

SPECIJALNA EDUKACIJA I REHABILITACIJA

danas
knjiga rezimea
book of abstracts

SPECIAL EDUCATION AND REHABILITATION today

University of Belgrade
Faculty of Special Education and Rehabilitation
the 6th International Scientific Conference

BEOGRAD
2012

Fondacija  Hemofarm

UNIVERZITET U BEOGRADU
FAKULTET ZA SPECIJALNU EDUKACIJU I REHABILITACIJU
UNIVERSITY OF BELGRADE
FACULTY OF SPECIAL EDUCATION AND REHABILITATION

**SPECIJALNA EDUKACIJA I REHABILITACIJA
DANAS
SPECIAL EDUCATION AND REHABILITATION
TODAY**

**Zbornik rezimea
Abstract Book**

VI međunarodni naučni skup
The Sixth International Scientific Conference
Beograd, 14–16. septembar 2012.
Belgrade, September, 14–16, 2012

Beograd, 2012
Belgrade, 2012

**SPECIJALNA EDUKACIJA I REHABILITACIJA DANAS
SPECIAL EDUCATION AND REHABILITATION TODAY**

**Zbornik rezimea
Abstract Book**

VI međunarodni naučni skup
The Sixth International Scientific Conference
Belgrade, 14–16. 9. 2012.

Izdavač / Publisher:

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju
University of Belgrade – Faculty of Special Education and Rehabilitation
11000 Beograd, Visokog Stevana 2
www.fasper.bg.ac.rs

Glavni i odgovorni urednik / Editor-in-chief:
prof. dr Mile Vuković

Za izdavača / for Publisher:
prof. dr Jasmina Kovačević, dekan

Urednici / Editors:
prof. dr Nenad Glumbić, doc. dr Vesna Vučinić

Štampa / Printing: „Planeta print”, Beograd

Tiraž / Circulation:
250

ISBN 978–86–6203–030–6

PROGRAMSKI ODBOR:

Prof. dr Nenad Glumbić, predsednik*,
Doc. dr Vesna Vučinić, potpredsednik*,
Prof. dr Mile Vuković*,
Prof. dr Milica Gligorović*,
Prof. dr Danijela Ilić Stošović*,
Prof. dr Sanja Ostojić*,
Prof. dr Vesna Žunić Pavlović*,
Doc. dr Nataša Hanak*,

*Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Srbija

Prof. dr Mitja Krajnčan, Univerza v Ljubljani, Pedagoška fakulteta, Slovenia

Доц. др Мира Цветкова Арсова, Факултет по начална и предучилишна педагогика,
Софийски универзитет, Бългaрия

Проф. др Зора Јачова, Универзитетот „Св. Кирил и Методиј“, Филозофски факултет,
Институт за дефектологија, Скопје, Македонија

Prof. dr Viviana Langher, Università „Sapienza“, Roma, Italia

Prof. dr Isabel María Martín Monzón, Universidad de Sevilla, España

Βασίλης Αργυρόπουλος, Πανεπιστήμιο Θεσσαλίας, Τμήμα Ειδικής Αγωγής ή, Ελλάδα

Doc. dr Ante Bilić Prcić, Sveučilište u Zagrebu, Edukacijsko–rehabilitacijski fakultet, Hrvatska

ORGANIZACIONI ODBOR:

Prof. dr Jasmina Kovačević, dekan, predsednik

Doc. dr Irena Stojković

Asist. mr Maja Ivanović

Asist. Marija Anđelković

Asist. Bojan Dučić

Asist. Ivana Terzić

Zoran Jovanković

Biljana Krasić

Sadržaj

<i>Plenarni deo</i>	
<i>Plenary session</i>	7
<i>Tema:</i>	
<i>Rana intervencija</i>	
<i>Early intervention</i>	13
<i>Tema:</i>	
<i>Tehnike procene u specijalnoj edukaciji i rehabilitaciji</i>	
<i>Assessment in Special Education and Rehabilitation</i>	25
<i>Tema:</i>	
<i>Oblici tretmana u specijalnoj edukaciji i rehabilitaciji</i>	
<i>Treatment Approaches in Special Education and Rehabilitation</i>	83
<i>Tema:</i>	
<i>Poremećaji ponašanja</i>	
<i>Behavioral disorders</i>	105
<i>Tema:</i>	
<i>Vaspitanje i obrazovanje osoba sa smetnjama i poremećajima u razvoju</i>	
<i>Education of Persons with Developmental Disabilities</i>	163
<i>Tema:</i>	
<i>Modeli pružanja podrške odraslim osobama sa smetnjama i poremećajima u razvoju</i>	
<i>Supporting Services for Adults with Disabilities</i>	211

Plenarní deo
Plenary session

Neuroimaging Findings and their Correlation with Language Deficits in Children and Adolescents with Temporal Lobe Epilepsy. When and How Prevent Early Linguistic Deficits in these Patients?

Isabel Martín Monzón¹, Isabel Trujillo Pozo
*Laboratory of Psychobiology, Faculty of Psychology
University of Sevilla, Spain*

Recent studies on large samples of children with epilepsy with average intelligence with both new onset and chronic epilepsy demonstrate linguistic difficulties. Although typically developing children acquire language during the toddler period, their linguistic skills continue to mature during childhood, and undergo acceleration during adolescence with an increase in syntactic complexity, advanced use of grammar and vocabulary, as well as abstraction. In parallel, language-related brain regions, such as the frontal lobe and superior temporal gyrus, particularly the posterior superior temporal gyrus, mature by the end of adolescence through antero-posterior dynamic changes in gray matter volume, thickness, and concentration. Myelination also progresses in these brain regions, albeit simultaneously.

Prior neuroimaging studies of children with epilepsy report abnormal lateralization of language, as well as a relationship of syntactic impairments with reduced cortical activity in the inferior frontal gyrus, linguistic impairment with neuroradiological abnormalities, and social communication deficits with volumetric abnormalities in language-related regions. However, there have been no prior studies on early stimulation of language in epilepsy patients in order to improve their language cognitive skills. We present a review about development of language-related brain regions in epileptic children and

adolescents. Literature shows us linguistic deficits are related to smaller anterior superior temporal gyrus gray matter volumes and a negative association between language scores and dorsolateral prefrontal gray matter volumes. These findings demonstrate abnormal development of language related brain regions, and imply differential reorganization of brain regions subserving language in children with epilepsy with normal linguistic skills and in those with impaired language. Furthermore, we examine data concerning the idea that human language function is not only based on the grey matter of circumscribed brain regions in the frontal and the temporal cortex but moreover on the white matter fiber tracts connecting these regions.

Key words: functional imaging, development, language, rehabilitation, epilepsy

¹ isabelmartin@us.es

Integration of Children with Special Visual Needs in Regular Classrooms

Lea Hyvärinen¹

*Technical University of Dortmund and
University of Helsinki, Finland*

Integration and inclusion of children with special needs into regular classrooms causes problems in many schools in Europe and elsewhere. These children have visual difficulties that have not been examined in the hospitals and cannot be assessed in the local school due to lack of preparing the teachers to observe and assess children with great variation of changes in visual functioning.

The two large groups with brain damage related vision loss („CVI”) are children with motor problems, especially Cerebral Palsy but also after accidents and infections and children with intellectual disabilities. Assessment for planning these children’s learning and teaching plan is developing and numerous further education courses have been given but the number of teachers and therapists with knowledge on assessment of children with impaired vision due to brain damage is still limited in the local schools. This is one of our big challenges in the near future.

Rehabilitation should be integrated in the school day so that positioning, standing and rest are considered in the teaching plan, that the children have the devices they need for studying and developing new strategies and that their hypersensitivity to noise and need of extra time in many tasks is built in the plan. The role of resource centres will be important in assessment of devices and learning

strategies because that knowledge cannot be created in the local schools for several years. Even in resource centres further training is necessary in the assessment of visual functioning when children have problems in visual processing functions. We should also develop better collaboration with ophthalmologists, orthoptists, and optometrists so that the care of children with special needs would be truly transdisciplinary within the framework of the ICF-CY.

Key words: transdisciplinary assessment, impaired vision due to brain damage, students with Cerebral Palsy, students with Intellectual Disability, integration

¹ lea.hyvarinen@lea-test.fi

Identifying Critical Social Skills in the Realm of Inclusive Education

Eleni Didaskalou¹, Anastasia Vlachou,
Panayiota Stavroussi
*University of Thessaly, Department of Special Education
Greece*

Given that the incidence of social skills difficulties among pupils with SENs has been found to be high, social skills development has been widely advocated as a means of promoting their social acceptance and successful inclusion. Special teachers are considered to be key informants in identifying potentially critical social skills that may well inform interventions targeting social skills development in schools to promote inclusion.

The main aim of this study was to explore Greek special teachers' understanding of their students' with SENs social skills difficulties. The prime aim of the study unfolds around the following research questions: a) how special teachers appointed in resource rooms define potentially critical social skills within the school context and b) if they are able to identify and ready to address children's with SENs social skills difficulties truly.

Forty primary school special education teachers from different areas of the country participated in the study.

Participants' views were elicited through individual semi-structured interviews. Interviews were transcribed and the process of data reduction and coding was employed to obtain a deeper understanding of the data collected.

As the findings indicated, teachers define as critical social skills, those behaviors that are strongly related to the smoothly running of the classroom and necessary for participatory learning to take place and positive interactions to be developed among peers. They also identify children's with SENs social skills difficulties lying in: a) performing competently basic classroom interactions b) following the classroom's behavior rules and school's discipline standards c) receiving peer acceptance d) developing reciprocal friendship relationships with classmates and e) regulating their own behavior and emotions.

The implications of the study concerning social skills development programs, special teachers' training and the promotion of inclusive practices are discussed.

Key words: Social skills difficulties, Pupils with SENs, Special Teachers' perspectives, Inclusive education

¹ edidask@uth.gr

Inclusive Special Education

Marjatta Takala¹
University of Oulu, Finland

The presentation concentrates on inclusive education in mainstream schools. This means an inclusive framework and early intervention. The presentation concentrates on discussing the delivery as well as the forms of support. The quality and equity in education are core elements in the educational system. The support in Finland is divided into three types: general, intensified and special support. All these forms have a different profile, which will be focused. One core profession in Finland is special education teacher. This teacher works with children from various classes, immediately when the need of support is noticed. No individual educational plan is needed. This flexible system and its' core elements are also presented.

*Key words: inclusion, special education, support,
Finland*

¹ marjatta.takala@helsinki.fi

Tema:

Rana intervencija

Early intervention

Genetsko savetovanje – savremeni oblik zaštite zdravlja

Jasmina Maksić¹, Dragan Ninković,
Danijela Ilić–Stošović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*
Predrag Mitrović, Mirjana Mitrović–Milosavljević
Očna ordinacija Mitrović, Beograd

Genetsko savetovanje je proces u kome pojedinac ili članovi porodice dobijaju adekvatnu genetsku informaciju. Ona podrazumeva verovatnoću da će osoba razviti ili preneti genetsko oboljenje, karakteristike i posledice te bolesti, tip nasleđivanja i moguće načine prevencije. Genetsko savetovanje vodi tim iskusnih stručnjaka – lekar specijalista (pedijatar–klinički genetičar, ginekolog–akušer, i dr.), molekularni biolog i ostali članovi tima (specijalni edukator, psiholog, socijalni radnik). Postupak genetske konsultacije podrazumeva genetsku evaluaciju kojom se postavlja ili potvrđuje dijagnoza a zatim, na osnovu genetskog modela za datu bolest, daju se iscrpne informacije i predlažu moguća rešenja. Međutim, ne retko, mogu se javiti problemi koji otežavaju dijagnostiku, kao što je genetska heterogenost, fenokopija koja se ispoljava kao genetsko oboljenje, sporadični slučajevi u porodici, isključivanje oca kao biološkog i dr. Cilj genetskog savetovanja je pružanje pomoći, pojedincu ili porodici, u donošenju pravilne odluke o potomstvu, posebno nakon rođenja deteta obolelog od genetski uslovljene bolesti. Na takvu odluku veliki uticaj ima versko opredeljenje partnera, njihov socio-ekonomski status, vaspitanje i obrazovanje, stav familije, kao i podrška zajedni-

ce. Uz poštovanje moralnih vrednosti društva kome pojedinac ili porodica pripadaju, treba slediti put kojim se obezbeđuje svrsishodno genetsko savetovanje, a to nije laka odluka. I pored problema koji mogu da se jave tokom genetskog savetovanja, činjenica je da je ono značajan vid zaštite zdravlja jedne nacije. Metodama prenatalne i postnatalne dijagnostike i genetskim skriningom omogućeno je rano otkrivanje anomalija (genetske i negenetske prirode) i nekih genetskih bolesti, a time i njihova prevencija ili moguća blagovremena terapija. Takođe, genetsko savetovanje daje mogućnost planiranja porodice u odnosu na eventualni rizik od genetske bolesti.

Ključne reči: genetsko savetovanje, etika genetskog savetovanja, genetski skrining, prenatalna dijagnoza

1 maxic164@eunet.rs

Genetic Counseling – a Contemporary form of Health Protection

Jasmina Maksić¹, Dragan Ninković,
Danijela Ilić–Stošović
*University of Belgrade – Faculty of special education
and rehabilitation*
Predrag Mitrović, Mirjana Mitrović–Milosavljević
Mitrović Eye Clinic, Belgrade

Genetic counseling is a process in which individual or family members receive adequate genetic information. It provides probability for a person to develop or transfer genetic disease, characteristics and consequences of that disease, type of inheritance and possible ways of prevention. Genetic counseling is lead by team of experienced experts – medical specialist (pediatrician-clinical geneticist, gynecologist–obstretician, etc.), molecular biologist and other members of the team (special educator, psychologist, social worker). The procedure of genetic counseling means genetic evaluation by which the diagnosis is reached or confirmed, and then, based on the genetic model for that disease, plenty of information is given and possible solutions are suggested. However, occasionally, problems that make diagnostics difficult may occur, like genetic heterogeneity, phenocopy which is manifested as genetic disease, sporadic family cases, exclusion of the father as not being biological parent, etc. The goal of genetic counseling is to give help to an individual or family to reach proper decision about offspring, especially after having a child with a genetic disease. That decision is largely influenced by religious views of the partners, their social and

economic status, upbringing, education, support of family and community. Respecting moral values of the society that individual or family belong to, one should go for meaningful genetic counseling, which is not an easy task. Apart from problems that can emerge during genetic counseling, it still remains an important form of health protection in a nation. Early discovery of malformations (genetic and non-genetic nature) and some genetic diseases and therefore their prevention or possible therapy, is based on methods of prenatal and postnatal diagnostics and genetic screening. It also provides the possibility for family planning according to supposed risk of a genetic disease.

