

Description of study programme		
Name of study programme	Special Education	
Type of study programme	Bachelor's	
Profile of study programme	Academic	
Form of study	Full-time	
Standard length of study	3 years	
Language of study	English	
Academic degree awarded	Bc.	
Advanced Master's proceedings	No	Academic degree awarded -
Guarantor of study programme	doc. Mgr. Michal Růžička, Ph.D.	
Focus on preparation for regulated profession	Yes	
Focus on preparation of specialists in the area of safety of the Czech Republic	No	
Recognizing authority:	Ministry of Education, Youth and Sports of the Czech Republic	
Area(s) of education and for part-time study programme also the percentage of areas of education		
Non-teaching education		
Objectives of study in the study programme		
<p>The current concept of care and education of children and pupils with health disability increasingly focuses on the inclusive multidisciplinary approach. Diagnoses, interventions, care and education, and also counselling are performed in cooperation with special educators, not only in the area of education but also in other resorts (Ministry of Labour and Social Affairs, Ministry of Health, Ministry of the Interior). The scope of professional activities covers a broad range of age categories from early age to senior age. These are often persons who were as a result of the severity of their health disability marginalized and were denied care and education or were given little care. These were the reasons for the development of a study programme that would respect these needs and provide additional areas in order to make the educational process comprehensive.</p> <p>The structure and content of the lectures, seminars and practical teacher training reflects the requirements of Act No. 563/2004 Coll., on pedagogical staff as last amended. The study programme is part of <b>non-teaching education</b> and is designed according to applicable <i>Framework requirements of the Ministry of Education, upon completion of which graduates receive professional qualification for non-regulated educational professions.</i></p> <p><b>Objective of study:</b></p> <p>The concept of the study programme and its structure including the profile courses and basic theoretical courses reflect the current trends in the development of special education. These trends primarily encompass inclusive education and a comprehensive interdisciplinary concept of special education. In addition to professional educational qualities, graduates will have the knowledge and skills that will also qualify them in other resorts (Ministry of Labour and Social Affairs, Ministry of Health, Ministry of the Interior), and the ability to contribute to interdisciplinary teamwork through educational means. The nature of the study emphasises the international context of the field.</p> <p><b>Content and scope of State Final Examination:</b></p> <ul style="list-style-type: none"> <li>• Defence of a (Bachelor's) thesis</li> <li>• Exam in special education</li> <li>• Exam in psychology for special educators</li> <li>• Exam in special education intervention</li> </ul> <p>Graduates shall be awarded the title <b>Bachelor (Bc.)</b></p> <p>The above implies that the content of the State Final Examination is conceived as a summary of the knowledge as defined in the study plan. The scope of the State Final Examination reflects the learning content of the respective courses.</p>		

## Profile of study programme graduate

Graduates from the study programme of Special Education know the basic concepts, main theories and methodological approaches in the area of special education in an interdisciplinary and international context. They are knowledgeable about historical as well as modern broader contexts of special education and understand the basic terms and theories of related disciplines (with an emphasis on social work). They are aware of the basic methodological and conceptual approaches to recognizing and influencing the processes and phenomena of educational reality, know the specifics of various types of social needs or age characteristics.

Graduates actively use a broad variety of knowledge and skills from the area of special education and social practice gained during their university study. Based on their professional knowledge, graduates are able to propose adequate ways of solving practical educational and social situations and problems, and apply various special education methods and procedures of an intervention and counselling nature. They are able to communicate with children, pupils, persons with special needs, and employees in helping professions who provide services to these persons. They are able to produce, apply and evaluate individual support plans in the field of education, social protection, and employment promotion. Graduates are familiar with the legal rules applicable in education, social protection, and the work of employees in helping professions who assist the target group. They are familiar with the skills of employees in education and social protection, services, which enables them to provide services, support, counselling, and education to the target group.

