with Disabilities Training

Table of Contents of Students with Disabilities training:

1. The rights of persons with disabilities

- 1.1. Knowledge of relevant laws (the Higher Education Act, the Labour Act, and similar laws)
- 1.2. Knowledge of relevant secondary legislation (regulations, ordinances, statutes, and similar documents)
- 1.3. Self-determination of students with disabilities
- 1.4. Self-advocacy of students with disabilities

2. Overcoming obstacles while studying

- 2.1. Adaptation and cooperation with other students and assistants
- 2.2. Adaptation and cooperation with teachers and their assistants
- 2.3. Mastering architectural and sensory barriers in the teaching process
- 2.4. Self-education (e-learning, m-learning, distance learning, hybrid learning, etc.)

3. The role of the Career Center / Center for support to students with disabilities

- 3.1. The role of mentor and cooperation (communication)
- 3.2. Networking and cooperation with potential employers
- 3.3. Professional information
- 3.4. Vocational guidance

4. Practical classes

- 4.1. Volunteering with potential employers
- 4.2. Harmonization of tasks with potential employers with the learning outcomes of study.
- 4.3. Skills of presenting the quality of work to potential employers

5. Activities after graduation

- 5.1. Labour market research
- 5.2. Presentation of potential employers (CV, letter of motivation, personal portfolio, videos, interviews and the like.)
- 5.3. Additional training, retraining and lifelong learning.

6. Skills for an autonomous and independent life

- 6.1. Involvement in civil society and interest groups
- 6.2. Lobbying, advocacy and representation in the media
- 6.3. Self-employment

Module (name)	1. The rights of persons with disabilities
Learning goals	The objectives of this module are: for students with disabilities learn about the key legislative documents, on the basis of knowledge of these documents know and defend their rights during the study, and after employment, on the basis of knowledge of these documents can be correctly and opting representing himself during the study, and in employment.
Topic(s)	<ol style="list-style-type: none"> 1.1. Knowledge of relevant laws (the Higher Education Act, the Labour Act, and similar laws) 1.2. Knowledge of relevant secondary legislation (regulations, ordinances, statutes, and similar documents) 1.3. Self-determination of students with disabilities 1.4. Self-advocacy of students with disabilities
Brief descriptions	In this module, students with disabilities will meet with key legislative documents to be based on knowledge of these documents may know and defend their rights during the study, and after employment, and that based on the knowledge of these documents can be correctly opting and represent themselves during their studies, but also in employment.
Learning material (references, sources, ppt, links)	<ol style="list-style-type: none"> 1. Закон о високом образовању (Република Српска), available at http://www.alutb.com/uis-zakon-o-visokom-obrazovanju.pdf 2. Закон о visokom obrazovanju (Federacija BiH), available at http://hea.gov.ba/dokumenti/zakoni-propisi/?id=2668 3. Закон о visokom obrazovanju (Republika Srbija), available at http://www.paragraf.rs/propisi/zakon_o_visokom_obrazovanju.html 4. Закон о visokom obrazovanju (Crna Gora), available at http://www.ucg.ac.me/fajlovi/Zakon%20o%20visokom%20obrazovanju%20slu%C5%BEbeni%20list%20CG%20broj%2044.pdf 5. Закон о profesionalnoj rehabilitaciji, osposobljavanju i zapošljavanju invalida (Republika Srpska), available at https://kontoprom.com/dokumenti/poreska/Zakon_dop_inv.pdf 6. Закон о profesionalnoj rehabilitaciji, osposobljavanju i zapošljavanju lica sa invaliditetom, (Federacija BiH), available at http://www.fbihvlada.gov.ba/bosanski/zakoni/2010/zakoni/10bos.htm 7. Закон о profesionalnoj rehabilitaciji i zapošljavanju osoba sa invaliditetom (Republika Srbija), available at http://www.paragraf.rs/propisi/zakon_o_profesionalnoj_rehabilitaciji_i_zaposljavanju_osoba_sa_invaliditetom.html 8. Закон о profesionalnoj rehabilitaciji i zapošljavanju lica sa invaliditetom (Crna Gora), available at http://www.sgnscg.com/zakonii/cg/Zakon%20o%20profesionalnoj%20rehabilitaciji%20i%20zaposljavanju%20%20%20%20%20lica%20sa%20invaliditetom.pdf 9. Rastoder, Š. (2011). Državna uprava u Crnoj Gori. 10. Gruber, E. N. (2011). Kroskulturalna analiza posljedica društvene stigmatizacije osoba s psihičkim poremećajima.