Key words: genetic counseling, ethics of genetic counseling, genetic screening, prenatal diagnosis

¹ maxic164@eunet.rs

Attachment Relationships in Families with Children Affected by Neurological Illness

Viviana Langher¹, Giuseppe Scurci, Giuseppe Tolve,
Andrea Caputo

*Department of Dynamic and Clinical Psychology
Sapienza University of Rome*

This study analyzes inter-family relationships of families with children with neurological problems, using Bowlby's attachment theory as model of reference. The research was conducted in two hospitals in Serbia specialized in neurological diseases: cerebral paralysis and epilepsy. It is hypothesized that neurological problems could negatively affect inter-family relationship attachments. Two groups were selected, one experimental composed of 25 nuclear families: mother, father and child with a certified diagnosis of either cerebral palsy or epilepsy; and another control group of 25 nuclear families: mother, father and child with no pathology. Kerns, Klepace and Cole's al. Security Scale (1996) was used for the investigation, with the addition of two other questionnaires (Langher et al.), modified for administration to the parents. Data analysis demonstrated a tendency to difference ($p=.076$) between the experimental and clinical groups with respect to the attachment perceived by the children and the attribution that parents give to their child's attachment perception towards them. Further analyses carried out on parent-child relationships demonstrated a significant difference ($p=.017$) between the experimental and the control group, with respect to the perception of father-child

attachment. We conclude that in the experimental group, there is a discrepancy in attachments that particularly affect the father-child relationship. It appears that hospitalization and the consequent separation of the nuclear families seem to significantly influence the formation of secure attachment relationships, in particular between father and child.

Key words: attachment, nuclear families, neurological pathology

¹ viviana.langher@uniroma1.it

Praćenje rasta i razvoja dece rođene sa faktorima rizika u razvojnom savetovalištu

Meri Janevska¹
Zdravstven dom – Veles

Rast i razvoj deteta je vrlo složeno zbivanje, koje obuhvata kvantitativne procese uvećanja nekih dimenzija tela kao i kvalitativne promene strukture, funkcije i reaktivnosti pojedinih tkiva i organa, promene psihičkih svojstava deteta i njegovo prilagođavanje socijalnim i kulturnim uslovima okoline u kojoj živi. Ne postoji model prema kome se možemo rukovoditi u praćenju razvojne funkcije kod dece. Svako dete je priča za sebe, međutim postoji veliki procent dece – oko 80%, koje slede jednu razvojnu stazu, prema kojoj je izrađen veliki broj razvojnih testova (Gunzberg, Bejli, Bine-Simon, Denverski test itd.)

Praćenje rasta i razvoja kod dece rođene sa faktorom rizika, od rođenja pa do 12 meseci.

Dete – novorođenče se posmatra od njegovog rođenja, prati se vizuelna percepcija, auditivna percepcija, gruba motorika, motorika vrata, motorika ekstremiteta, socio-emocionalne reakcije, vokalizacija, brbljanje, razvoj govora. Dete se postavlja na trbuh, na leđa, u uspravan položaj i, u zavisnost od doba starosti prate se razvojne funkcije. Pri istraživanju koristimo Gunzberg razvojni test, koji je deskriptivni i sa njima se detaljno opisuje kako se razvija dete. Za upotrebe ove deskriptivne tehnike koriste se sledeći materijal: crno – bela rukavica do 3 meseca života, bakarno zvonce, plastične narukvice, drvene kocke, drveni stalak i perle, zvečka, hartija kao i pelena za ispitivanje senzorne funkcije.

Dobijeni rezultati pokazuju da redovno praćenje dece, i to sa posebnom akcentom na decu rođenu sa rizikom, omogućava pravovremenu i ranu detekciju i dijagnostiku, kao i ranu intervenciju baziranu na određenim stimulativnim tehnikama koje omogućavaju poboljšanje stanja deteta. Praćenje deteta je timski rad i u timu je potrebno da učestvuju – pedijatar, psiholog, defektolog kao i socijalni radnik. Rana intervencija je izuzetno važna i neophodno je što pre je implementirati u zdravstvene institucije, kako u primarno, tako i u sekundarno zdravstvo.

Ključne reči: rast deteta, razvoj deteta, dete rođeno sa rizikom, rana intervencija, Gunzberg-test, Denverski-test, Bine-Simon test, Bejli- test

¹ janevska_meri@hotmail.com.mk

Monitoring Growth and Development of Children Born with Risk Factors in Development Counseling Centers

Meri Janevska¹

Public Health Center – Veles

Growth and development of the child is a very complex process, which includes some quantitative changes in the enlargement of some dimensions of the body as well as qualitative changes in the structure, function and responsiveness of certain tissues and organs, changes in psychological characteristics of the child and his adaptation to social and cultural conditions of his environment. There is no model by which we can operate in monitoring the development function in children. Every child is a story for itself; there is a large percentage of children (about 80%), who follow a developmental path that was a basis for a number of developmental tests (Gunzberg, Bayley, Binet-Simon, Denver test, etc.).

Monitoring growth and development in children born with risk factors, from birth to 12 months.

A child – a newborn is followed from his birth, screening the visual perception, auditory perception, gross motor, neck motor, limb motor skills, social-emotional reactions, vocalization, babbling and speech development. Developmental functions are screened depending on the age by placing the child on his abdomen, back, or in the upright position. Throughout this screening, the Gunzberg's development test has been used, which is descriptive in the way that it describes in details how the child develops. In this technique, many

different materials can be used: black and white gloves for children up to three months of age, copper bells, plastic bracelets, wooden blocks, wooden racks and beads, rattles, diapers and paper for sensory function testing.

The results suggest that regular monitoring of children, with special emphasis on children born at risk, provides timely and early detection and diagnosis, and early intervention based on specific stimulation techniques that enable improvement in child's condition. The process of developmental screening is a team work, and the team should include a pediatrician, psychologist, special educator and social worker. Early intervention is extremely important and should be implemented as soon as possible in healthcare institutions, both in primary and in secondary health care.

Key words: child growth, child development, child born at risk, early intervention, Gunzberg-test, a Denver-test, Binet-Simon test, Bailey-test

¹ janevska_meri@hotmail.com.mk

The Model of Early Intervention as a Fundamental Precondition for Successful Inclusion

Vanesa Andova–Stojanova

Institute of Mental Health of Children and Youth, Skopje
Zora Jachova¹

Institute of Special Education and Rehabilitation, Faculty of Philosophy, University „Ss. Cyril and Methodius” – Skopje

The organized early intervention procedure, as help and support in the process of inclusion of children with special needs, has the goal of promoting child's abilities by stimulating the parents and support services to act appropriately on child's development.

The problem of the research is the analysis of the service model of early intervention conducted at the Institute of Mental Health of Children and Youth and its significance and impact as a support in the process of inclusion.

The population includes children who are in the developmental period of early childhood at preschool age (service users at the Institute) during 2006 and 2009.

The questionnaire was conducted on a sample of parents (36), educational staff and professional services from two kindergartens (37) and two schools (38), and professionals from different areas of the team from the Institute of Mental Health of Children and Youth (20), or 131 subjects in total.

The differences between the defined variables are analyzed by Pearson's χ^2 test in contingency tables and Fisher exact test and the significance level was set at $p < .05$.

¹ zorajacova@hotmail.com

59% of developmental problems were detected at the age of 5 to 6 years.

55% subjects have developmental problems detected at the Institute of Mental Health.

The earliest age to start a treatment for 5% of sample children with developmental problems is between 2 and 3.

The special educator has a clearly defined role in the system of early intervention.

Our hypothesis about partial application of assistive technology in the process of early intervention is confirmed.

There is no legislative act which thoroughly structures early intervention.

Our hypothesis about the existence of partner relationship and the active role of parents in the implementation of early interventional procedure is rejected.

Most of the subjects (67.9 %) indicate that there is a need for changes in the model of early intervention and inclusion.

The *multidimensional-family-related model* is presented in the system of early intervention.

Regarding the team collaboration, *a form of trans-disciplinary model of team interaction* is applied in the process wherever there is flexibility and the services of the early intervention service are family centered.

Key words: early intervention, models of early intervention, inclusion

Inkluzivne radionice „Krug prijatelja” kao oblik vaspitno–obrazovnog rada sa decom predškolskog uzrasta

Snežana Jovetić¹, Snežana Bojić, Ana Kondić,
Damir Mujčinović, Lidija Mitrović, Ivana Petrović,
Bojana–Konsuelo Talijan, Maja Lekić
*Predškolska Ustanova „11. April” – Vrtić „Pčelica”
razvojne grupe, Novi Beograd*

Podaci o socijalnim odnosima dece sa intelektualnom ometenošću uključene u redovne vaspitno-obrazovne grupe ukazuju da ovo uključivanje samo po sebi ne mora voditi uspešnoj obrazovnoj i socijalnoj inkluziji. Za njeno ostvarivanje je, između ostalog, potrebna sistematska podrška stručnjaka, zasnovana na poznavanju specifičnosti razvoja kao i pružanju odgovarajuće podrške. S obzirom na saznanja da vršnjački odnosi utiču ne samo na tekući već i na kasniji emocionalni, bihevioralni i akademski razvoj, pred stručnjake se postavlja zadatak podsticanja i podržavanja vršnjačke interakcije kao značajnog faktora u razvoju socijalnih i kognitivnih kompetencija dece. U skladu sa tim, inkluzivne radionice se nameću kao najpistupačniji način rada jer sadrže igrovne elemente, podstiču aktivno učenje i promovišu ideju o vrednosti učešća svakog deteta bez obzira na njegove mogućnosti i ograničenja.

U skladu sa novim vaspitno-obrazovnim trendovima, u Predškolskoj Ustanovi „11. April” se već dve godine sprovode inkluzivne radionice u okviru programa „Krug prijatelja” sa decom iz redovnih i razvojnih vaspitnih grupa vrtića „Pčelica”. Program obuhvata oblasti likovne i muzičke kulture i fizičkog vaspitanja jer je, na osnovu teorijskih saznanja i praktičnih iskustava, procenjeno da su to oblasti

u kojima, u najvećoj meri, deca sa intelektualnom ometenošću mogu aktivno učestvovati sa vršnjacima. Ključan je odabir sadržaja i osmišljavanje aktivnosti unutar ovih oblasti u cilju aktivne participacije dece sa intelektualnom ometenošću, samostalo ili uz podršku specijalnih edukatora, i podsticanja socijalne interakcije i vršnjačkih odnosa.

Naše iskustvo pokazuje da inkluzivni radioničarski rad i učenje kroz igru u okviru programa „Krug prijatelja” pruža podršku uspostavljanju kvalitetnih odnosa među svom decom, saosećanja, uvažavanja drugih i tolerancije kao i značajan doprinos menjanju stavova i odnosa prema deci sa intelektualnom ometenošću. Promena stavova prema deci sa intelektualnom ometenošću i stvaranje uslova da se, u interakciji sa vršnjacima, otkriju njihovi očuvani potencijali predstavlja osnovu za dalji razvoj i, u granicama njihovih mogućnosti, osposobljavanje za samostalan život.

Ključne reči: inkluzivne radionice, intelektualna ometenost, vršnjačka interakcija, socijalni odnosi, stavovi

1 sneskasneska@yahoo.com

Inclusive Workshops „Circle of Friends” as a Form of Educational Work with Preschool Children

Snežana Jovetić¹, Snežana Bojić, Ana Kondić,
Damir Mujčinović, Lidija Mitrović, Ivana Petrović,
Bojana–Konsuelo Talijan, Maja Lekić
*Preschool Institution „11 April” – Kindergarten „Pčelica”
developmental groups, New Belgrade*

Data on social relationships of children with intellectual disabilities included in regular educational groups show that this inclusion does not necessarily lead in itself to successful educational and social inclusion. For its implementation, among other things, a systematic support of professionals is required, based on knowledge of the specifics of development and providing appropriate support. Given the knowledge that peer relationships affect not only current but also subsequent emotional, behavioral and academic development, the professionals are given the task of encouraging and supporting peer interaction as an important factor in the development of social and cognitive competence in children. Accordingly, inclusive workshops are imposed as the most accessible mode, because they contain elements of play, encourage active learning and promote the idea of the importance of participation of every child, regardless of his or her capabilities and limitations.

In line with new educational trends in Preschool Institution „11 April” inclusive workshops have been implemented for two years already under the program „Circle of Friends” with children from mainstream and developmental educational groups from kindergarten „Pčelica”. Program areas include

art and music culture and physical education because, on the basis of theoretical knowledge and practical experience, these are estimated as areas in which, for the most part, children with intellectual disabilities can actively participate with their peers. Selection of content and design of activities within these areas are crucial for active participation of children with intellectual disabilities, either independently or with support of special educators, and for encouraging social interaction and peer relationships.

Our experience shows that by working in this inclusive workshop and learning through play under the program „Circle of Friends” we support the establishment of quality relationships among all children, compassion, tolerance and respect for others as well as provide significant contribution to the changes in attitudes towards children with intellectual disabilities. Changing attitudes towards children with intellectual disabilities and creating conditions to, in interaction with peers, discover their preserved potentials is the basis for further development and, within their capabilities, a training for independent living.

Key words: inclusive workshops, intellectual disabilities, peer interaction, social relationships, attitudes

¹ sneskasneska@yahoo.com

Uključivanje dece sa oštećenjem sluha u redovnu vršnjačku grupu: Prikaz slučaja

Danka Tomić, Jasmina Vuletić, Marina Gordanić,
Nevena Stanković, Tanja Milutinović, Neda Stokić
Predškolska ustanova „Naše dete” Šabac

Prikaz slučaja

Sva deca imaju pravo na obrazovanje i vaspitanje. Cilj je što veći obuhvat dece na svim nivoima obrazovanja uključujući i predškolsko. Inkluzivni pristup omogućuje deci sa smetnjama u razvoju da rastu sa svojim vršnjacima, osećaju se sigurno i zadovoljno u uče.

Pravilnik o dodatnoj obrazovnoj, zdravstvenoj i socijalnoj podršci detetu i učeniku stupio je na snagu u septembru 2010.

Pravilnik o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, njegovu primenu i vrednovanje stupio je na snagu u oktobru 2010.

Pedagoški profil deteta je polazna osnova za izradu individualnog vaspitno-obrazovnog plana koji izrađuje IOP tim. Individualni obrazovni plan uvažava specifičnost deteta i pruža mogućnost da napreduje u skladu sa mogućnostima, svojim tempom uz odgovarajuću podršku.