Upon completion of the study, graduates have the **basic competences**, including the knowledge of the following areas:

### Theoretical propaedeutic disciplines:

**Educational propaedeutics** (inclusive education, philosophy of education),

**Psychological propaedeutics** (general psychology, developmental psychology, social psychology, pathopsychology, basics of psychotherapy),

**Social and legal propaedeutics** (social policy, social work, social and legal protection),

**Medical propaedeutics** – somatology and somatopathology, basics of paediatrics, basics of neurology and psychiatry, first aid

**Methodological propaedeutics** (diploma thesis seminar, professional terminology, drafting of the diploma thesis)

### Theoretical study of special education subjects

*Basics of special education:* special education for persons with intellectual disability, special education for persons with hearing impairment, special education for persons with physical disability, special education for persons with visual impairment, special education for persons with disrupted communication ability, special education for persons with behavioural and emotional disorders,

*Other subjects of general special education:* multiple disability, specific learning disorders, special education diagnostics, special education counselling, special education interventions, interventions in crisis situations, assistive technology, alternative and augmentative communication, etc.

### Teaching practice

Teaching practice includes mandatory continuous training and practical training (working with clients).

The way to achieve the objectives of the competence model and the Bachelor's graduate profile is the application of appropriate teaching strategies in relevant subjects (lectures, seminars, individual papers, essays, teaching practice outcomes, teaching practice reflections, projects, professional theoretical and practical outcomes, exercises, use of learning materials, teamwork in solving problems and situations, use of the MOODLE system.)

In terms of the profile competences and skills, graduates are expected to have:

- Knowledge of the current theoretical background of special education;
- Knowledge of the content and objectives of special education disciplines;
- Knowledge of the importance of interdisciplinary collaboration, international context, and the ability to work in this context;
- Knowledge of special education diagnostic tools and procedures, and the ability to use some of them;
- Knowledge of special education interventions and procedures, and the ability to use some of them;
- Awareness of special education counselling and the capacity to work as a counsellor in the scope of one's competences;
- Ability to communicate with clients, parents, and specialists;
- Ability to formulate and draft reports on individual educational plans;
- Ability to apply the proposed approaches and techniques in care and education;
- Ability to process a case study and case history data;

- Ability to prepare, implement and evaluate educational surveys in schools or institutions, or participate in special education research;
- Ability to transform, integrate and implement new knowledge of special education sciences in the development of basic competences in persons with special educational needs;
- Ability to design the process of education and therapeutic and formative intervention (support measures) according to the level of pupils with special educational needs and the requirements of schools or institutions, i.e. to determine the objectives and to design tasks in order to develop persons with special educational needs, promote effective cooperation inside the establishment, define and apply assessment tools in relation to the formulated objectives and individuals' capabilities, distinguish, detect, stimulate and develop individual personality qualities of persons with special educational needs, etc.;
- Ability to recognize risk behaviour, analyse and propose methods of addressing its causes.

#### **Job opportunities for study programme graduates:**

Job opportunities for graduates include positions with a direct contact with children and pupils with health disability. Graduates are ready to communicate and collaborate with the parents of children and pupils and teachers in special and mainstream schools. Graduates can work in helping professions and under professional supervision of a qualified special needs educator – graduate from the respective Master's study; other jobs include assistant positions in schools and non-school facilities.

As far as adult care is concerned, graduates are ready for educational work and interventions in social service facilities (e.g. home for disabled persons), therapeutic communities (groups) organized by the non-profit sector, as well as educational work, interventions, and organizing work in non-governmental non-profit organizations aimed at assisting persons with health disability and social handicaps.

#### **Rules and conditions for the development of study plans**

The design of the programme reflects the requirements of the Ministry' Long-term plan for education and educational, scientific, research, developmental and innovative, artistic and other creative activities in universities for 2016-2020, Long-term plan of Palacký University Olomouc, and Long-term plan of the Faculty of Education, Palacký University Olomouc. The plan is in compliance with the Strategy of education policy in the Czech Republic as defined in the document.

Graduates are flexible personalities prepared for a reflection of social changes in practice, and are able to apply their current knowledge and skills of various professions on the labour market (in the area of education, social services, and health services) or during their follow-up Master's studies.