	<p>Doktorska disertacija. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu.</p> <p>11. Radat, K., Miljenović, A., & Petak, M. (2014). Youth and local politics.</p> <p>12. Kekez-Koštro, A., Urbanc, K., & Salaj, I. (2013). Implementacija javnih politika kao operativno upravljanje: analiza transformacije hrvatske politike prema osobama s invaliditetom. <i>Anali Hrvatskog politološkog društva</i>, 9(1), 413-439.</p> <p>13. Grigal, M., Neubert, D. A., Moon, M. S., & Graham, S. (2003). Self-determination for students with disabilities: Views of parents and teachers. <i>Exceptional Children</i>, 70(1), 97-112.</p> <p>14. Cobb, B., Lehmann, J., Newman-Gonchar, R., & Alwell, M. (2009). Self-determination for students with disabilities a narrative metasynthesis. <i>Career Development for Exceptional Individuals</i>, 32(2), 108-114.</p> <p>15. Test, D. W., Fowler, C. H., Wood, W. M., Brewer, D. M., & Eddy, S. (2005). A conceptual framework of self-advocacy for students with disabilities. <i>Remedial and Special Education</i>, 26(1), 43-54.</p> <p>16. Pierson, M. R., Cortez, F., & Shea, A. M. (2005). Self-advocacy for students with disabilities. <i>Academic Exchange Quarterly</i>, 9(1), 124-128.</p>
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Module (name)	2. Overcoming obstacles while studying
Learning goals	The objectives of this module are: to provide students with disabilities identify the most suitable students to cooperate with them and to maintain continuous cooperation during the study, to get to know all the teachers and their assistants with their disabilities to the educational process could be adapted to their educational needs, to learn and use assistive technology to overcome all obstacles to learning and participation, and that can independently and to be educated using modern ICT technologies.
Topic(s)	<p>2.1. Adaptation and cooperation with other students and assistants</p> <p>2.2. Adaptation and cooperation with teachers and their assistants</p> <p>2.3. Mastering architectural and sensory barriers in the teaching process</p> <p>2.4. Self-education (e-learning, m-learning, distance learning, hybrid learning, etc.)</p>
Brief descriptions	In this module, students with disabilities will learn how to identify the most suitable students to cooperate with them and to maintain continuous cooperation during the study. You will learn how to present teachers and their assistants in order to adapt the teaching process to their educational needs. Students with disabilities will meet with assistive technology and learn how to effectively use for the purpose of learning. Students will be trained to be independent and autonomous to learn using modern ICT technologies.