Prikaz slučaja

Devojčica M.Z. (06.10.2005.) sa obostranim oštećenjem sluha, nosi dva zaušna slušna aparata i u fazi je adaptacije na njih. Ima regulisane kulturno-higijenske navike, samostalno koristi pribor za jelo, motorički spretna, razume jednostavne naloge, samostalno inicira kontakt sa decom iz grupe.

Prethodne radne godine dete je boravilo u vršnjačkoj grupi u prisustvu majke jedan sat dnevno u trajanju od dva meseca sa ciljem da se pripremi za boravak u obaveznom programu u godini pred polazak u školu.

U radnoj 2011/2012. godini dete boravi u redovnoj pripremnoj predškolskoj grupi, bez prisustva roditelja ili drugog pratioca. IOP za dete je izrađen u decembru 2011. godine. Cilj IOP-a je poboljšanje gestovne, a zatim i govorne komunikacije, podsticanje izražavanja emocija.

Podaci su prukupljeni posmatranjem tokom boravka u grupi (stručni saradnici i vaspitač), intervjuom sa roditeljima i vaspitačem, iz medicinske dokumentacije, kontaktom sa terapeutom – surdopedagogom, video i audio zapisom aktivnosti u grupi.

Prioritetne aktivnosti iz IOP-a, zbog čestog izostajanja M.Z. iz predškolske grupe, nisu promenjene ni posle prve revizije.

Na kraju radne godine pristupiće se analizi i obradi podataka, a u skladu sa postavljenim ciljevima.

Ključne reči: IOP, vrtić, oštećen sluh, deca

Inclusion of Children with Hearing Impairment in Mainstream Peer Group: Case study

Danka Tomić, Jasmina Vuletić, Marina Gordanić,
Nevena Stanković, Tanja Milutinović, Neda Stokić
Kindergarten „Naše Dete“ Šabac

Case study

All children have the right to education. The aim is to involve as many children as possible at all levels of education including pre-school. The inclusive approach enables children with disability to develop together with their peers, to feel safe and content, and to learn.

Rulebook on Additional Educational, Health and Social Support to Children and Students came into effect in September 2010.

Rulebook on Detailed Guidelines for Determining the Rights to Individual Education Program, its Implementation and Evaluation was adopted in October 2010.

Pedagogical profile of the child is a starting point for the development of individualized educational and pedagogical plan, drafted by IEP team.

Individualized Education Program takes into account special needs of children and provides an opportunity for progress in accordance with their capabilities, at their own pace and with adequate support.

Case study

A girl M.Z. (06.10.2005), with bilateral hearing loss, uses two behind-the-ear hearing aids and is in the process of adapting to them. She possesses cultural

and hygienic habits, independently uses cutlery and is motorically able. She understands simple orders and independently initiates contacts with children in her group.

Previous school year, the child stayed in a peer group, accompanied by her mother for an hour a day in order to get prepared for a stay in compulsory programme in the year prior to school.

In school year 2011/2012, the child stayed in a regular pre-school group, without her parent or any other attendant. The IEP was developed in December of 2011. The IEP aims to improve first non-verbal and then verbal communication, and to encourage emotional expression.

The data were collected by observing the child during her stay in the group (by consultants and the educator), by interviewing parents and the educator, from medical records, contacts with the therapist/surdo-pedagogue and video and audio records of activities in the group.

Priority activities from the IEP were not changed even after the first revision due to frequent absence of M.Z. from the pre-school group.

At the end of the school year, data analysis and processing will be commenced, in accordance with the goals set.

Key words: IEP, preschool, profound hearing loss, children

Tema:

Tehnike procene u specijalnoj edukaciji i rehabilitaciji

Assessment in Special Education and Rehabilitation

Neuropsychological Rehabilitation of Memory and Language Functioning in Acquired Brain Injury

Isabel Martín Monzón¹
Laboratory of Psychobiology. Faculty of Psychology.
University of Sevilla

of the above processes in patients with acquired brain injury.

Key words: language, memory, rehabilitation, restitution, compensation, substitution

The consequences of acquired brain injury include impairments in cognition, emotion, and behaviour. Neuropsychology provides techniques for treating these disorders, but it is still important to establish which of all the available tools are most effective for this purpose. This article reviews existing studies on the effectiveness of neuropsychological rehabilitation, focusing on those areas more often impaired due to acquired brain injury. The purpose of the article is to guide and orient neuropsychological rehabilitation of these patients based on the strongest evidence available in the literature. This paper focuses on cognitive domains such as memory and language. There is a large body of evidence to support the efficacy of cognitive rehabilitation, and the current study can serve as a database for clinicians and researchers. The literature provided sufficient evidences to prescribe certain types of neuropsychological treatments for each of these difficulties, although it is necessary to study in depth the knowledge of the neuropsychological techniques for language and memory cognitive processes and to analyze their consequences in the quality of life of each patient. In this review, we describe successful rehabilitation techniques which have been employed in the treatment of acquired brain injury patients. There is enough evidence to recommend the neuropsychological rehabilitation

¹ isabelmartin@us.es

Sposobnost imenovanja i definisanja pojmova kod dece predškolskog uzrasta

Ivana Veselinović¹, Zorka Kašić, Svetlana Slavnić
Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

U radu se izlažu rezultati pilot istraživanja razvoja leksikona u maternjem jeziku sa aspekta imenovanja i definisanja pojmova. Ovaj aspekt je odabran zbog toga što je nivo razvijenosti leksikona i sposobnost definisanja pojmova važan pokazatelj jezičkog razvoja.

Cilj istraživanja bio je da se ispita sposobnost imenovanja i definisanja kod dece predškolskog uzrasta kako bi se pratio proces usvajanja različitih dimenzija značenja reči.

Uzorak je obuhvatao tridesetoro dece, uzrasta 3 do 7 godina. Na svakom od ispitivanih uzrasta bilo je po 6 ispitanika. Ispitanici ženskog i muškog pola bili su zastupljeni u istom broju, po troje na svakom ispitivanom uzrastu. Sva deca su bila prosečnih intelektualnih sposobnosti.

Istraživanje je rađeno u periodu jun-septembar 2011. godine u Predškolskoj ustanovi „Boško Buha“, u radnoj jedinici „Dunavska Bajka“, u Beogradu. Svi ispitanici testirani su Testom rečnika za decu od 3 do 7 godina (Smiljka Vasić). Podaci o intelektualnom statusu ispitanika preuzeti su iz dečje dokumentacije. Rezultati su kvantitativno (softverski paket SPSS) i kvalitativno analizirani.

Komparativna analiza rezultata testiranja na različitim uzrastima pokazuje da se dečje sposobnosti

imenovanja i definisanja pojmova razvijaju sa uzrastom, odnosno da se leksikon ekspanzivno bogati prema starijem predškolskom uzrastu, a da je definisanje uglavnom na nivou funkcionalnih definicija. Definisanje kojim se ističu karakteristike koje jedan pojam jasno odvajaju od ostalih pojmova javlja se samo sporadično.

Ključne reči: leksikon, imenovanje, definisanje pojmova, jezički razvoj

Rad je proistekao iz dva projekta: „Uticaj kohlearne implantacije na edukaciju gluhih i nagluhih osoba“ br. 179055 i „Jezici i kulture u vremenu i prostoru“ OI 178002 (2011-2014) čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ ivibarlov@yahoo.com

The Abilities of Nomination and Definitions in Preschool Children

Ivana Veselinović¹, Zorka Kašić, Svetlana Slavnić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The paper presents the results of a pilot study of the development lexicon in native language in terms of naming and defining terms. This aspect was chosen because the level of development of vocabulary and the ability to define concepts is an important indicator of language development.

The aim of this study was to investigate the ability of naming and defining in preschool children in order to monitor the process of adopting different dimensions of meaning of words.

The sample consisted of thirty children, aged 3 to 7 years. Each age was represented by 6 respondents. Female and male respondents were represented in the same number, three of each sex per age examined. All the children were of average intellectual ability.

The survey was conducted in the period June-September 2011 in the preschool institution „Bosko Buha”, in „The Danube Fairy Tale” branch in Belgrade. All subjects were tested by Vocabulary Test for Children from 3 to 7 (Smiljka Vasic). Data on the intellectual status of the respondents were taken from the children’s records. The results were analyzed quantitatively (SPSS software package) and qualitatively.

Comparative analysis of test results at different ages shows that children’s ability to name and define

concepts develops with age, which means that the lexicon is expanding as children grow towards older preschool age, and that defining is mostly at the level of functional definitions. Defining, which highlights the characteristics that clearly distinguish one term from another, occurs only sporadically.

*Key words: lexicon, naming, defining concepts,
language development*

This paper originated from the scientific projects „Effects of cochlear implantation on education of deaf and hearing impaired individuals” – 179055 and „Languages and Cultures in Time and Space” – OI 178002 (2011-2014), the implementation of which are financed by the Ministry of Education and Science, Republic of Serbia.

1 ivibarlov@yahoo.com

Pragmatska kompetentnost i prediktori pragmatske kompetentnosti kod dece sa disgrafijom i dece bez disgrafije mlađeg školskog uzrasta

Gordana Čolić¹, Slavica Golubović
Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

U ovom radu se razmatra koncept komunikativne/pragmatske kompetencije pod kojom se najčešće podrazumeva jezičko znanje i upotreba jezika.

Cilj ovog istraživanja je da se ispita pragmatska kompetentnost i izdvoje prediktori pragmatske kompetentnosti kod dece bez disgrafije i kod dece sa disgrafijom mlađeg školskog uzrasta.

Uzorak istraživanja čini 80 dece od 7 do 12 godina oba pola Osnovne škole „Ćirilo i Metodije” u Beogradu. Kliničku grupu uzorka čini 40 dece sa razvojnom disgrafijom, kontrolnu grupu uzorka čini 40 dece bez disgrafije.

Za procenu su korišćeni: Skala za procenu zrelosti rukopisa i nivoa disgrafičnosti, Semantički test i TOPL – Test pragmatskog jezika. Kao prediktori pragmatske kompetentnosti korišćeni su: nivo jezičke razvijenosti (jezičku razvijenost smo posmatrali kroz odsustvo/prisustvo disgrafije i tip disgrafije), inteligencija (podaci o inteligenciji su preuzeti od školskog psihologa), uzrast i socijalno iskustvo (posmatrali smo kroz obrazovanje roditelja, podaci preuzeti od pedagoško-psihološke službe škole).

U prvoj fazi istraživanja testirali smo svu decu od drugog do petog razreda, izdvojili smo decu sa disgrafijom (klinička grupa) i decu bez disgrafije (kontrolna grupa). U drugoj fazi deca iz kliničke i kontrolne grupe su individualno testirana. U osnovi ovog istraživanja je deskriptivni metod i korelaciona analiza.

Rezultati dece sa jezičkom disgrafijom na Testu pragmatskog jezika su u proseku ispod kalendarskog uzrasta od 18-24 meseca, rezultati dece bez disgrafije u proseku su iznad kalendarskog uzrasta od 6-12 meseci (razlika medju grupama je statistički značajna $p=0,001$). Za klinički deo uzorka u kompletan model regresije na standardizovan sirov skor skale pragmatike ušle su četiri prediktorske varijable (sinonimi, homonimi, inteligencija, metonimi) i to je statistički značajno $p=0,016$. Za kontrolni deo uzorka u kompletan model regresije na standardizovan sirov skor skale pragmatike ušle su tri prediktorske varijable (inteligencija, homonimi, sinonimi) i to je statistički značajno $p=0,014$. Količnik inteligencije ispitane dece pokazao se kao značajan faktor pragmatske kompetentnosti. Od sve tri grupe (1. 90-100 IQ, 2. 101-110 IQ, 3. 111-125 IQ) deca iz treće grupe imaju najbolja postignuća na Testu pragmatskog jezika. Posmatrano kroz školski uzrast postignuća na Testu pragmatskog jezika ne upućuju na kontinuiranu i jasnu povezanost ove dve varijable kod dece iz kontrolne grupe i dece sa grafomotornom disgrafijom. Kod dece sa jezičkom disgrafijom primećuje se blagi porast postignuća sa porastom uzrasta, i to od trećeg razreda ova povezanost je blaga ali kontinuirana. Rezultati su pokazali da postoje značajne razlike u postignućima dece na Testu pragmatskog jezika u odnosu na obrazovanje roditelja. Naše istraživanje je pokazalo da je obrazovanje majke značajan ($p=0,008$) činilac pragmatske kompetentnosti deteta.

Rezultati ovog istraživanja pokazuju da su jezička razvijenost, inteligencija i socijalno iskustvo značajni faktori pragmatske kompetentnosti.

Ključne reči: pragmatska kompetentnost, prediktori pragmatske kompetentnosti, disgrafija

¹ gordana.colic22@gmail.com

Pragmatic Competence and Pragmatic Competence Predictors in Children with Dysgraphia and Children without Dysgraphia at Early School Age

Gordana Čolić¹, Slavica Golubović
University of Belgrade – Faculty of Special Education and Rehabilitation

This paper considers the concept of communicative / pragmatic competence which most often implies the use of linguistic knowledge and language.

The aim of this study is to investigate pragmatic competence and isolate predictors of pragmatic competence in children without dysgraphia and children with dysgraphia at early school age.

The sample consisted of 80 children aged 7 to 12 years, of both sexes, from the Primary School „Cyril and Methodius” in Belgrade. In the clinical sample group there were 40 children with developmental dysgraphia, while the control group sample consisted of 40 children without dysgraphia.

The Scale for assessing the maturity of handwriting and the level of dysgraphia; Semantic test and TOPL – Test of Pragmatic Language were used. The following predictors of pragmatic competence were used: the level of language development (language development was observed through the absence / presence and type of dysgraphia), intelligence (intelligence data were taken from the school psychologist), age and social experience (observed through parents’ education, data taken from the school pedagogical-psychological files).

In the first phase of the study, we tested all children from the second to fifth grade, we selected the children with dysgraphia (clinical group), and the children without dysgraphia (control group). In the second phase, the children in clinical and control groups were tested individually. The basis of this research is descriptive method and correlation analysis.

The results of the children with dysgraphia on the Test of Pragmatic Language were on average below the calendar age of 18-24 months, while the results of the children without dysgraphia were on average above the calendar age of 6-12 months (the difference between these two groups is statistically significant $p=.001$). Four predictor variables (synonyms, homonyms, intelligence, metonymy) were taken into account in the complete regression model at a standardized raw score scale of pragmatics for the clinical group of the sample, and statistical significance was $p = .016$. For the control group, three predictor variables (intelligence, homonyms, synonyms) were considered in the full regression model at a standardized raw score scale of pragmatics, which resulted in statistical significance of $p = .014$. Intelligence quotient of children examined proved to be a significant factor of pragmatic competence. Of all three groups of children (1. 90-100 IQ, 2. 101-110 IQ, 3. 111-125 IQ), those from the third group scored best on the Test of Pragmatic Language. Given the school age, the results on the Test of pragmatic language indicate a clear and continuous correlation of two variables both in children from the control group and children with graphomotor dysgraphia. A slight improvement with age was observed in children with linguistic dysgraphia, and from the third grade this progress is slight but continuous. The results showed that there were significant differences in children’s achievements in the Test of Pragmatic Language in relation to parental education. Our research showed that maternal education level is a significant ($p = .008$) factor of pragmatic competence in the child.

