

Syllabus of doctoral state examination for 4-years doctoral study of Special Education

Mandatory courses

Inclusive (special) education

The course puts emphasis on understanding of basic concepts connected with inclusive education and social inclusion. Furthermore, to know the range of own pedagogical field and pedagogy itself in historical and wider contemporary context at a current state of knowledge. To know current foreign approaches to selected issue.

1. Inclusion, Social inclusion, Inclusive education, Inclusive didactics, Inclusive schooling
2. Framework conditions of inclusive education of students with special educational needs including legislation in Czech republic (Education Act, Antidiscrimination Act and following decrees)
3. Strategies in education of students with special educational needs in mainstream schools
4. Pedagogical – psychological counselling system
5. Supportive measures for students with special educational needs

Pathopsychology

To be able to define selected pathopsychology and psychopathology terms focused on special pedagogy and needs of workers in helping professions. It is a fundamental category concerning stressful life situations and relations between physical and mental disorders and selected qualitative abnormalities in cognition and personality.

1. Psychological characteristics of selected neurological disorder (Cerebral palsy, Mild brain dysfunction, ADHD, ADD, Epilepsy, Traumatic Brain Injuries)
2. Psychological issues of disabled person
3. Visual impairment, hearing impairment and speech disorders; Physical impairment
4. Mental retardation, Dementia
5. Pervasive developmental disorders

Selection of one of studied specializations in the Doctoral study programme

Speech Therapy

The knowledge and definition of selected speech therapy terms and their links with other subjects – Deaf education, Education of students with physical impairment, Education of students with visual impairment, Education of students with intellectual disabilities including psychology and medical field (neurology, ORL, phoniatics). The knowledge and orientation in anatomy, physiology, pathology and pathophysiology in the area of speech disorders throughout. To be aware about foreign approaches to the issues of the field.

1. Contemporary conception of speech intervention in children and students with symptomatic speech disorders.
2. Alternative and augmentative communication – communication system, condition of AAC implementation in children, adolescents, adults and seniors
3. Speech diagnostics and therapy in children with disrupted speech development
4. Actual balbutology issues – current trends in etiology, pathogenesis and balbuties/stammer therapy
5. Contemporary trends in speech intervention in children and students with autistic spectra disorder

Deaf Education

The goal is to gain the ability to apply knowledge from Deaf Education field of study with the Speech Therapy, Psychology and medical disciplines (ENT, Phoniatics). Also to become familiar about the approaches commonly known from abroad concepts.

1. The communication development in the child with profound hearing loss.
2. Communication approaches in the people with the hearing loss.
3. Diagnostics from the Deaf Education view.
4. Prosthetics in the Deaf Education and other technical aids used in the daily basis.
5. The characteristic of the particular methodical procedures in the educational process in people with the hearing impairment.

Education of pupils/ students with intellectual disabilities

Knowledge of basic terms. Student has to apply knowledge of other disciplines of special needs education. – Psychiatry, neurology. Students have to know foreign concepts of approaches to pupils/ students with intellectual disability.

1. Define category of disability – people with intellectual disability, levels of intellectual disability
2. System of education of pupils/ students with intellectual disabilities in the Czech Republic.
3. Special diagnostic in education aimed on pupils/ students with intellectual disability
4. Down syndrome, aetiology, characteristic, education
5. Autism, autism spectrum, aetiology, characteristic, education, employment of people with various range of disorders of autism spectrum.

Education of pupils/ students with physical impairment and chronic illnesses

Knowledge about intervention towards pupils/ students with physical disability, special methods of diagnostic and support provided to people from early stage to adulthood. Student has to apply knowledge from other fields of special Leeds education – education of pupils with intellectual disabilities, visual impairment, communication disorders and specific disciplines of medical treatment (neurology, physiotherapy, orthopaedics, psychiatry, ORL – speech language pathology, ophthalmology). Students have to know foreign concepts of approaches to pupils/ students with physical disability.

1. Define category of disability
2. System of education of pupils/ students with physical impairment and chronic illnesses inclusion in the Czech Republic.
3. Special diagnostic in education aimed on pupils/ students with physical disability
4. Cerebral palsy, aetiology, definition, types of cerebral palsy
5. Degenerative muscle disorders, Duchene's muscle dystrophy

Education of children/students with visual impairment

The goal is to have knowledge about intervention to individuals with visual impairment and to know special diagnostics and supportive measures used for visually impaired individual from early childhood to adulthood. To be able to apply knowledge from other fields, such as Education of individual with intellectual impairment, Education of individuals with physical impairment, Speech therapy, Deaf education and medical fields (ophthalmology, neurology, ORL, phoniatrics). To be aware about foreign approaches to the issues of the field.