The study of special education including its specializations is based on social changes in recent years in special education and social work, as reflected in the Education Act (Act No. 561/2004 Coll., as last amended) and the Act on Social Services (Act No. 108/2006 Coll., as last amended). Both acts focus more on the care for persons with various types of health disability.

The key principle of the development of the study plan is the implementation of all key subjects that develop and support student competences (soft, professional, hard) in the context of preparation for an open labour market with an emphasis on diversity and inclusive environment.

Regarding the fact that the study programme prepares graduates for a regulated profession, the structure of the study courses has been designed according to applicable *Framework requirements of the Ministry of Education, upon completion of which graduates receive professional qualification for non-regulated educational professions.*

#### **Preconditions for admission to study**

The preconditions for admission to study are completed secondary education with school leaving qualification and passing of an admission test in the form of a **study eligibility test**.

In terms of language competences in English, the minimum required level is B2 according to the Common European Framework of Reference for Languages (CEFR). A certificate must be enclosed to the study application.

#### **Links to other study programmes**

The study programme is not based on previous university study. Upon successful completion of the study programme, graduates are expected to continue in the follow-up Master's programme of *Special Education*.

<b>Study plan</b>					
<b>subject</b>	<b>class</b>		<b>cred.</b>	<b>year</b>	<b>semester</b>
Medical propaedeutics 1	1	1	2	1	WS
Tutoring 1		26 HS	1	1	WS
Educational propaedeutics 1	1	1	2	1	WS
Psychological propaedeutics 1	1	1	2	1	WS
Holistic concept of the family	1	1	2	1	WS
Social law propaedeutics 1	1	1	2	1	WS
Introductory excursion to special facilities		3 DS	2	1	WS
Special Education Practice 1		1 WS	3	1	WS
Reflective practice 1		60 HS	3	1	WS
Introduction to Special Education 1	1	1	3	1	WS
Introduction to counselling 1	1	1	2	1	WS
Expressive therapies	1	1	2	1	WS
Tutoring 2		26 HS	1	1	SS
Medical propaedeutics 2	1	1	3	1	SS
Psychological propaedeutics 2	1	1	2	1	SS
Behavioural studies	1	1	3	1	SS
Educational, 1 propaedeutic 2	1	1	2	1	SS
Social law propaedeutics 2	1	1	2	1	SS
Reflective practice 2		60 HS	2	1	SS
Training of communication with clients		40 HS	3	1	SS
Introduction to Special Education 2	1	1	3	1	SS
Introduction to diagnosing persons persons with disability	1	1	2	1	SS
Assistive technologies		1	2	1	SS
Introduction to counselling 2 (special education)	1	1	2	1	SS
Information sources management		2	2	1	SS
Alternative and Augmentative Communication		1	2	1	SS
Introduction to Czech language 1		1	1	1	SS
Educational, propaedeutics 3	1	1	2	1	SS
Psychological propaedeutics 3	1	1	2	2	SS
Teaching and education strategies for gifted and talented learners		2	1	2	SS
Tutoring 3		26 HS	1	2	SS
Introduction to psychotherapy for special educators	1	1	2	2	WS
Crisis intervention	1	1	2	2	WS
Methodology of special education research	1	1	2	2	WS
Continuous Special Education Practice 1		4 TS	4	2	WS
Special education of persons with emotional and behavioural disorders 1	1	1	2	2	WS
Education of persons with intellectual disability 1	1	1	2	2	WS
Special education of individuals with hearing impairment 1	1	1	2	2	WS
Special education of individuals with visual impairment 1	1	1	2	2	WS
Education of persons with physical disability and chronic illness 1	1	1	2	2	WS
Speech language therapy 1	1	1	2	2	SS
Tutoring 4		26 HS	1	2	SS