The results of this study show that the language development, intelligence and social experience are significant factors of pragmatic competence.

Key words: pragmatic competence, pragmatic competence predictors, dysgraphia

1 gordana.colic22@gmail.com

Rana detekcija disgrafije kod školske dece

Nada Dobrota–Davidović¹

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Jadranka Otašević

Visoka medicinska škola strukovnih studija

„Milutin Milanković“, Beograd

Vera Rajović

Univerziteta u Beogradu – Filozofski fakultet

Pisani govor se razvija najkasnije i predstavlja jedan oblik govornog izražavanja. Čine ga dve oblasti govora. To su kodiranje i izvršavanje pisanog govornog čina i dekodiranje pisanih znakova. Prva oblast pripada izvršavanju voljnih radnji i spada u praktičke aktivnosti, dok dekodiranje pripada gnostičkim funkcijama.

U procesu pisanja, fonema se povezuje sa određenom slikom slova. Smatra se da je najčešći uzrok supstitucije nemogućnost adekvatne auditivne diskriminacije glasova. Za pravilno pisanje neophodna je suptilnija diferencijacija glasova nego za usmeni govor, što znači da bez pravilnog razvoja govora i jezika nema ni pisanja.

Disgrafija je poremećaj u učenju pisanja ili sticanju sposobnosti pisanja pored očuvane inteligencije, dobrog vida i sluha, odgovarajuće edukacije i socijalnih uslova.

Naše istraživanje je sprovedeno, na populaciji mlađeg školskog uzrasta i obuhvatilo je 482 dece u uzorku. Cilj ovoga istraživanja je bio ispitati grafomotorne sposobnosti, u kontekstu detekcije i predikcije

teškoća u pisanju kod dece mlađeg školskog uzrasta u beogradskim školama. Testovi koji su korišćeni u istraživanju su: skala za procenu zrelosti i disgrafičnosti rukopisa, predikcioni test, test za procenu lateralizovanosti, test za ispitivanje fonemskog sluha. Na osnovu obrade podataka dobili smo da od ukupno 482 dece, poremećaj pisanja ima 48 dece (9,95%). Među ispitanom decom bilo je 262 dečaka i 220 devojčica. Disgrafija se statistički značajno više ispoljava kod dečaka nego kod devojčica ($p=0,000$), rezultati na predikcionom testu ispitanika sa skladnim rukopisom u odnosu na one sa disgrafijom su statistički značajno bolji ($p=0,000$). Na delu testa lateralizovanosti „gestualna lateralizovanost ruku“ ispitanici sa disgrafijom su statistički značajno lošiji ($p=0,002$).

Na osnovu dobijenih rezultata istraživanja i njihove statističke analize, mogli smo konstatovati da postojeći kapaciteti daju mogućnosti otkrivanja teškoća u pisanju kod dece mlađeg školskog uzrasta.

Ključne reči: grafomotorne sposobnosti, detekcija, disgrafija

¹ nadadd@sbb.rs

Early Detection of Dysgraphia in School Children

Nada Dobrota–Davidović¹
*University of Belgrade – Faculty of Special Education
and Rehabilitation*
Jadranka Otašević
Medical College of Professional Studies
„Milutin Milankovic”, Belgrade
Vera Rajović
University of Belgrade – Faculty of Philosophy

Written speech is the last to develop and it represents a form of speech expression. It consists of two speech areas. These are coding and performing a written speech act and decoding written signs. The first field belongs to performance of willing acts and to experiential activities while decoding belongs to gnostic functions. In the process of writing, a phoneme is connected with a certain letter image. It is considered that the most common cause of substitution is the impossibility of adequate auditory sound discrimination. Subtle voice differentiation is more necessary for proper writing than for oral speech, which means that there is no writing without proper speech and language development.

Dysgraphia is a disability in learning to write or in the process of acquiring the ability to write although there is preserved intelligence, good vision and hearing, proper education and social conditions. Our research was conducted on the population of young school children and included the sample of 482 children. The aim of the research was to study graphomotor abilities in order to detect and predict writing difficulties among young school

children in Belgrade schools. Batch of tests were carried out consisting of a predictional test, a test for detection of dysgraphia and a test for detection of lateralization. From the total of 482 children, 48 children (9,95%) have a writing disorder. Among the examined children there were 262 boys and 220 girls. Dysgraphia is expressed significantly more in boys than in girls ($p=0,000$). The results from the prediction test show significant differences in children with dysgraphia and those without it ($p=0,000$), the same results were obtained by the test of lateralization ($p=0,002$).

On the basis of the results obtained from the research and their statistic analysis, we can conclude that the existing capacities offer possibilities to detect difficulties in writing in young school children.

Key words: graphomotor abilities, detection, dysgraphia

1 nadadd@sbb.rs

Tipovi sintagmi u promeni komunikativnog registra kod učenika četvrtog razreda

Maja Ivanović¹, Zorka Kašić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

U radu su opisane i bliže određene komunikativne sposobnosti učenika četvrtog razreda osnovne škole u pisanoj produkciji različite žanrovske orijentacije: narativnim, ekspozitornim i argumentativnim tekstovima. Različiti tipovi tekstova razlikuju se po svojoj strukturi, imaju različite komunikativne ciljeve i različite funkcije. Uspešno ovladavanje odgovarajućim žanrovskim i podžanrovskim karakteristikama je neophodno i podrazumeva se u procesu usvajanja funkcionalne jezičke i komunikativne pismenosti.

Osnovni cilj ovog rada je da se ispituju različiti sintagmatski tipovi i podtipovi i odrede komunikativne sposobnosti desetogodišnjaka u promeni registra.

Korpus za analizu se sastojao od 42 narativna, 42 ekspozitorna i 42 argumentativna teksta (ukupno 126 pisanih radova) koje su produkovala 42 učenika jedne beogradske osnovne škole. Svaki tip teksta rađen je u toku posebnog časa. Svi ispitanici dobijali su identično uputstvo, a pisali su samostalno. Sintaksičkom analizom su izdvojeni tipovi sintagmi kod svakog ispitanika u sva tri žanra, a izvršena je i njihova potklasifikacija na osnovu strukturnih i funkcionalnih karakteristika. Dobijeni podaci obrađeni su softverskim paketom SPSS.

Tematska i žanrovska raznovrsnost je obezbedila pojavu većeg broja različitih tipova i podtipova za-

visnih sintagmi što je omogućilo određeno diferenciranje žanrova na osnovu ovih sintaksičkih parametara. Zabeležena je pojava svih dvočlanih i višočlanih imeničkih, pridevskih, priloških, partitivnih, paukalnih i glagolskih sintagmi.

Dobijeni rezultati upućuju na to da se žanrovi razlikuju na osnovu prisustva različitih tipova sintagmi, ali i na to da ova karakteristika nije dovoljno pouzdana za njihovu međusobnu diferencijaciju jer su svi tipovi sintagmi zastupljeni u ispitivanim žanrovima mada u različitom odnosu; odnosno, rezultati upućuju na to da se u promeni registra menja više tipova jezičkih sredstava. Kvantitativna i kvalitativna analiza tipova sintagmi ipak pruža precizniji uvid u razvoj sposobnosti desetogodišnjaka u promeni komunikativnog registra. Uvid u razvoj pomenute sposobnosti kod tipičnih desetogodišnjaka može se iskoristiti u radu sa decom koja imaju jezičke teškoće i teškoće u opismenjavanju.

Ključne reči: komunikativna kompetencija, žanr, sintagma, desetogodišnjaci

Rad je proistekao iz dva projekta „Evaluacija tretmana stečenih poremećaja govora i jezika OI” 179068, i „Jezici i kulture u vremenu i prostoru” OI 178002 čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ majapivanovic@gmail.com

Syntagmatic Types in Communicative Register Switching in Fourth-Grade Students

Maja Ivanović¹, Zorka Kašić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

This paper aims to show that acquiring literacy is part of what is called linguistic acquisition beyond preschool years. We closely examined specific communicative competence in fourth grade students in written production of three different genres: narrative, expository and argumentative texts. One significant aspect of register switching is the ability to recruit different morphosyntactic structures and different types of syntactic phrases. To be linguistically literate means to possess a linguistic repertoire that encompasses a wide range of registers and genres.

The aim of this paper is to examine different types and subtypes of syntactic phrases in written production in fourth-graders, as well as their communicative ability with register switching.

The corpus was made of 42 narrative, 42 expository, and 42 argumentative texts produced by 42 fourth grade students of one Belgrade elementary school (126 texts in total). Each student wrote three different discourse genres during three weeks, one text per week, within 40 minutes each. All students were given the same instructions. Syntactic phrasal types for each student and discourse genre were marked off by syntactic analyses, and their classification and sub-classification were made, based on their structural and functional features.

All types of nominal, adjective, adverbial and verbal phrases with two or more constituents were registered as well as some specific types of nominal and adverbial phrases.

The results show that the production of different phrasal types in every discourse genre is not the only feature that changes during register switching and that it cannot be a reliable characteristic in differentiating discourse genres. Nevertheless, these results can be useful in working with children with learning disabilities and with specific language impairment.

Key words: communicative competence, genre, syntactic phrase, fourth graders

This paper originated from the scientific projects „The Evaluation of Acquired Speech and Language Disorders” – 179055 and „Languages and Cultures in Time and Space” – OI 178002 (2011-2014), the implementation of which are financed by the Ministry of Education and Science, Republic of Serbia.

¹ majapivanovic@gmail.com

Karakteristike fundamentalne frekvencije vokala kod predavača

Ivana Šehović¹

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Mirjana Petrović-Lazić

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

KBC „Zvezdara“ ORL Klinika, Beograd

Mile Vuković

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Glas je kompleksna komponenta govora i produkt je vibratornog kretanja glasnica. Vibratorni pokreti glasnica i njihova interakcija sa vazdušnom strujom određuju akustički signal glasnica. Patološke promene na glasnicama deformišu akustički signal i utiču na produkciju glasa.

Profesionalno angažovanje glasa podrazumeva visoko specijalizovanu ljudsku delatnost koja zahteva optimalno funkcionisanje bioloških, psiholoških i socijalnih faktora. Vokalni zamor, naročito kod vokalnih profesionalaca, dovodi do promene vokalnog kvaliteta i smanjenja vokalne izdržljivosti.

Cilj ovog rada bio je da se ispituju akustičke karakteristike fundamentalne frekvencije vokala kod predavača pre i posle vokalnog zamora, kao i povezanost parametara glasa sa dužinom radnog staža i pušačkim statusom.

Istraživanje je sprovedeno na uzorku od 60 ispitanika, ženskog pola, životne dobi 25-59 god. Uzorak se

sastojao od 32 pušača i 28 nepušača, dok je raspon godina radnog staža bio od 1 do 38 godina. U istraživanju je bila korišćena Kompjuterska laboratorija za analizu glasa, model 4300, «Kay Elemetrics» korporacije. Prilikom obrade podataka korišćene su metode deskriptivne i parametrijske statistike. U proveru razlika među grupama i u ponovljenim merenjima unutar grupe primenjeni su jednofaktorska analiza varijanse (ANOVA) i t-test za zavisne uzorke, dok je povezanost među varijablama ispitivan računanjem Pirsonovog koeficijenta korelacije.

Rezultati istraživanja pokazuju da su razlike u vrednostima fundamentalne frekvencije (F_0) pre i posle vokalnog zamora visoko statistički značajne ($p < 0,01$) za sve vokale. Vrednosti fundamentalne frekvencije se kod pušača i nepušača statistički značajno razlikuju i pre i posle vokalnog zamora. Analiza varijanse pokazuje da su razlike u vrednostima F_0 dobijene kod nepušača pre i posle vokalnog zamora visoko statistički značajne ($p < 0,01$) za sve vokale.

Rezultati istraživanja pokazuju da se vrednosti fundamentalne frekvencije statistički značajno menjaju u zavisnosti od vokalnog napora i pušačkog statusa.

Ključne reči: analiza glasa, vokali, fundamentalna frekvencija, predavači

Rad je proistekao iz projekta „Evaluacija tretmana stečenih poremećaja govora i jezika“ br. 179068 (2011-2014) čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ jugovic555@sbb.rs

Characteristics of Fundamental Frequency of Vowels in Lecturers

Ivana Šehović¹

University of Belgrade – Faculty of Special Education and Rehabilitation

Mirjana Petrović-Lazić

University of Belgrade – Faculty of Special Education and Rehabilitation

KBC „Zvezdara” ORL Klinika, Beograd

Mile Vuković

University of Belgrade – Faculty of Special Education and Rehabilitation

The voice is a complex component of speech and it occurs during the vibratory movement of the vocal cords. Vibratory movements of vocal cords and their interaction with the air stream determine the vocal acoustic signal. Pathological changes in vocal folds deform an acoustic signal and affect the production of voice.

Professional use of voice is a highly specialized human activity that requires optimal functioning of biological, psychological and social factors. Vocal fatigue, especially in vocal professionals, can lead to changes in vocal quality and can also reduce vocal endurance.

The aim of this study was to investigate the acoustic characteristics of fundamental frequency of vowels in lecturers, before and after vocal fatigue, as well as the correlation between voice parameters and years of service on one side and voice parameters and smoking status on the other side.

The research was conducted with 60 subjects, all females, aged 25-59 years. The sample consisted of 32 smokers and 28 non-smokers, while years of service ranged from 1 to 38. In this study the computer lab for voice analysis, model 4300, „Kay Elemetrics” Corporation, was used. For data processing we used methods of descriptive and parametric statistics. For the computing of differences between groups and repeated measurements within groups, Single Factor Analysis of Variance (ANOVA) and t-test for paired samples were used, while the correlation between variables was investigated by calculating the Pearson’s Correlation Coefficient.

The results show that the differences in values of fundamental frequency (Fo), before and after vocal fatigue, are highly statistically significant ($p < .01$) for all vowels. The values of fundamental frequency in smokers and non-smokers significantly differ before and after vocal fatigue. Analysis of variance showed that the differences in Fo values obtained in non-smokers before and after vocal fatigue are highly statistically significant ($p < .01$) for all vowels.

The results show that the values of the fundamental frequency significantly change depending on the vocal efforts and smoking status.