1. Specifics of psychomotor development of visually impaired individuals from the perspective of developmental stages by Eriksson and Piaget
2. Educational issues in individuals with visual impairment

3. Early intervention of children with visual impairment
4. Disorders of binocular vision in preschool children and re-education
5. Specifics of education of students with low vision and blindness

Education of children with emotional and behavioural disorders

The candidate's expected knowledge from the field of Education of children with emotional and behavioural disorders must be conceptual. The candidate should be able to connect the multidimensional and interdisciplinary focus on the child with emotional and behavioural difficulties/disorders, at-risk children. The platform of his approach to behavioural disorder in childhood should be based on the child's development principles, emotional, social and educational needs and quality of life in adulthood.

1. The concept of the 3P intervention as a response to the educational needs of the child as a fulfilment of the best interests of the child in the environment) a) of the school, b) of the family, c) specialised counselling/intervention provisions, d) specialized residential care provisions.
2. Theory of resilience as the frame for Education of children with emotional and behavioural difficulties/disorders, at-risk children
3. Formal, informal social control factors and their influence on the processes of education and intervention in Education of children with emotional and behavioural difficulties/disorders, at-risk children.
4. Children with ADHD, ADD, in the context of the 3P theory
5. Research in the education of at-risk children, children with emotional and behavioural difficulties/disorders – examples of current research findings; their informative value for the practice of schools and residential care institutions.

Specific learning disabilities

To have a knowledge from the area of specific learning disabilities (SLD) and to be able to connected them into Czech language and math didactics in elementary school with an emphasis on students with special educational needs. To know significant theories, concepts and methods, which are in the foreground of study field in national and international context.

1. Basic terms – definition of specific learning disabilities (SLD) and their manifestation
2. Etiology of specific learning disabilities and behavioural disorders – dispositional causes, environmental factors
3. Diagnostics and interventional approaches to specific learning disabilities

4. The care of students with specific learning disabilities in Czech republic
5. Study and professional orientation of students with specific learning disabilities (school, teachers, therapists)

Addictology

Have knowledge about substance abuse and addictive behaviour, their effects on the human body, get an overview of the addiction types, criteria for the addiction diagnosis, prevention and treatment, have the knowledge and skills associated with the provision of first aid, know the basics of drug epidemiology and school primary prevention of social pathologies.

1. Definition of basic concepts (habit-forming substance, tolerance, usage, misuse, abuse, medicaments, drug addiction)
2. Social pathology, their types, the dependence of a substances, addictive behavior, virtual drugs
3. Drug classification, most drug groups, substances drugs addiction, their appearance and effects
4. Factors of addiction, formation, types and criteria for dependence
5. Risk and protective factors, risk population groups and behaviour

Education of Adults with Special Educational Needs/Disability

The student will understand basic terms and concepts in the field of education of adults with disabilities, e.g. adults with SEND, education, social inclusion and participation of adults with SEND. The student will understand the field in the context of the neighbouring disciplines such as sociology, psychology, social work, psychiatry, etc.

1. Adult with special needs/disability.
2. Education of adults with SEND in research and practice.
3. Social inclusion of adults with SEND.
4. Legal and social aspects of employment of adults with SEND.

Education of pupils/ students with severe and multiple impairments

Student will transfer the knowledge of education of pupils/ students with severe and multiple disability into practice. It is necessary to apply knowledge from other fields as is education of pupils/ students with visual impairment, intellectual disability and education of pupils/ students with physical impairment and chronic illnesses as well as knowledge of psychology, sociology and medical disciplines (neurology, physiotherapy, orthopaedics,

psychiatry, ORL – speech language pathology, ophthalmology). Student has to work with special pedagogical methods (diagnostics and methods of teaching) and apply supportive arrangements to educate pupils/ students with severe and multiple disability. Student has to know foreign concepts of approaches to pupils/ students with physical disability.

1. Terminology – outcomes, definitions, factors of aetiology, classification.
2. Education of pupils/ students with severe and multiple disability – definition, theme, basis and perspectives, intervention to people with severe/ multiple disability in the Czech Republic, Educational Programme in special needs education, aims, goals, principles and educational methods, counselling service.
3. Supportive arrangements – Czech legislative platform
4. Disordered communication – children with cerebral palsy, intellectual disability, visual impairment.
5. Characteristic of children f multiple disability (hearing and visual impairment) – specifics of education, education

Methodology

Questions from methodology will concern the processing of research project of dissertation thesis.