



Approved

DEAN:

(Prof. M

Phd Entrance Exam: Exam Questions

in the Professional filed of 1.2. Pedagogy (Special Education)

1. Scientific status of special education. Relations between special education and other scientific areas. Basic concepts.
2. Classifications of children with special educational needs.
3. Psychological-educational characteristics of the different groups of children with special educational needs.
4. Development of social and daily living skills in children with multiple disabilities and severe impairments.
5. Inclusive and special education (in special schools) of children with special educational needs.
6. Types of psychological-educational and social support: preschool and school settings, daily centers etc.
7. Types and functions of the team delivering the psychological-educational and social support (resource support, resource teachers etc.).
8. Individual plans and programs (IEPs) for children with special educational needs.
9. Professional and career orientation and preparation (vocational training) of pupils with special educational needs.
10. Work with the families of children with special educational needs.

Literature:

1. Avramidis, E. & P. Bayliss. A survey into mainstream teachers' attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. *Educational Psychology: Dorchester on Thames*, 2000, 20 (2), pp 191-201.
2. Badawi, N., J. J. Kurineczuk, J. M. Keogh, L. M. Alessandri, P. R. Burton, P. J. Pemberton. Intrapartum risk factors for newborn encephalopathy: the Western Australian Case Control Study. *BMJ*, 1998, 317: 1554-1558.
3. Capute, A. J. & P. J. Accardo (Editors) *Developmental Disabilities in Infancy and Childhood* (2 volumes). Baltimore: Paul H. Brookes, 1996.
4. Chevalier, A. *Parental Education and Child's Education: A Natural Experiment*, May 2004 <http://ftp.iza.org/dp153.pdf>
5. Collins, B. A. *Systematic Instruction for Students with Moderate and Severe Disabilities*, Brookes publ.co, London, 2012.
6. *Diagnostic and Statistical Manual of Mental Disorders – Fourth Edition*. American Psychiatric Association, 2000.
7. Friede, R. L. *Developmental neuropathology*, 2nd ed. Springer, Berlin-Heidelberg, 1989, pp 44-58,59-68,69-81,82-97,115-124.
8. Jonsson, T. *Inclusive Education*. Geneva: UNDP, 1994.
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10. Kamei-Hannan, C., L. Ansari Ricci. *Reading Connections: Strategies for Teaching Students with Visual Impairments*, AFB, New York, 2015.
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13. Lubetsky, M. J., B. L. Handen, J. J. McGonigle. *Autism spectrum disorders*, Oxford University Press 2011л
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16. Snell, M., E., F. E. Brown. *Instruction of students with severe disabilities – Seventh Edition*. Pearson publ. co., Boston, 2011.
17. Stassinou, D. *Special Education in Greece: Perspectives, Institutions and Practices. State and Private Initiative (1906-1989)*. Athens: Gutenberg, 1991, pp 237-239.
18. Tzouriadou, M. & G. Barbas. *Children with Special Needs in the Nursery School: Kindergarten Teachers' Views*, 2003. www.specialeducation.gr/print.php?sid=122
19. Wiener, W. R., R. L. Welsh, B. B. Blasch (eds.). *Foundations of Orientation and Mobility, Third Edition: Volumes 1 & 2*, AFB, New York, 2010.
20. Zoniou-Sideris, A. (ed.) *People with Special Needs and their Inclusion*. Athens: Greek Letters, 2000, pp 76-90.

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