Key words: voice analysis, vowels, fundamental frequency, lecturers

This paper originated from the scientific project „The Evaluation of Acquired Speech and Language Disorders”, no. 179068 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 jugovic555@sbb.rs

Homonimija i znakovni jezik

Tamara Kovačević¹, Ljubica Isaković,
Nadežda Dimić
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

Glava i naglava deca, u svom izrazu, pored govornog i pisanog prevashodno koriste znakovni jezik. Znakovni jezici imaju strukturu koja se po svojoj složenosti može porediti sa strukturom govornog i pisanog jezika.

Znakovni jezik je prirodni jezik gluvih, koji se kod njih spontano razvija.

Razvoj celokupne ličnosti gluvog deteta (emocionalni, socijalni i kognitivni razvoj), u velikoj meri je određen auditivnom deprivacijom i teškoćama u usvajanju jezika. Usled toga dolazi do teškoća u upotrebi i razumevanju pojmova.

Ispitivanje semantičkog nivoa jezičke strukture, putem značenjskih odnosa među rečima može da ukaže na struktuiranje vokabulara koje je u direktnoj vezi sa nivoom kognitivnog razvoja.

Znakovni jezik ima značajnu stimulativnu ulogu u razvoju kognitivnog funkcionisanja.

Pojava postojanja reči istih po glasovnom sklopu, a različitih po značenju, za gluve i nagluve učenike predstavlja problem.

Cilj našeg istraživanja bio je ispitati značenja pojedinih reči kod gluve i nagluve dece uzrasta od šestog do osmog razreda i ustanoviti kako teče razvoj kate-

gorije reči homonima. Takođe, interesovalo nas je da li i u kojoj meri poznavanje znakovnog jezika utiče na usvojenost homonima.

U istraživanju je primenjen jedan segment iz Semantičkog testa (S. Vladislavljević). Učenicima je zadato 10 reči-pojmova (sud, sto, koš, pol, vreme, brana, politika, borba, nada, zemlja) i od njih je traženo da daju adekvatan homonim, odnosno šta bi sve te reči mogle da znače.

Izvršena je kvalitativna i kvantitativna obrada dobijene jezičke građe.

Dobijeni rezultati ukazuju na delimičan uticaj uzrasta na usvojenost homonima u okviru govora i znakovnog jezika. Statistički značajne razlike uočene su u okviru govora, u poređenju rezultata učenika šestog i osmog razreda ($p=0.01$). Takođe, uočeno je da razvoj znakovnog jezika prati razvoj govora (i obratno), utiče na bolje razumevanje značenja postojećih reči, kao i na usvajanje značenja novih nepoznatih reči.

Zapažen je i izdvojen veliki broj neadekvatnih odgovora specifičnih za glavu i nagluvu decu.

Ključne reči: homonimi, govor, znakovni jezik, gluva i naglava deca

Rad je proistekao iz projekta „Uticaj kohlearne implantacije na edukaciju gluvih i nagluvih osoba“ (br. 179055), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

1 21tamarak@gmail.com

Homonymy and Sign Language

Tamara Kovačević¹, Ljubica Isaković,
Nadežda Dimić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

In addition to using spoken and written language, deaf and hard of hearing children primarily use sign language to express themselves. The structure of sign languages can in their complexity be compared to that of spoken and written language.

Sign language is the natural language of the deaf and it is spontaneously developed in this population.

The development of the persona of a deaf child (emotional, social and cognitive development), is greatly determined by auditory deprivation and difficulties in language acquisition. As a result, there are difficulties in the use and understanding of notions.

Assessment of the semantic level of linguistic structure, by way of sense relations between words can point to the structuring of vocabulary which is in direct relation to the level of cognitive development.

Sign language plays a significant stimulative role in the development of cognitive function.

The existence of words that are the same in their phonetic structure, but different in their meaning; represents a problem for deaf and hard of hearing pupils.

The aim of this study was to assess the meanings of certain words in deaf and hard of hearing children that are in enrolled in grades six to eight and to establish how well their knowledge of the category of words – homonyms is being developed.

¹ 21tamarak@gmail.com

Also, we were interested to find out the extent of the relationship between their knowledge of sign language and their knowledge of homonyms.

In the study, one segment of the Semantic Test (S. Vladislavljevic) was implemented. Pupils were given ten words-notions (dish, table, basket, sex, time, dam, politics, fight, hope, country), and were asked to give the adequate homonym or all the possible meanings for the given words.

A qualitative and quantitative analysis was completed of the obtained data.

The obtained results show a partial influence of age level on the level of knowledge and understanding of homonyms within the scope of spoken and sign language. Statistically significant differences were observed within the scope of speech, in comparison with the results of the pupils in grades six and eight ($p=0.01$). Also, it was observed that the development of sign language coincides with the development of speech (and inversly) and that it facilitates the better understanding of the meanings of existing words, as well as the adoption of the meanings of new-unknown words.

A significant number of inadequate responses were observed and noted that are characteristic of deaf and hard of hearing children.

Key words: homonyms, speech, sign language, deaf and hard of hearing children

This paper originated from the scientific project „Effects of cochlear implantation on education of deaf and hearing impaired individuals”, no. 179055 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

Problems in Written Expression of Hearing Impaired Children

Zora Jachova¹
*Institute of Special Education and Rehabilitation,
Faculty of Philosophy, University „Ss. Cyril and
Methodius” – Skopje
Mare Stojmenovska–Micevska
Institute for Rehabilitation of Hearing Impaired Children
„Koco Racin” – Bitola*

All current studies indicate the low level of competences in children with hearing impairments in their written expression, compared with the hearing children, and also major lagging of the hearing impaired children in the standard written language.

The research problem was to determine the problems in written language (the level of expression, vocabulary and types of words) in hearing impaired children aged between 9 and 15 (third to eighth grade of elementary school).

We used the description of the test-image „Images in a Row”, which contains four images in a row (author S. Vladisavljevic), „The Snowman and the Sun”. The inferential statistic method we used was Pearson's χ^2 test and T-test on small independent samples, and the differences were considered statistically significant at $p < .05$.

The sample consisted of 60 students (third to eighth grade), 30 with hearing impairment from the Institute for Rehabilitation of Hearing Impaired Children „Koco Racin” – Bitola, as an *experimental* group (57% with average IQ and 43% with below

average IQ), and 30 children (without hearing impairment) from the regular school ES „Kole Kaninski” – Bitola, as the *control* group (57% with average IQ and 43% with below average IQ).

According to the scores on the T-test for small independent samples, there is a statistically significant difference between the two groups in the vocabulary, $t=4,114$ for 4 degrees of freedom and $p < .05$, i.e. the hearing children had better results than those with hearing impairment. As for the level of words, there is no significant difference between the two groups, $t=.342$, four degrees of freedom and $p < .05$. As for the types of words there is again no significant difference between the groups, $t=1.858$, sixteen degrees of freedom and $p < .05$.

There is no deviation in the level of expression between the students with and without hearing impairment.

The children in the control group have better results than the children in the experimental group in terms of vocabulary.

There is no difference between the groups in the use of certain types of words.

*Key words: hearing impaired children,
written expression*

¹ zorajacova@hotmail.com

Audigen – digitalna audiometrija

Stefan Vasić¹

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Mentor: Prof. dr Sanja Đoković

Program *Audigen* je zamišljen kao postupak koji bi pojednostavio merenje sluha koje se do sada uglavnom vršilo pomoću tonalnih audiometara. Ideja za izradu programa je došla posle uočavanje kompatibilnosti zvučnih mogućnosti personalnih računara i audiometara u delu emitovanja čistih tonova. Iako je digitalna audiometrija već koncipirana u Nemačkoj i Sjedinjenim Američkim Državama, u Srbiji još uvek nije došlo do željene digitalizacije. Cilj rada je bio osmišljavanje i realizacija kompjuterskog programa za merenje sluha. *Audigen* program se ne razlikuje mnogo od standardnog audiometra, unutar interfejsa aplikacije izaberu se frekvencija, intezitet, željeno uho i pusti se ton. *Audigen* program omogućava višestruku korist u vidu uštede vremena i jednostavnosti u radu. Ovaj program ne zahteva posedovanje tonalnog audiometra, već se sprovodi na PC računarima. Takođe se sa *Audigenom* zaobilazi potreba za dualnim povezivanjem tiha komora-audiometar-računar, već bi postojala samo veza računar-komora. *Audigen* je zasnovan kao windows aplikacija što olakšava njegovu funkcionalnost na različitim windows operativnim mašinama. Rezultati: Zbog svoje fleksibilnosti i infomatičke koncipiranosti, program podržava unos novih zvučnih podataka, brzu zamenu oštećenih fajlova i redovno ažuriranje u vidu patch podataka. *Audigen* trenutno

podržava tonalnu i govornu audiometriju vazdušnim putem, dok je u budućnosti planirana i funkcija ispitivanja sluha preko koštane provodljivosti. Ipak, najbitniji aspekt *Audigen* programa je da je on zamišljen kao freeware program, tj. njegova upotreba se ne bi naplaćivala i mogao bi da se besplatno skine sa interneta.

*Ključne reči: digitalni audiometar,
personalni računar, merenje sluha*

1 stefanvasic988@hotmail.com

Audigen – Digital Audiometry

Stefan Vasić¹

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Mentor: prof. Sanja Đoković

Audigen Program is designed as a procedure that would simplify the measurement of hearing which so far has been mainly performed by using tonal audiometric equipment. The idea behind the program came as a sudden notice of compability in sound results of simple tones produced by personal computers and audiometers. Although digital audiometry has already been developed in Germany and the United States of America, in Serbia there have yet been no attempts to reach the desired level of digitization. The aim of this study was the design and implementation of a computer program for measurement of hearing. *Audigen* program is not very different from the standard audiometer, application interface supports buttons for frequency, intensity and desired ear, after which we play the tone. *Audigen* program provides multiple benefits in terms of time saving and simplicity of operation. For starters, the saving on audiometer as a single machine has been deducted, greatly lowering economic expenses. Also with *Audigen* the dual connection between cabin-audiometer-computer is bypassed by introducing a more direct link the computer and the cabin. *Audigen* is designed as a Windows application, which eases its functionality on different Windows operative systems. Because of its flexibility and infomatic

concept, the program supports the input of new sounds information, quick replacement of damaged files and regular updates in the form of patch files. *Audigen* currently supports tonal and speech audiometry by air, while in future it is planned to be made functional to detect ear deficiency through bones. Still the most important aspect of *Audigen* program is that it will be a freeware program, which means that its usage would be free of charge and that it could be downloaded for free from the Internet.

Key words: digital audiometer, PC, measurement of hearing

¹ stefanvasic988@hotmail.com

Assessment of Children with Visual Impairment for Enrollment in Regular Classes in Primary Schools

Darja Kobal Grum¹

*Department of Psychology, Faculty of Arts,
University of Ljubljana*

This article deals with the problem of assessment methods for defining the criteria for the enrolment of blind and low-vision children in the majority elementary school. On the basis of meta-analysis as well as on the basis of case studies it is suggested that children with visual impairment need to accomplish a variety of complex and pretentious knowledge, which could be accomplished only with extended and extremely professional support. That knowledge is focused on the following areas: cognitive, verbal, socialization, motor, compensation and self-help area. Results show that only with continuous and up-to date psychological and pedagogical findings, the accomplishment of that knowledge could be achieved. That kind of accession would lead to adequate conditions for entering the system of inclusive education.

Key words: blind and low vision children, assessment, enrollment to school, inclusion, knowledge

¹ darja.kobal@ff.uni-lj.si

Metrijska svojstva skale za procjenu akademskih postignuća učenika oštećena vida

Ante Bilić Prčić¹, Tina Runjić
Sveučilište u Zagrebu, Edukacijsko-rehabilitacijski fakultet
Ingrid Žolgar Jerković
Univerza v Ljubljani, Pedagoška fakuleta

Praćenje napredovanja učenika u usvajanju znanja i vještina karakterizira niz teškoća povezanih s objektivnošću procjene nastavnika, koja je često pod utjecajem razlika u znanju učenika unutar jednog razreda, a ne rezultat standardnih kriterija. Neujednačeni kriteriji nastavnika također su i posljedica nedovoljno definiranih predmeta mjerenja u koje spadaju i akademskih postignuća. Maksimalna objektivizacija akademskih postignuća važna je stoga što su istraživanja pokazala da su ona značajan faktor uspješnosti djeteta u različitim područjima a osobito u području socijalnog funkcioniranja.

Razinu akademskih postignuća učenika oštećena vida u školi procijenili su njihovi nastavnici Skalom za procjenu akademskih postignuća koja je dio testa Social skills rating system (SSRS; Gresham & Elliot, 1990). Ispitivanjem valjanosti Skale za procjenu akademskih postignuća dobivena su dva značajna faktora, te je utvrđeno što Skala mjeri. Informacije o tome kako navedena Skala mjeri ono čemu je namijenjena dobivene su izračunavanjem metrijskih svojstava. Pouzdanost Skale za procjenu akademskih postignuća učenika oštećena vida, po sva tri poznata modela je veoma dobra. Reprezentativnost i homogenost su također zadovoljavajuće. Isto tako, utvrđeno je da su sve metrijske karakteristike čestica i varijabli veoma dobre. Donja granica pouzdanosti,

valjanost, diskriminativnost, reprezentativnost i homogenost varijabli zadovoljava kriterij potpune primjene Skale bez bilo kakvih promjena. Temeljem izračunatih metrijskih karakteristika može se zaključiti da je Skala za procjenu akademskih postignuća učenika oštećena vida valjan i pouzdan mjerne instrument koji se bez zadržke može koristiti u praktične i znanstvene svrhe.

Ključne riječi: oštećenja vida, skala akademskih postignuća, metrijska svojstva

¹ ante.bilic.prcic@erf.hr

Psychometric Properties of the Scale for the Assessment of Academic Achievement of Students with Visual Impairment

Ante Bilić Prčić¹, Tina Runjić
*University of Zagreb, Special Education and
Rehabilitation Faculty*
Ingrid Žolgar Jerković
University of Ljubljana, Faculty of Education

The assessment of student development in acquiring knowledge and skills is followed by a number of difficulties related to teacher assessment objectivity, which is often the result of uneven levels of knowledge within a class, rather than the result of standard criteria. Nonuniform teacher criteria also result from inadequately defined objects of measurement, including academic achievement. Maximum objectivization of academic achievements is essential since the research has proved them to be a significant factor of a child's success in different fields, particularly in the field of social functioning.

The level of academic achievement of students with visual impairment at school was assessed by their teachers, using the Scale of academic achievement that is a part of the Social skills rating system test (SSRS; Gresham & Elliot, 1990). This research attempted to establish the psychometric properties of the scale.