Special Education Practice 2		40 HS	3	2	SS
Reflective practice 3		60 HS	3	2	SS
Methods in special education intervention 1	1	1	3	2	SS
Medical propaedeutics 3	1	1	3	2	SS
Special education of persons with emotional and behavioural disorders 2	1	1	3	2	SS
Education of persons with intellectual disability 2	1	1	3	2	SS
Special education of individuals with hearing impairment 2	1	1	3	2	SS
Special education of individuals with visual impairment 2	1	1	3	2	SS
Education of persons with physical disability and chronic illness 2	1	1	3	2	SS
Speech language therapy 2	1	1	3	2	SS
Introduction to Czech language 2		1	1	2	SS
Final Thesis Seminar	1	1	2	2	SS
Psychological propaedeutics 3	1	1	2	3	WS
Tutoring 5		26 HS	1	3	WS
Medical propaedeutics 3	1	1	3	3	WS
Developmental learning disorders	1	1	2	3	WS
Continuous Special Education Practice 2		5 WS	5	3	WS
Multiple Disability	1	1	3	3	WS
Special education of persons with emotional and behavioural disorders 3	1	1	3	3	WS
Education of persons with intellectual disability 3	1	1	3	3	WS
Special education of individuals with hearing impairment 3	1	1	3	3	WS
Special education of individuals with visual impairment 3	1	1	3	3	WS
Education of persons with physical disability and chronic illness 3	1	1	3	3	WS
Speech language therapy 3	1	1	3	3	WS
Qualitative and quantitative research	1	1	2	3	WS
Special education essay		40 HS	3	3	SS
Digital technologies	1	1	2	3	SS
Presentation of final theses	1	1	2	3	SS
Reflective practice 4		60 HS	3	3	SS
Methods in special education intervention 2	1	1	2	3	SS
Supervision	1	1	2	3	SS
Behavioural analysis		1	1	3	SS
Reflective essay		40 HS	2	3	SS
Institutional cooperation	1	1	2	3	SS
Final thesis		100 HS	4	3	SS
Introduction to Czech language 3		1	1	3	SS

## Scope of the state exam and its content

- Defence of a (Bachelor's) thesis
- Exam in special education
- Exam in psychology for special educators
- Exam in special education intervention

### Thematic areas

#### **Special Education**

1. Attitude of society to persons with health disability or a different disadvantage – development and reflection, current state (persons with disability as a minority, discrimination, barriers, prejudice); quality of life of persons with disability or disadvantage (sociological, healthcare, and psychological concepts).
2. Special education as a scientific discipline, aims, objectives, position in the system of sciences, comprehensive rehabilitation, norm, normality, socialization, integration, inclusion...; identification of persons,...; transformation of special education at the turn of the millennium (new common ground for special education).
3. Historiography of special education, personalities in the area of special education – their importance for the development of special education thinking in a global context.
4. System of supporting persons with health disability provided by the Ministry of Health (healthcare, healthcare establishments, medical devices), by the social sector (employment of persons with health disability, introduction to social services), and the education sector (education and training, counselling).
5. Special education counselling (counselling, types of counselling, objectives, counselling methods); educational counselling centres and their role in educating learners with special education needs.
6. Special education diagnostic (definition of diagnostic, diagnoses, types, special education diagnostic – definition, classification, principles, diagnostic methods – clinical and tests), main areas of special education diagnostic by its focus (cognitive skills, laterality, motor skills, etc.); etiology in special education (endogenous x exogenous causes, inorganic, organic, and psychosocial causes in pre-, peri- and post-natal period); prevention.
7. Family of a child with special needs (family, function of the family, parents' reaction to a serious disease or impairment according to Kübler-Ross or other authors) – congenital impairment, acquired impairment, factors affecting the adoption of a realistic approach, parents' needs and their satisfaction, parents' educational attitudes, siblings of a child with disability.
8. Special adult education – definition and concept, specificities of the approach to adults with special needs, lifelong learning, senior education; employment of persons with disability or disadvantage, career orientation, occupational rehabilitation; organization of persons with disability – Czech Republic, other countries.
9. Limited mobility – theoretical definition and description of the basic categories. Central palsy, epilepsy, diabetes and other examples of physical disability and disease in terms of etiology, symptomatology, and intervention in the context of interdisciplinary care.
10. Special education support provided to learners with limited mobility – description by the types of institutions, role of the special education teacher in the team, methods and strategies, organization and documentation of the educational process, specificities of the educational content, etc.
11. Description of multiple disability. Etiology. Syndromes. Scientific concept of educability, educability in the past and present in literature.
12. Diagnostic approaches to persons with multiple disability and possible stimulation techniques. Specificities of individual planning for persons with multiple disability.
13. System of care for persons with multiple disability in the Czech Republic. Helping professions and their role. Legislative framework for education of children and clients with multiple disability.
14. Special education for persons with intellectual disability as a special education field of study, definitions, terminology; diagnosis in the area.
15. Special education therapy for persons with intellectual disability and mental disability.
16. System of support measures for persons with intellectual disability.
17. Hearing, hearing impairment, diagnosis and compensation, system of care for individuals with hearing impairment.
18. Communication of individuals with hearing impairment, oral and visual-motor communication systems, specific features of visual and auditory perception.
19. ADHD and behavioural and emotional disorders – terminology, etiology, definitions, classification, symptomatology, intervention; specificities of intervention aimed at children with ADHD and manifestations of problem behaviour (family, school, specialized centres); manifestations of problem behaviour.