**Learning material
(references, sources, ppt, links)**

1. Hrvatska, R. Izvješće Ureda pravobraniteljice za osobe s invaliditetom za 2009. godinu.
2. Šarić, A. (2015). Diskriminacija osoba s invaliditetom prilikom zapošljavanja (Doctoral dissertation, University of Zagreb. Faculty of Economics and Business.).
3. Ružičić-Novković, M. M. Predstavljanje osoba sa invaliditetom u medijskom diskursu Srbije.
4. Kranjčec Mlinarić, J., Žic Ralić, A., & Lisak, N. (2016). Teachers' reflections on the challenges and barriers for integration of students with disabilities. Školski vjesnik-Časopis za pedagoškijsku teoriju i praksu, 65(Tematski broj), 233-247.
5. Kotlo, R. Prava i status djece i omladine s posebnim potrebama u hercegovačko--neretvanskom kantonu. Mirjana Nadaždin Defterdarević Prava djeteta kao pretpostavka za odrastanje u građanina-ljudska prava i dječija prava u kontekstu pravopolitičkih rješenja u Bosni i Hercegovini..... 29
6. Reima Ana Maglajlić Mogućnosti za učestvovanje djece i mladih u BiH..... 53, 227.
7. Sudar, S. (2015). Učenici s oštećenjem vida (Doctoral dissertation, University of Zagreb. Faculty of Teacher Education. Chair of Pedagogy and Didactics.).
8. Farnell, T., & Kovač, V. (2010). Uklanjanje nepravednosti u visokom obrazovanju: prema politici» proširivanja sudjelovanja «u Hrvatskoj. Revija za socijalnu politiku, 17(2), 257-275.
9. Kiš-Glavaš, L. (2008). Ured za studente s invaliditetom Sveučilišta u Zagrebu: ciljevi, rezultati i izazovi za osiguranje jednakih mogućnosti studenata s invaliditetom. Prezentacija održana na seminaru Pravo na obrazovanje: povećanje jednakog pristupa visokom obrazovanju u Hrvatskoj održanom u Zagrebu (studenii 2008). Posjećeno, 24(11), 2009.
10. Kiš Glavaš, L. (2009). Aktivnosti i prepreke u zasnivanju radnog odnosa za osobe s invaliditetom. Hrvatska revija za rehabilitacijska istraživanja, 45(1), 63-72.
11. Hudec, G. (2009). O primjenama e-obrazovanja. Napredak, 150(3-4), 467-476.
12. Ćirić, J. T., & Brala-Mudrovčić, J. J. (2014). Kriička teorija i elektroničko obrazovanje. Metodički vidici, 5(5), 263-274.
13. Scott, B. J., Vitale, M. R., & Masten, W. G. (1998). Implementing instructional adaptations for students with disabilities in inclusive classrooms a literature review. Remedial and Special Education, 19(2), 106-119.
14. Baker, J. M., & Zigmond, N. (1990). Are regular education classes equipped to accommodate students with learning disabilities?. Exceptional children, 56(6), 515-526.
15. Bryant, D. P., & Bryant, B. R. (1998). Using assistive technology adaptations to include students with learning disabilities in cooperative learning activities. Journal of Learning Disabilities, 31(1), 41-54.

	<p>16. Scott, B. J., Vitale, M. R., & Masten, W. G. (1998). Implementing instructional adaptations for students with disabilities in inclusive classrooms a literature review. <i>Remedial and Special Education</i>, 19(2), 106-119.</p> <p>17. Fichten, C. S., Ferraro, V., Asuncion, J. V., Chwojka, C., Barile, M., Nguyen, M. N., ... & Wolforth, J. (2009). Disabilities and e-Learning Problems and Solutions: An Exploratory Study. <i>Educational Technology & Society</i>, 12(4), 241-256.</p> <p>18. Mithaug, D. E. (2002). <i>Self-determined learning theory: Construction, verification, and evaluation</i>. Cambridge University Press.</p>
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Module (name)	3. The role of the Career Center / Center for support to students with disabilities
Learning goals	The aim of the module is to inform students with disabilities on career center and its informative role and capacity, that with the help of career center professionally (just) informed the (only) orientate, to master the skills of successful social communication, to be able to establish relationships partnerkih how during the study, as well as during the job search and during professional activities.
Topic(s)	<p>3.1. The role of mentor and cooperation (communication)</p> <p>3.2. Networking and cooperation with potential employers</p> <p>3.3. Professional information</p> <p>3.4. Vocational guidance</p>
Brief descriptions	Students with disabilities will meet mentoring and career center, will introduce the importance of competencies for successful communication and the establishment of partnerships, with a view to as complete a professionally inform and orient, inform the importance of career center, marks his advisory role and opportunities in the process of psycho-social assistance
Learning material (references, sources, ppt, links)	<p>1. Bouillet, D. i Uzelac. S. (2007). <i>Osnovi socijalne pedagogije</i>. Zagreb: Školska knjiga.</p> <p>2. Bouillet, D. (2010). <i>Izazovi integriranog odgoja i obrazovanja</i>. Zagreb: Školska knjiga.</p> <p>3. Havelka, N. (2012). <i>Socijalna percepcija</i>. Beograd: Zavod za udžbenike.</p> <p>4. Jevtić, B. i Knežević-Florić, O. (2011). <i>Izazovi socijalnopedagoške delatnosti</i>. Niš: Filozofski fakultet.</p> <p>5. Jevtić, B. (2015). <i>Retor(per)spektiva (a)socijalizacije</i>. Niš: Filozofski fakultet.</p> <p>6. Klippert, H. (2001). <i>Kako uspješno učiti u timu</i>. zagreb: Educa.</p> <p>7. Pennington, C. D. (2008). <i>Osnove socijalne psihologije</i>. Zagreb: Naklada slap.</p> <p>8. Rot, N. (2008). <i>Osnovi socijalne psihologije</i>. Beograd: Zavod za udžbenike.</p> <p>9. Urbanec, K. (2006). <i>Izazovi socijalnog rada s pojedincom</i>. Zagreb:</p>