The examination of the validity of academic achievement scales resulted in two significant factors.

Reliability of the scales for assessing the academic achievement of students with visual impairment is very good. Representativeness and homogeneity

are also satisfactory. Also, it was found that all psychometric properties of items and variables are very good. The lower limit of reliability, validity, discrimination, representativeness and homogeneity of variables satisfies the criteria of full scale implementation without any changes. Based on the calculated metric characteristics it can be concluded that the scale for the assessment of academic achievement of students with visual impairment is a valid and reliable instrument that can be used for practical and scientific purposes.

Key words: students with visual impairment, scale of academic achievement, psychometric properties

1 ante.bilic.prcic@erf.hr

Vizuelna efikasnost slabovide dece u diferencijaciji i imenovanju boja

Branka Eškirović¹, Vesna Vučinić,
Branka Jablan
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

Sve procedure procene vizuelno-perceptivnih sposobnosti osoba sa oštećenjem vida obuhvataju i parametre efikasnosti u percepciji boja. Opažanje boja može se definisati kao subjektivni doživljaj koji nastaje kao posledica delovanja svetlosti određene talasne dužine na čulo vida. U modelu vizuelnog funkcionisanja opažanje boja predstavlja jedan od ključnih endogenih činilaca. Sama boja i njene dimenzije su važni egzogeni činioci u vizuelnom funkcionisanju osoba sa oštećenjem vida. Na uspešnost u percepciji boja određeni uticaj imaju i kognitivni činioci, posebno pamćenje i učenje.

Uticaj pamćenja i učenja na vizuelnu efikasnost slabovide dece možemo sagledati praćenjem odnosa vizuelne diskriminacije i imenovanja boja. Problemi u imenovanju boja u disproporciji sa diferencijacijom boja ukazuju na teškoće u verbalnom predstavljanju vizuelnih sadržaja i raskorak između senzornih i semantičkih komponenti.

Istraživanje je sprovedeno u cilju utvrđivanja vizuelne efikasnosti slabovide dece u diferencijaciji i imenovanju boja i povezanosti ove vizuelno-perceptivne veštine sa drugim oblastima vizuelnog opažanja, oftalmološkim karakteristikama, uzrastom i uspehom u školi?

Uzorkom istraživanja su obuhvaćena 72 slabovida učenika, uzrasta od 6 do 13,5 godina čija je oštrina

vida na boljem oku sa korekcijom u rasponu 0,05 do 0,4. U uzorku nije bilo dece sa višestrukim oštećenjima.

Od metoda i instrumenata za prikupljanje podataka korišćena je pedagoška procedura procene vizuelne efikasnosti „Gledaj i misli“ i analiza dokumentacije.

Korišćene su odgovarajuće statističke metode i tehnike za obradu rezultata istraživanja: deskriptivna statistika, mere centralne tendencije, koeficijenti korelacije, t – test.

Razvijena vizuelna veština diskriminacije boja bila je prisutna kod većeg broja ispitanika u odnosu na imenovanje boja. Percepcija boja slabovidih učenika je značajno razvijenija od percepcije trodimenzionalnih predmeta (nivo značajnosti t-testa=0,01, df=71), percepcije dvodimenzionalnih prikaza (nivo značajnosti t-testa=0,01, df=71) i percepcije pokreta (nivo značajnosti t-testa=0,01, df=71). Slabovidi učenici koji su imali razvijeniju percepciju dvodimenzionalnih prikaza imaju razvijenu percepciju boja ($r=0,24$). Istraživanjem efikasnosti u diferencijaciji i imenovanju boja s obzirom na oftalmološke parametre, uzrast i uspeh u školi utvrđena je statistički značajna povezanost sa uzrastom (nivo značajnosti t-testa=0,04, df=70).

Ključne reči: diferencijacija boja, imenovanje boja, slabovida deca

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ brankaesk@sbb.rs

Visual Efficiency of Low Vision Children in Differentiation and Naming of the Colors

Branka Eškirović¹, Vesna Vučinić,
Branka Jablan
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

In assessing of visual-perceptive abilities of visually impaired persons, all the procedures include efficiency parameters in colors perception. Colors perception can be defined as a subjective experience, which is generated as a consequence of influence of the specific wavelength of light on the eyesight. In the visual functioning model, it represents one of key endogenous factors. The color itself and its dimensions are important exogenous factors in visual functioning of visually impaired persons. Cognitive factors also have certain influence on successful color perception, particularly memory and learning.

Influence of memory and learning on visual efficiency of low vision children can be perceived by monitoring the relations between visual discrimination and naming of colors. The problems in color naming, in disproportion with color differentiation, indicate difficulties in verbal presentation of visual contents and a gap between sensor and semantic components.

A research was conducted in order to determine visual efficiency of low vision children in differentiation and naming of colors and connection of this visual-perceptive skill with other areas of visual appellation, ophthalmic characteristics, age and results achieved in school.

The sample consisted of 72 low vision pupils, aged from 6 to 13.5, whose visual acuity on better eye,

with correction ranged from .05 to .4. There were no children with multiple impairments in the sample.

Data gathering methods and instruments that were used in the research were pedagogical procedure of visual efficiency assessment „Look and Think” as well as documentation analysis.

Appropriate statistic methods and techniques for data processing were used: descriptive statistics, measures of central tendency, correlation coefficients, t-test.

In comparison to appellation of colors, developed visual discrimination skill was present with the most of respondents. Color perception of low vision pupils is significantly more developed than three-dimensional objects perception (level of significance t-test=.01, df=71), two-dimensional displays perception (level of significance t-test =.01, df=71) and move perception (level of significance t-test=.01, df=71). Low vision pupils, who had more developed perception of two-dimensional displays have developed color perception ($r=.24$). By research of efficiency in differentiation and naming of colors, with the regard to ophthalmic parameters, age and results achieved in school, statistically significant relation with the age was determined. (level of significance t-test=.04, df=70).

*Key words: colour differerentiation, colour naming,
low vision children*

This paper originated from the scientific project „Designig a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ brankaesk@sbb.rs

Perceptivne sposobnosti kod dece mlađeg školskog uzrasta

Milica Gligorović, Nataša Buha¹
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

Većina savremenih istraživanja postulira kvalitet perceptivno-motoričkih sposobnosti kao važnu determinantu kognitivnog razvoja i potencijala za usvajanje akademskih znanja i veština. Imajući u vidu značaj perceptivno-motoričkih sposobnosti za sve sfere života, važno je njihovo praćenje od najranijeg detinjstva, u cilju otkrivanja i pravovremenog tretmana eventualnih teškoća.

U ovom radu su prikazani rezultati procene perceptivnih sposobnosti kod dece mlađeg školskog uzrasta. Uzorkom je obuhvaćeno 400 učenika tipičnog intelektualnog razvoja iz centralnih opština grada Beograda, oba pola, uzrasta 7,5-11 godina. Auditivna diskriminacija, vizuelna diskriminacija, senzorna i senzomotorička integracija su procenjene suptestovima Acadia testa razvojnih sposobnosti.

Ispodprosečni rezultati, koji odstupaju od normi za uzrast za jednu i dve standardne devijacije, prisutni su kod 17,3% dece na subtestu Auditivna diskriminacija, 9% dece na subtestu Vizuelna diskriminacija, 13,3% dece na subtestu Audiovizuelna asocijacija i kod 19% dece na subtestu Vizumotorička koordinacija i mogućnost sleda.

Istraživanjem je utvrđeno da se kod značajnog broja dece mlađeg školskog uzrasta tipične populacije javljaju teškoće perceptivnih sposobnosti, koje mogu da se odraze na sticanje akademskih veština, što

ukazuje na neophodnost pravovremene detekcije i intervencije u što ranijem uzrastu. Kad su u pitanju deca mlađeg školskog uzrasta, praktične implikacije su prvenstveno vezane za modalitete tretmana. Specifičnost pristupa uslovljena je vidom ispoljavanja teškoća perceptivno-motoričkog razvoja, opštim saznajnim mogućnostima i razvojnim karakteristikama svakog deteta.

Cljučne reči: perceptivne sposobnosti, senzorna integracija, senzomotorička integracija

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ natasabuha@fasper.bg.ac.rs

Perceptual Abilities in Younger School–Age Children

Milica Gligorović, Nataša Buha¹
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Most recent studies have postulated that the quality of perceptual abilities is an important determinant of cognitive development and potential for acquiring academic knowledge and skills. Bearing in mind the importance of perceptual abilities in all spheres of life, it is important to monitor them from childhood in order to detect and timely treat possible difficulties.

This paper reports the results of perceptual abilities assessment in typically developing younger school-age children. The sample consists of 400 children of both sexes, aged between 7.5 and 11, from central parts of Belgrade. Auditory discrimination, visual discrimination, sensory integration and visuomotor integration were assessed by subtests of ACADIA Test of Developmental Abilities.

Below average results, i.e. the results which deviate from age norms by one or two standard deviations (SD), are present in 17.3% of children on the Auditory Discrimination Subtest, 9% of children on the Visual Discrimination Subtest, 13.3% on the Audiovisual Association Subtest, and 19% on the Visuomotor Coordination and Sequencing Subtest.

This research showed that difficulties in perceptual abilities appeared in a significant number of typically developing younger school children. These difficulties may influence the development

of academic skills. The results of our study indicate the necessity of timely detection and intervention. When younger school children are concerned, practical implications are primarily related to treatment modalities. Specificity of the approach is conditioned by the aspect of expressing perceptual development difficulties, general cognitive abilities, and developmental characteristics of each child.

Key words: perceptual abilities, sensory integration, visuomotor integration

This paper originated from the scientific project „Designing a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ natasabuha@fasper.bg.ac.rs

Auditivna i vizuelna pažnja kod dece sa lakom intelektualnom ometenošću

Nataša Buha¹
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Pažnja, kao bazična psihička funkcija, je osnov viših kognitivnih funkcija i neophodna je za obavljanje različitih motoričkih i kognitivnih zadataka, kao i za aktivno učešće u socijalnoj interakciji. S obzirom na značaj pažnje u akademskoj i socijalnoj sferi, cilj ovog istraživanja je da se utvrdi nivo i čionoci razvoja auditivne i vizuelne pažnje kod dece sa lakom intelektualnom ometenošću. Uzorkom je obuhvaćeno 95-oro dece sa lakom intelektualnom ometenošću (LIO), uzrasta 10-13,11 godina. IQ ispitanika je u rasponu od 50 do 70 (AS=60,43; SD=7,287). Auditivna pažnja je procenjena zadatkom Raspon brojeva, dok je vizuelna pažnja procenjena Testom markiranja traga – forma A. Kao osnovna varijabla, koja ukazuje na kvalitet auditivne pažnje, upotrebljen je broj tačnih odgovora, a u domenu vizuelne pažnje ukupno vreme za dovršavanje zadatka.

Rezultati ukazuju na to da auditivna i vizuelna pažnja značajno negativno koreliraju ($r=-0,334$; $p=0,001$), mada nije ustanovljena statistički značajna razlika između postignuća ($p=0,810$). Za razliku od vizuelne pažnje, utvrđeno je da auditivna pažnja statistički značajno korelira sa totalnim i verbalnim IQ skorom ($p<0,01$), kao i da je uzrast značajan čini-lac postignuća na zadatku Raspon brojeva ($p<0,01$).

Nije ustanovljena statistički značajna razlika rezultata na zadatku Raspon brojeva i Testu Markiranja

traga – forma A među ispitanicima različitog pola ($p=0,302$).

Kao najznačajniji nalaz ističe se sklonost dece sa LIO da tokom selekcije informacija više koriste jedan od kanala (auditivni ili vizuelni), što vremenom može dovesti do pojave jasnog dihotomnog profilisanja u vidu potencijala/ograničenja. Ovakav nalaz implicira potrebu za kontinuiranim praćenjem karakteristika pažnje kod dece sa LIO, kao i za stimulisanjem razvoja pažnje u oba čulna modaliteta.

ključne reči: laka intelektualna ometenost, auditivna pažnja, vizuelna pažnja

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa”, broj 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ natasabuha@fasper.bg.ac.rs

Auditory and Visual Attention in Children with Mild Intellectual Disability

Nataša Buha¹

University of Belgrade – Faculty of Special Education and Rehabilitation

As a fundamental psychological function, attention is the basis of higher cognitive functions, and is necessary for carrying out various motor and cognitive tasks, as well as for active participation in social interaction. Considering the importance of attention in academic and social domain, the aim of this research is to determine the level and factors of attention development in auditory and visual domain in children with mild intellectual disability.

The sample consisted of 95 children with unspecified mild intellectual disability (MID), aged 10-13.11. Their IQ ranges from 50 to 70 ($M=60.43$, $SD=7.287$). Auditory attention was assessed by Digit Span task, while visual attention was assessed by Trail Making Test – form A. The number of correct answers was used in the auditory domain and total time for task completion was used in the visual attention domain as main variables which indicate attention quality.

The results show that auditory and visual attention correlate significantly and negatively ($r=-0.334$; $p=.001$), although statistically significant difference between the achievements was not determined ($p=.810$). It is determined that, unlike visual attention, auditory attention correlates significantly with total and verbal IQ score ($p<.01$). It was also found out that age contributes significantly to the achievement on the Digit Span task ($p<.01$). No

statistically significant difference was determined between boys and girls in the results on the Digit Span task and the Trail Making Test – form A ($p=.302$).

The most important finding is the tendency of children with MID to use one of the channels during the information selection process (auditory or visual), which, in time, can lead to clear dichotomous profiling as a strength or a weakness. Such a finding implies the need for continuous monitoring of attentional characteristic in children with MID, as well as the need for stimulating attentional development through both sensory channels.