20. CAN syndrome, terminological definition, causes, definitions, manifestations, interventions and prevention, legal aspects; Maslow's hierarchy of needs and basic mental needs; mental deprivation; attachment bond theory (J. Bowlby), types of bonds.
21. Basic typology and symptoms of developmental and acquired forms of disrupted communication ability – impaired speech development (as an isolated speech disorder or symptomatic speech disorder), articular disorders, voice disorders and speech sound disorders, impaired speech fluency, neurogenic and acquired phatic disorders, swallowing disorders and myofunctional disorders in counselling practice; differences in counselling approaches to developmental and acquired forms of disrupted communication ability.
22. Relationship between laterality and communication, principles of respecting natural child laterality, basic principles of diagnosing laterality phenotypes; selected specifically focused capabilities (auditory perception, visual perception, motor coordination, etc.); effect of impairment of these capabilities on speech, reading and writing, mathematics, motor behaviour; aids and methods in speech-language therapy, methodological materials; alternative augmentative communication in counselling practice.
23. Current terminology and classification of persons with visual impairment.
24. Comprehensive services for persons with visual impairment including the social, healthcare, and education sectors.

### **Psychology for special educators**

1. Subject of investigation in psychology, basic concepts (personality, perception, behaviour, psychological processes and conditions, introspection, personal constructs, and mental representations). System of psychological sciences.
2. Overview of the basic psychological disciplines – psychoanalysis, behaviourism, humanist psychology, cognitive psychology, Gestalt psychology, transpersonal psychology, important personalities of these disciplines.
3. Cognitive processes and their characteristic – sensation and perception, imagination and fantasy, memory.
4. Cognitive processes and their characteristic – attention and consciousness, thinking and intelligence.
5. Temperament, overview of the basic temperament typologies and the possibilities of their practical application (e.g. Kretschmer, Spranger, Eysenck, Pavlov, Jung); emotivity and temperament.
6. Emotions and their significance in life; classification and properties of emotions, emotional expression (body and expressive components), concept of emotional intelligence (Goleman); emotions and motivation.
7. Developmental psychology and its focus, determination of human mental development, concept of developmental changes, classification of developmental changes; maturation and learning.
8. Methods of developmental psychology – research approaches (cross-cutting and longitudinal approach), methods of developmental psychological diagnosis.
9. Developmental periodization, examples of developmental periodization (Příhoda's biopsychological, Erikson's psychosocial, Piaget's cognitive, Freud's psychoanalytic, Kohlberg's stages of moral development).
10. Peculiarities of children's psyche – suggestibility, instability, egocentrism, expressive and adaptive behaviour, eidetism, idealism, concretism, personification and its manifestations.
11. Psychological characteristic of early stages of development – psychological importance of the prenatal period (FAS, FAE), perinatal period (Nikolayev, Odent, Kitzinger, Leboyer, etc.), and neonatal period (development of motor skills, cognitive development, emotional and social development).
12. Definition of normality and abnormality, issue of stress, defence mechanisms, frustration, conflict, stress, perception of stress; stress dimensions: emotional, intellectual, social, environmental, spiritual, physical.
13. Psychological characteristic of early stages of development – infant (mental needs, development of motor skills, development of cognitive functions, emotional and social development), toddler (development of motor skills, cognitive development, emotional and social development, separation reactions).
14. Psychological characteristic of the preschool age (development of motor skills, cognitive development, emotional and social development), children's drawing (development of drawing, development figural drawing).
15. School enrolment, readiness of a child for school enrolment – school maturity (physical, cognitive, emotional, and social).
16. Neurotic disorders in childhood, causes, types of stress typical for each development period, specific types of neurotic disorders.
17. Psychological characteristic of younger school age (physical, cognitive, emotional, and social development, learning and play).
18. Behavioural disorders, classification of problem behaviour, causes, aggressiveness and aggression, non-aggressive behavioural disorders.
19. ADHD syndrome, consequences of ADHD in adulthood.
20. Psychological characteristic of adolescence – prepuberty, puberty (physical changes, cognitive, emotional, and social development), identity development.