	<p>Alinea.</p> <p>10. Zbornik radova: Socijalna pedagogija u nastajanju – traženje odgovora na probleme društveno isključenih grupa. Jagodina: Pedagoški fakultet.</p>
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Module (name)	4. Practical classes
Learning goals	The objectives of this module are: to provide and coordinate appropriate conditions, assignments and learning outcomes for SWD to study in the framework of practical training in order to raise the quality of work to potential employers.
Topic(s)	<p>4.1. Volunteering with potential employers</p> <p>4.2. Harmonization of tasks with potential employers with the learning outcomes of study.</p> <p>4.3. Skills of presenting the quality of work to potential employers</p>
Brief description	<p>To provide more employment SWD using the potential of volunteering as an opportunity for professional and personal development. Through volonterstvio SWD will recognize the development of certain skills and thus feel more confident. Through this module ensure compliance with the qualification requirements of the labor market, and greater flexibility in the education system that would allow greater independence in the manner of acquisition outcomes. Provide connectivity education, the needs of employers and SWD jointly creating standards.</p> <p>Develop skills SWD that make them more competent in employment. Among other things, these are analytical, communication and interpersonal skills, leadership, positive approach, teamwork and so on.</p>
Learning material (references, sources, ppt, links)	<p>1. Privredna Komora http://www.kombeg.org.rs/Komora/centri/CentarZaPrivrednoPravniSistem</p> <p>2. Volontiranje u zakonu- ko, gdje i kako. http://www.volontiram.ba/wp-content/uploads/2014/09/VOLONTIRANJE_U_ZAKONU_FINAL.pdf</p> <p>3. Mreža za izgradnju mira. https://www.mreza-mira.net/56618-volontiranje-u-radu-sa-osobama-sa-invaliditetom-u-belgiji/</p> <p>4. Primjena ishoda učenja (2013), četvrta publikacija iz serije o Evropskim kvalifikacijama. Zagreb: Ministarstvo znanosti, obrazovanja I sporta.</p> <p>5. Sedam ključnih vještina koje poslodavci traže od kandidata http://lider.media/znanja/7-kljucnih-vjestina-koje-poslodavci-traze/</p>