Key words: mild intellectual disability, auditory attention, visual attention

This paper originated from the scientific project „Designing a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 natasabuha@fasper.bg.ac.rs

Procjena akademske kompetencije učenika sa intelektualnim teškoćama

Alma Dizdarević¹, Milena Nikolić
Edukacijsko-rehabilitacijski fakultet, Univerzitet u Tuzli

Istraživanje polazi od pretpostavke da inkluzivno obrazovanje učenika sa intelektualnim teškoćama doprinosi razvoju akademske kompetencije kroz unapređenje akademskih postignuća i školske motivacije i strategija za učenje, te smanjenju nepoželjnih oblika ponašanja. Osnovni cilj istraživanja je bio da se eksperimentalno ispituju mogućnosti unapređenja akademske kompetencije 20 učenika sa intelektualnim teškoćama u inkluzivnom obrazovanju kroz procjenu akademskih postignuća, motivacije i strategija za učenje i nepoželjnih oblika ponašanja. Individualizirano edukacijsko planiranje za učenike sa intelektualnim teškoćama u redovnim uvjetima odgoja i obrazovanja se sastojalo iz nekoliko komponenata: identifikacije učenika, kreiranje, pisanje, provođenje i evaluacija Individualiziranih edukacijskih programa (IEP). Ispitani su efekti primjenjenih IEP primjenom Indexa uspješnosti. Učenici sa intelektualnim teškoćama u specijalnom obrazovanju (20 učenika) obrazovali su se prema vežećem nastavnom planu i programu za djecu sa lakom intelektualnom ometenošću. Za procjenu akademske kompetencije primjenjena je Dijagnostička baterija za procjenu postignuća-DAB-3, Inventar za procjenu školske motivacije i strategija učenja-SMALSI i Skala adaptivnog ponašanja AAMD II dio. Sa ciljem utvrđivanja statistički značajnih razlika među ispitivanim grupama na inicijalnom i finalnom mjerenju primjenjena je multipla analiza varijanse (ANOVA/

MANOVA) u svim ispitivanim varijablama. Učenici sa intelektualnim teškoćama u redovnom obrazovanju imali su statistički značajno bolje rezultate od učenika sa intelektualnim teškoćama u specijalnom obrazovanju na finalnom mjerenju na većini posmatranih varijabli ($p < 0,05$). Rezultati istraživanja potvrdili su polaznu pretpostavku i poslužili su kao osnova za utvrđivanje prijedloga mjera za unapređenje inkluzivnog obrazovanja djece sa intelektualnim teškoćama.

Ključne riječi: intelektualne teškoće, akademska kompetencija, IEP, Index uspješnosti

¹ alma.dizdarevic@untz.ba

Assessment of Academic Competence of Students with Intellectual Disabilities

Alma Dizdarević¹, Milena Nikolić
University of Tuzla, Faculty of Education and Rehabilitation

The study assumes that inclusive education of students with intellectual disabilities contribute to the development of academic competence through the promotion of academic achievement and academic motivation and learning strategies, and reduce undesirable behaviours. The main goal of this study was to experimentally investigate the possibility of improving the academic competence of 20 students with intellectual disabilities in inclusive education through the assessment of academic achievement, motivation and learning strategies and undesired behaviours. Individualized educational planning consisted of several components: identification of students, creating, writing, implementation and evaluation of Individualized Education Programs (IEPs). We examined the effects of the appropriateness of IEPs using the Index of Performance. Students with intellectual disabilities in special education (20 students) were educated according to the curriculum for children with mild intellectual disability. For the assessment of academic competencies Diagnostic Achievement Battery – DAB-3, School Motivation and Learning Strategies Inventory – SMALSI and Scale of Adaptive Behaviour – AAMD Part II were applied. In order to determine statistically significant differences between two groups at the initial and final measures, multiple analysis of variance (ANOVA/MANOVA)

was applied in all studied variables ($p < .05$). The study results confirm initial assumptions and served as the basis for establishing the proposed measures for the promotion of inclusive education of children with intellectual disabilities.

Key words: intellectual disabilities, academic competence, IEP, Index of performance

1 alma.dizdarevic@untz.ba

Measuring quality in Early Childhood Inclusion Classrooms: Reflecting on Associations with Context – and Child-related Variables

Aristea Fyssa¹, Anastasia Vlachou
Department of Special Education, University of Thessaly

The aim of this paper is to assess classroom quality in early childhood settings where children with and without disabilities mutually educated. Particularly, we investigate the association between process quality (educational and social) and context- and child-related variables. This study is part of a larger project which focuses on the exploration of the ways Greek preschool teachers approach the process of inclusion utilizing a mixed-method analysis. The sample of the study consisted of 52 preschool settings drawn from seven regions of the South and Western parts of Greece. Data were collected through (a) a structured questionnaire to gather socio-demographic info for school, teachers and children, (b) the Abilities Index (Simeonsson & Bailey, 1991) to determine children's with disabilities functional characteristics in 9 domains, and (c) a structured observation rating (7-point) scale to assess teacher-child interactions during 11 dimensions of the classroom process (The Inclusive Classroom Profile-ICP; Soukakou, in press). Descriptive statistics on each dimension of the ICP and of the composite score showed that ratings were falling between minimal and inadequate quality range. Additionally, it was illustrated that in cases of in-class special education provision, rather than of pull-out programs, teachers deployed significantly higher quality practices for supporting children's in between peer and adult interactions, as well as

children's involvement in free play conditions. It was also found that quality was differentiated according to the severity of disabled students' impairment. Specifically, teachers used significantly higher quality practices in classrooms where children had mild-to-moderate difficulties in their behavior/social skills rather than severe-to-profound. Overall, the low quality scores identified in this study poses a number of serious issues concerning the extent to which teachers – both regular and special- managed to respond to the wide range of disabled children's strengths and difficulties. The results are discussed in terms of their implications for inclusive education.

Key words: assessment, classroom quality, inclusion, early childhood, disabilities

This research has been co-financed by the European Union (European Social Fund – ESF) and Greek national funds through the Operational Program „Education and Lifelong Learning” of the National Strategic Reference Framework (NSRF) – Research Funding Program: Heracleitus II. Investing in knowledge society through the European Social Fund.

¹ aristeia.fyssa@gmail.com

Povezanost nivoa obrazovanja roditelja i kreativnosti kod dece s lakom intelektualnom ometenošću

Sanja Gagić¹

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd

Porodica je uvek bila od velikog značaja za obrazovanje i vaspitanje dece i mladih, zbog čega se u proučavanju fenomena kreativnosti često skreće pažnja na karakteristike porodice kao faktora uticaja na razvoj ove sposobnosti kod dece. Obrazovni status roditelja se često u literaturi povezuje sa nivoom kreativnih sposobnosti dece, i uglavnom se pretpostavlja da kreativnu decu imaju obrazovaniji roditelji. Međutim, zaključak velikog broja istraživanja je da se kreativna deca sreću u porodicama svih obrazovnih nivoa.

Cilj rada je da se utvrdi povezanost stepena obrazovanja roditelja i potencijalne kreativnosti kod dece s lakom intelektualnom ometenošću, kao i utvrđivanje povezanosti stepena obrazovanja roditelja i kreativnosti kod dece s LIO u odnosu na pol. Uzorak ispitivanja činilo je 69 učenika iz četiri beogradske osnovne škole za decu ometenu u intelektualnom razvoju, oba pola, kalendarskog uzrasta od 8-16 godina, bez neuroloških i višestrukih smetnji. Kreativnost je merena Urban-Jelenovim testom crtanja, kojim se procenjuje vizuelni aspekt kreativnosti. Podaci o nivou obrazovanja roditelja su preuzeti iz školske dokumentacije.

Rezultati Pirsonove linearne korelacije ukazuju na statistički značajnu negativnu korelaciju obrazovanja roditelja i kreativnih sposobnosti dece

($p=0,004$). Poređenjem dobijenih rezultata u odnosu na pol, dokazano je da postoji negativna korelacija između nivoa obrazovanja roditelja i kreativnosti kod dečaka ($p=0,009$), ali ne i kod devojčica ($p=0,124$). U našem istraživanju, jednofaktorskom analizom varijanse nije utvrđeno da postoji povezanost stepena obrazovanja majke ($p=0,141$) i oca ($p=0,053$) posebno i kreativnosti dece.

Dobijeni rezultati ukazuju na mogućnost da obrazovaniji roditelji, pokušavajući da uklpe svoju decu u edukativne norme koje nameću škola i društvo, u vremenu kada najviše dominira potreba za uspehom koju obezbeđuju intelektualne sposobnosti, ne pridaju dovoljno pažnje kreativnim sposobnostima dece. Neophodno je pomoći roditeljima da prevaziđu jednosmernost u obrazovanju i vaspitanju dece, detaljnije ih informisati o kreativnim potencijalima dece s LIO i načinima podsticanja kreativnosti u porodičnom okruženju.

Ključne reči: obrazovanje roditelja, kreativnost, laka intelektualna ometenost

1 sanjagagic85@gmail.com

Correlation between Levels of Parental Education and Creativity in Children with Mild Intellectual Disability

Sanja Gagić¹

University of Belgrade – Faculty of Special Education and Rehabilitation, Belgrade

Family has always played a significant role in the education and upbringing of children and adolescents, which is why, when studying the phenomenon of creativity, attention is often drawn to the characteristics of the family as an impact factor for the development of this ability in children. In literature, parental educational status is often associated with the level of creative abilities in children, and it is mainly assumed that the higher the parental education the more creative the children. However, the results of a substantial number of research works imply that creative children can be identified in families of all levels of education.

The aim of this study is to determine the correlation between the educational status of parents and potential creativity in children with mild intellectual disability, as well as to assess the correlation between the educational status of parents and creativity in children with mild intellectual disability with regard to gender. The study sample consisted of 69 students from four primary schools for children with intellectual disabilities in Belgrade, of both genders, aged between 8 and 16 years, with no neurological or multiple disorders. Creativity was assessed through the use of Urban-Jellen drawing test, which estimates the visual aspect of creativity. Data on education levels of parents were taken from the school documentation.

The results of Pearson's linear correlation suggest the presence of statistically significant negative correlation between the education of parents and creative abilities of children ($p=.004$). Comparison of results with respect to gender has shown a negative correlation between the educational status of parents and creativity in boys ($p=.009$), but not in girls ($p=.124$). In this study, through the use of single-factor variance analysis, no correlation has been detected between education levels of mothers ($p=.141$) and fathers ($p=.053$) separately and creativity in children.

The results obtained imply a possibility that the more educated parents, attempting to fit their children into educational norms imposed by school and society, in the period of dominating need for success provided by intellectual abilities, do not pay enough attention to creative abilities of their children. It is essential to help the parents overcome narrow-mindedness in education and upbringing of their children, and provide them with more detailed information about creative potentials of children with mild intellectual disability and ways of encouraging creative abilities within a family environment.

Key words: parental education, creativity, mild intellectual disability

¹ sanjagagic85@gmail.com

Profil ometenosti dece sa smetnjama u razvoju u Republici Srpskoj

Dragan Rapaić¹, Goran Nedović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*
Milan Kulić

Medicinski fakultet Foča, Univerzitet u Istočnom Sarajevu
Dragan Marinković, Gordana Odović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

oštećanja (117 ili 9,1%). Ove četiri kategorije ometenosti čine 79,7% od ukupnog broja dece sa smetnjama u razvoju. Učešće ostalih kategorija ometenosti se kreće u rasponu od 0,2% do 4,8% za svaku kategoriju. Kod 54 ili 4,2% ispitanika izražena je sumnja na ometenost u razvoju, ali ona nije jasno određena.

Ključne reči: deca sa smenjama u razvoju, struktura ometenosti, statistička analiza

U ovom radu su prikazani rezultati naučnoistraživačkog projekta „Detekcija, determinacija i praćenje dece sa smetnjama u razvoju” Ministarstva nauke i tehnologije Republike Srpske koji je realizovan tokom 2011 i 2012 godine. Naš uzorak je činilo 1,279 dece sa smetnjama u razvoju starosti do 16 godina. Istraživanje je realizovano na celoj teritoriji Republike Srpske u 37 opština. Konstruisani upitnik je distribuisan centrima za socijalni rad i osnovnim školama u opštinama. Privatnost podataka zaštićena je izostavljanjem imena i prezimena dece i njihovih roditelja. Od podataka prikupljenih istraživanjem, formirana je datoteka u programskom paketu SPSS15 uz pomoć kojeg su podaci i analizirani. U analizi su primenjene mere deskriptivne statistike (frekvencije, procenti, aritmetička sredina, standardna devijacija, minimalna i maksimalna vrednost), a od analitičkih metoda jednofaktorska analiza varijanse. Međugrupne razlike, testirane su metodom najmanje značajne razlike. Najzastupljeniji su ispitanici sa kombinovanim smetnjama (392 ili 30,6%), zatim sledi laka mentalna retardacija (300 ili 23,5%), druge smetnje (211 ili 16,5%) i telesna

1 drapaic58@gmail.com

Profile of disability among children in Republic of Srpska

Dragan Rapaić¹, Goran Nedović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*
Milan Kulić
Faculty of Medicine Foca, University of East Sarajevo
Dragan Marinković, Gordana Odović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

This paper presents the results of research project „Detection, Determination and Observation of Children with Disabilities” financed by the Ministry of Science and Technology of Republic of Srpska that was completed in year 2011-2012. Our sample consisted of 1.279 children with disabilities under the age of 16. The research was conducted on the whole territory of Republic of Srpska in 37 municipalities. For this purpose we constructed and distributed a questionnaire to all centers for social care and primary schools in all municipalities. Privacy of data was protected by omitting names of children and their parents. Using complete records collected during the research, we constructed a data base in software package SPSS15 and subsequently used it for further analyzes. In these analyzes collected data were processed using parameters of descriptive statistics (frequency, percentage, median value, standard deviation, minimum and maximum value) and as for parameters of analytical method we used unifactorial analysis of variance. Intergroup differences were tested using method of the least

significant difference. The most common were children with multiple disabilities (392 children or 30.6%), followed by mild intellectual disability (300 children or 23.5%), other disorders (211 children or 16.5%) and physical impairments (117 children or 9.1%). These four categories of disability make 79.7% of the total number of children with disabilities. The share of other categories of disability is between 0.2% and 4.8% for each category. We determined 54 children or 4.2% of the studied children as potentially impaired children, but without distinct symptoms.

Key words: children with disabilities, structure of disabled population, statistical analysis

1 drapaic58@gmail.com

Percepcija delova tela dece sa cerebralnom paralizom školskog uzrasta kroz crtež ljudske figure

Fadilj Eminović¹, Radmila Nikić, Sanela Pacić
*Univerzitet u Beogradu – Fakultet za specijalnu edukaciju
i rehabilitaciju*

Predstava o telu predstavlja naš odnos prema našem telu, kako vidimo sebe, šta mislimo i osećamo o svom izgledu i kako nas drugi doživljavaju. Telesna slika ne govori o tome kako mi izgledamo, već kako se osećamo u vezi našeg izgleda. Kada se radi o osobama sa invaliditetom njihove pojedine karakteristike imaju moć da izazovu širok spektar osećanja i impresija o sebi.

Cilj našeg rada je bio da saznamo – kako deca sa cerebralnom paralizom percipiraju svoje telo putem crteža, ima li deficita u toj percepciji i kakav je taj deficit u odnosu na pol, uzrast, vrstu škole, razred, tip paralize, lateralizovanost i vrstu hvata. Ovaj segment procenjivali smo primenom subtesta br.13 – Crtež preuzetog iz McCarthy skale dečijih sposobnosti (Dorothea McCarthy, 1972). Istraživanje je sprovedeno na uzorku od 37 ispitanika oba pola, sa dijagnozom cerebralne paralize, učenika osnovne škole, redovne i specijalne, I do VIII razreda, kalendarskog uzrasta od 8 do 19 godina.