21. Socialization, forms and aspects of socialization; social learning; social attitudes; structure, identification, formation, and possibilities of changes; stereotypes and prejudice.
22. Social and interpersonal perception, interaction and communication; factors in shaping of an image of another person; general mistakes in interpersonal perception; basic principles of verbal and nonverbal communication.
23. An individual in a social group; signs and classification of social groups; structure and dynamics of a small social group.
24. Maltreated and abused child, causes, physical abuse, psychological abuse, impact of psychological abuse on the child's psyche, sexual abuse, types of sexual abuse, main physical signs of sexual abuse, neglect, other forms of CAN.

### **Special education intervention**

1. Counselling and intervention in special education – common topics.
2. Special education counselling and intervention – definitions, forms, areas, objectives; concept of special education counselling and its interdisciplinary nature.
3. Counselling principles – description of the principles of working with a disabled individual and the family with regard to the humanist approach in helping professions.
4. Counselling process, classification of the counselling process – description of the stages of the counselling process, their succession and the procedures applied during each stage.
5. Methods of counselling, basic classification – diagnostic and intervention methods.
6. System of educational counselling – Educational and psychological counselling centre: staffing, focus, clientele, applicable legislation, standard activities, legal forms.
7. System of educational counselling – Special education centre: focus according to clients, staffing, clientele, applicable legislation, standard activities, legal forms.
8. Educational care centre and its role in the educational and school counselling system: focus according to clients, staffing, clientele, applicable legislation, standard activities, legal forms.
9. School counselling centre – structure of the counselling team, its role in the life of the school, organization of activities, clientele, competences of the members of the counselling centre, responsibilities of the counselling centre, system of counselling in schools and school establishments – special education teacher, school psychologist, prevention methodologist, educational counsellor.
10. Personality of the counsellor, competences, code of ethics, burnout syndrome and prevention, significance of supervision.
11. Communication competences in counselling – principles, verbal and nonverbal communication.
12. Interview as the basic counselling method – principles and course of a counselling interview, conditions.
13. Directive and non-directive psychological disciplines and their projection into the counsellor's approach and their effect on the counselling process – differences between counselling and psychotherapy.
14. The role and form of counselling in the system of comprehensive rehabilitation.

### **Proposition of the topics of theses and defended theses**

#### **Proposed topics for bachelor theses:**

- Influence of family environment on development of drug addiction and possible interventions
- Special education intervention for an autistic pupil at primary school.
- Special education intervention at institutions providing psychosocial services
- Special education intervention for individuals at juvenile correctional facilities.
- Possibilities for special education intervention for university students with impaired communication skills.

#### **Examples of successfully defended theses:**

- Search for identity of people with attachment disorder and possible interventions (*Šubová Markéta*)
- Musically oriented special education intervention with an autistic pupil (*Koplíková Daniela*)
- Possibilities of psychosocial interventions for families at risk of drug addiction (*Šebestová Adéla*)
- The work of special educational centres with families of autistic children. (*Pechancová Barbora*)
- Analysis of the state of speech therapy intervention for persons with cognitive communication disorder (*Urbanová Tereza*)

Defended theses are available [here](#).