	<p>6. Develop The Skills You Need For Life http://www.skillsyouneed.com/general/transferable-skills.html</p> <p>7. Key Employability Skill: Written/Interpersonal Communication http://www.careers.salford.ac.uk/page/communication</p>
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Module (name)	5. Activities after graduation
Learning goals	The objectives of this module are: to SWD meet the needs of the labor market which are aimed at securing conditions of employment that are based on the most important marketiškog tools (CV, cover letter) to adequately present themselves to potential employers, and to be provided with the possibility of further training, retraining and lifelong education.
Topic(s)	<p>5.1. Labour market research</p> <p>5.2. Presentation of potential employers (CV, letter of motivation, personal portfolio, videos, interviews and the like.)</p> <p>5.3. Additional training, retraining and lifelong learning.</p>
Brief description	Students will become familiar with the research needs of the labor market which is aimed at ensuring the conditions of long-term employment. Establish integration with the labor market, work environment from the perspective of SWD, as with employers, as well as in public buildings. Training students SWD to adequately present themselves to potential employers on the basis of CV, cover letter, personal portfolio, etc., Which are the most important marketing tool and an ideal opportunity for presentation of personal skills. In this way, the employer should draw conclusions about why exactly it trigger that working position and conditions are expected SWD, and why they are held responsible for the job. Enable SWD additional training and lifelong learning and thus enable them to increase their employment in jobs in demand on the market, through formal and informal education.
Learning material (references, sources, ppt, links)	<p>1. Studija o problemima i potrebama osoba s invaliditetom na tržištu rada http://www.hzz.hr/UserDosc/Image/Study</p> <p>2. Zapošljavanje osoba sa invaliditetom kroz poticaje poslodavcima http://fprzoi.ba/wp-content/ouplads/2011/06/Analiza_isplativosti.pdf</p> <p>3. Disability Community Outreach & Marketing www.interactiveaccessibility.com › ... › Integration Services</p> <p>4. The Labour Market Situation of People With Disabilities www.euro.centre.org/data/1201610451_25081.pdf</p> <p>5. Pisanje motivacionog pisma www.razvojkarijere.bg.ac.rs/v-savetnik/pisanje-motivacionog-pisma</p>

	<p>6. Primjer CV-ja, primjer radne biografije, popratnog pisma www.komunikologija.komuniciranje.rs/id.php?id=83</p> <p>7. Three excellent cover letter examapled https://www.theguardian.com/careers/covering-letter-examples</p> <p>8. How to write a CV https://www.prospects.ac.uk/careers.../cvs.../how-to-write-a-cv</p> <p>9. Novi centar za obrazovanje odraslih sec.ba/wp-content/uploads/2014/.../Banjaluka-Novi-centar-za-obrazovanje-odraslih.p.</p> <p>10. Services for Adults with Disabillitis www.parentcenterhub.org/repository/foradults/</p> <p>11. Services for People with Disabillitis dspd.utah.gov/</p>
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Module	6. Skills for an autonomous and independent life
Learning goals	The aim of the module is to provide students with disabilities develop skills for independent living, to permanently trained for self-direction in all areas of life, work and learning to optimal levels.
Topic(s)	<p>6.1. Involvement in civil society and interest groups</p> <p>6.2. Lobbying, advocacy and representation in the media</p> <p>6.3. Self-employment</p>
Brief descriptions	Students with disabilities will be introduced to the process of independence and character samosumjeravanja in all spheres of life, work and learning. Special attention will be familiar with the techniques of learning, and the methodology of detecting, diagnosing and monitoring problems.
Learning material (references, sources, ppt, links)	<ol style="list-style-type: none"> 1. Bouillet, D. i Uzelac. S. (2007). Osnovi socijalne pedagogije. Zagreb: Školska knjiga. 2. Bouillet, D. (2010). Izazovi integriranog odgoja i obrazovanja. Zagreb: Školska knjiga. 3. Goelamn, D. (2010). Socijalna inteligencija. Beograd: Geopoetika. 4. Havelka, N. (2012). Socijalna percepcija. Beograd: Zavod za udžbenike. 5. Ivanović, S. (2011). Sociologija obrazovanja. Beograd: Učiteljski fakultet. 6. Jevtić, B. i Knežević-Florić, O. (2011). Izazovi socijalnopedagoške delatnosti. Niš: Filozofski fakultet. 7. Jevtić, B. (2015). Retor(per)spektiva (a)socijalizacije. Niš: Filozofski fakultet. 8. Klippert, H. (2001). Kako uspješno učiti u timu. zagreb: Educa. 9. Oljača, M. (1999): Self koncept i razvoj. Novi Sad: Filzofski fakultet. 10. Pennington, C. D. (2008). Osnove socijalne psihologije. Zagreb: Naklada slap. 11. Rot, N. (2008). Osnovi socijalne psihologije. Beograd: Zavod za udžbenike. 12. Urbanec, K. (2006). Izazovi socijalnog rada s pojedincem.

Zagreb: Alinea.

13. Zbornik radova: Socijalna pedagogija u nastajanju – traženje odgovora na probleme društveno isključenih grupa. Jagodina: Pedagoški fakultet.