Rezultati istraživanja pokazuju da naši ispitanici imaju niža postignuća (za ceo uzorak AS=11,216) u odnosu na decu iz redovne populacije. Najbolje su crtali osnovne konture tela: glava (čak 97,3%), trup, ruke i šake, noge i stopala. Ajtemi koji su se odnosili na crtanje vrata (56,8% nesušešno) i veze ruku i nogu sa trupom (64,9% neusušešno) su ajtemi na

kojima su nasi ispitanici bili manje uspešni, dok su detalje na glavi: oči crtali uspešno, nos i uši delimično uspešno, a kosu najmanje uspešno. Od ispitivanih varijabli: pol se pokazao da je značajan ($p=0,007$) (devojčice crtaju bolje od dečaka); u odnosu na vrstu škole postoji tendencija ka statistički značajnoj razlici ($p=0,053$); u odnosu na uzrasne kategorije deca uzrasta 12,13,14 imaju najbolja postignuća ($p=0,01$); u odnosu na tip paralize ispitanici iz grupe mono pareza/paraliza imaju najbolja postignuća u odnosu na kvadri parezu/paralizu ($p=0,62$); lateralizovanost se nije pokazala kao statistički značajna varijabla dok se vrsta hvata olovke pokazala kao visoko statistički značajna ($p=0,003$).

Sagledavajući uzroke cerebralne paralize i posledice iste, moramo konstatovati da su somato senzorni obrasci patološkog motornog ponašanja, propriocepcija i lezije motorne kore ono što svakako utiče na percepciju sopstvenog tela i na očuvanost motornog pokreta.

Ključne reči: cerebralna paraliza, crtež ljudske figure, percepcija delova tela

¹ eminovic73@gmail.com

The Perception of Body Parts in School Children with Cerebral Palsy through Drawing the Human Figure

Fadilj Eminović¹, Radmila Nikić, Sanela Pacić
University of Belgrade – Faculty of Special Education and Rehabilitation

The perception of our body is our relationship to our body, the way we see ourselves, what we think and feel about our appearance and how other people perceive us. Body image is not talking about our looks, but about how we feel about our looks. When it comes to people with disabilities some of their characteristics have the power to cause a wide range of feelings and impressions about themselves.

The aim of our study was to learn how children with cerebral palsy perceive their bodies through drawing, whether there are deficits in that perception and what the deficit is in relation to gender, age, type of school, grade, type of paralysis, laterality and type of catch. This segment was assessed by using subtests No. 13 – drawing taken from the McCarthy scales of children's abilities (Dorothea McCarthy, 1972). The study was conducted on 37 subjects of both sexes, diagnosed with cerebral palsy, primary school students, regular and special, first to eighth grades, aged 8 to 19 years.

The results of our study show that our participants have lower achievement (for the whole sample $AS=11.216$) compared to children from the regular population. They drew best the basic contours of the body: the head (as many as 97.3%), the trunk, arms and hands, legs and feet. Items related to drawing the neck (56.8% failed) and ties of the hands and

the feet with the trunk (64.9% failure) are those in which our participants were less successful, while the details on the head, i.e. eyes were drawn successfully, nose and ears partially successfully and hair the least successfully. As for the studied variables: sex has proved to be significant ($p=.007$) (girls draw better than boys); in relation to the type of school there is a tendency towards a statistically significant difference ($p=.053$); as for the age – children aged 12,13 and 14 have the best achievement ($p=.01$); as for the type of paralysis, the respondents from the group of mono paresis/paralysis have better achievements compared to respondents with quadriplegia/paralysis ($p=.62$); laterality was not found to be a statistically significant variable, whereas the types of catching a pen proved to be highly statistically significant ($p=.003$).

Looking into the causes of cerebral palsy and its consequences, we must conclude that somatic sensory patterns of pathological motor behaviors, proprioception and motor cortex lesions and the causes that affect the perception of own body and the preservation of motor movement.

Key words: cerebral palsy, drawing the human figure, the perception of body parts

¹ eminovic73@gmail.com

Posledice ograničenja aktivnosti među mladima sa razvojnim invaliditetom

Goran Nedović¹

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Sanja Trgovčević

Univerzitet u Beogradu, Fakultet političkih nauka

intelektualnom ometenošću ili sa višestrukim oštećenjima ($p=0,000$ i $p=0,002$). Vrsta i obim ograničenja aktivnosti bili su direktno proporcionalni sa umanjnjem karakteristika oštećenja.

Ključne reči: ograničenje aktivnosti, oštećenje, invaliditet

Razvojni poremećaji predstavljaju heterogenu grupu hroničnih stanja koja mogu rezultirati ograničenjem aktivnosti. Definisani su kao: kognitivni, fizički (motorni, senzorni), govorno-jezički i psihološki. Vrsta i stepen ograničenja određene su karakteristikama oštećenja. U našem radu koristili smo Međunarodnu klasifikaciju funkcionisanja invalidnosti i zdravlja (The International Classification of Functioning (ICF), Disability, and Health, adopted by the World Health Organization (WHO, 2001). Hipoteza je bila da ograničenja aktivnosti tokom detinjstva, ne ostavljaju neizbežno posledice u mladom dobu. Kriterijumi za formiranje eksperimentalne grupe bili su da ispitanici imaju od trinaest do petnaest godina i najmanje jedan od pet ozbiljnih razvojnih poremećaja: intelektualni deficit, cerebralnu paralizu, gubitak sluha, vida ili epilepsiju. Uzorak je formiran u O.Š. za zaštitu vida „Dragan Kovačević“. Kriterijumi za formiranje kontrolne grupe bili su: uzrast od trinaest do petnaest godina, a izabrani su metodom slučajnog uzorka u dve beogradske škole. Cilj našeg rada bio je unapređenje aktivnosti i sprečavanje ograničenja kod mladih osoba sa različitim tipovima oštećenja. Dobijeni rezultati pokazali su da izolovana oštećenja nisu imala obavezne posledične efekte. Ovo nije bio slučaj kod ispitanika sa teškom

¹ goran.ned@sbb.rs

The Consequences of the Limited Activity in Young People with Developmental Disability

Goran Nedović¹

University of Belgrade – Faculty of Special Education and Rehabilitation

Sanja Trgovčević

University of Belgrade, Faculty of Political Science

discrete impairments did not necessarily have consequences. This was not the case with the participants with severe intellectual disability or multiple disabilities. The type and extent of activity limitations were directly proportional to the decrease of impairment characteristics.

Key words: limited activity, impairment, invalidity

Developmental disorders represent a very heterogeneous group of chronic conditions which may result in limited activity. They are defined as: cognitive, physical (motor and sensory), speech-language and psychological. The type and the level of the limitation are determined by the characteristics of the impairment. In our study we used The International Classification of Functioning (ICF), Disability, and Health, adopted by the World Health Organization (WHO, 2001). Hypothesis was that the limited activity during childhood does not inevitably leave consequences in youth. The main criteria for the formation of the experimental group were that the participants were from thirteen to fifteen years old and have at least one of the five serious developmental disorders: intellectual deficit, cerebral paralysis, loss of hearing, vision or epilepsy. The sample was formed in the Primary School for the Protection of Vision „Dragan Kovačević“. The criteria for establishing the control group were: age from thirteen to fifteen years, randomly chosen from two different schools in Belgrade. The aim of our study was the improvement of activities and the prevention of limitations in persons with different types of impairment. The results showed that

¹ goran.ned@sbb.rs

Dvostruka izuzetnost: da li su ometenost i darovitost (ne)spojive?

Dragana Stanimirović¹, Luka Mijatović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Sagledavanje ometenosti iz ugla medicinskog modela prati upotreba jezika deficita i prakse koja oštećenje stavlja u fokus, prepokrivajući celokupnu ličnost. Istovremeno, dominantna pozitivistička istraživačka paradigma ne pruža mogućnost da se ukupno funkcionisanje osobe sa ometenošću posmatra bez direktnog vezivanja za oštećenje. Usled toga, ometenost se pozicionira na levi kraj krivulje normalne distribucije, kao opozit darovitosti, pri čemu se ova dva fenomena ne mogu dovesti u vezu.

Promenom u pristupu ometenosti (pri čemu uticaj socijalnih faktora dobija sve veći značaj) stiče se uslov za uspešniju identifikaciju učenika koji su dvostruko izuzetni – istovremeno poseduju visoko razvijene sposobnosti u jednom ili više domena i imaju neki oblik oštećenja/ometenosti. Socijalni model ometenosti je inicirao prepoznavanje snaga i potencijala koje oštećenje (u sadejstvu sa barijerama sredine) prikriva, tj. proučavanje ometenosti i darovitosti kao fenomena koji nisu nespojivi.

U zavisnosti od teorijsko-istraživačkog pristupa, darovitost se sagledava na više načina: kao visoko izražena opšta intelektualna sposobnost; kao sposobnosti koje se tiču specifičnih domena; ili kroz prizmu razvojnih i sistemskih modela koji zagovaraju značaj različitih psiholoških varijabli i uticaja sredine. Koncept funkcionalne darovitosti ili talen-

tovanosti se odnosi na manifestovanu sposobnost koja je u nekom domenu izraženija nego kod većine osoba istog uzrasta sa istim oblikom ometenosti.

Nesuglasice i teškoće u definisanju i konceptualizaciji darovitosti i ometenosti odražavaju se na nedoslednost i nepreciznost kriterijuma procene dvostruko izuzetnih učenika. Problemi se javljaju i prilikom primene testova i normi predviđenih za opštu populaciju, pri njihovoj adaptaciji i pri konstruisanju i standardizaciji instrumenata namenjenih osobama sa specifičnim oblicima ometenosti.

Ključne reči: ometenost, darovitost, socijalni model ometenosti, dvostruka izuzetnost

¹ dragana-s@open.telekom.rs

Dual Exceptionality: Are Disability and Giftedness (In) Compatible?

Dragana Stanimirović¹, Luka Mijatović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Perception of disability from a medical model viewpoint is followed by the use of language of deficit and practices that put impairment into focus, covering the whole personality. At the same time, the dominant positivist research paradigm does not offer the possibility of perceiving a person with disability without direct connection to impairment. As a result, disability is positioned at the left end of the normal distribution curve, as the opposite of giftedness, thus not allowing these two phenomena to be correlated.

The change in the approach to disability (where the influence of social factors on disability is gaining importance) is creating conditions for a more successful identification of students who are dually exceptional – those who have both highly developed skills in one or more domains and some form of impairment / disability. The social model of disability initiated the identification of strengths and potentials (in conjunction with environmental barriers) concealed by the impairment, ie. the study of disability and giftedness as phenomena that are not incompatible.

Depending on the theoretical and research approach, giftedness is considered in many ways: as a highly expressed general intellectual ability; as numerous abilities related to specific domains;

or through the prism of developmental and system models that advocate the importance of various psychological variables and environmental impacts. The concept of functional giftedness or talent refers to the manifested ability that is more pronounced in a certain field than for most people of the same age with the same form of disability.

Disagreements and difficulties in defining and conceptualizing giftedness and disability reflect the inconsistency and imprecision of criteria in assessment of dually exceptional students. Problems can arise when applying the tests and standards provided for the general population, during their adaptation and during designing and standardization of instruments and norms for people with specific types of disability.

Key words: disability, giftedness, the social model of disability, dual exceptionality

¹ dragana-s@open.telekom.rs

Timska procena potrebe za dodatnom podrškom učeniku u školi

Snežana Nišević¹

Osnovna škola „Boško Buha”, Beograd

Marija Rajak

Osnovna škola „Jelena Četković”, Beograd

gućnost za pravovremenu i adekvatnu intervenciju unutar same škole i procesa edukacije, gde se teškoće učenika najjasnije ispoljavaju.

Ključne reči: timska procena, osnovna škola, podrška

Polazna pretpostavka ovog rada je stav da je, za obrazovanje dece sa smetnjama u razvoju i teškoćama u učenju, od velikog značaja adekvatna podrška, koja doprinosi ublažavanju i/ili prevazilaženju problema u funkcionisanju u školskoj sredini.

Savremeni modeli podrške podrazumevaju pravovremenost, višedimenzionalnost i višestепенost. Oslanjaju se na detaljnu procenu i identifikaciju problema i intervenciju, najpre, u prirodnoj (normalnoj) detetovoj sredini – školi. Ovakav pristup podrazumeva da je bliska saradnja različitih subjekata koji rade sa detetom (školski i zdravstveni tim, profesionalci, roditelji) neophodna, ali su nosioci podrške detetu stručnjaci iz njegovog neposrednog okruženja.

U ovom radu smo prikazali model tmskog pristupa učeniku u osnovnoj školi. Koristili smo Protokol za procenu potreba za dodatnom podrškom učeniku, konstruisan za potrebe ovog istraživanja. Posmatrali smo zdravstveni, porodični, edukativni status, opšte sposobnosti, razvojni nivo i funkcionisanje učenika. Protokol je primenjen u pet osnovnih škola u Beogradu. Kvalitativna analiza dobijenih podataka implicira potrebu za definisanjem precizne metodologije, instrumentarijuma i stručnih kompetencija u detekciji i dijagnostici. U isto vreme, stvara se mo-

1 depodcn@eunet.rs

Team Assessment of the Need for Additional Support to the Student in School

Snežana Nišević¹

Primary School „Boško Buha“, Beograd

Marija Rajak

Primary School „Jelena Četković“, Beograd

Adequate support in education is of great importance for the education of children with disabilities and learning difficulties. The assumption of this paper is the view that adequate support contributes significantly to reduction and/or overcoming problems in the functioning in school environment.

Contemporary models of support include timing, multidimensionality and multilevel. They rely on a detailed assessment and problem identification and intervention, primarily in the natural (normal) child's environment – school. This approach requires close cooperation of various entities working with the child (school and health care team, professionals, parents). The carriers of child support are professionals from his immediate environment.

In this paper we present a model of team approach to student in elementary school. We used a Protocol for assessing the need for additional support, which was constructed for this research. We observed health, family, educational status, general ability, developmental level and functioning of students at school. The Protocol was implemented in five elementary schools in Belgrade. Qualitative data analysis implies the need for a precise definition of methodology, instruments and professional competence in detection and diagnosis. At the same

time, the opportunity is created for timely and appropriate intervention within the school and the education process, where the difficulties of students are most clearly manifested.

Key words: team assessment, elementary school, support

¹ depodcn@eunet.rs

Rast i ishranjenost učenika osnovnoškolskog uzrasta na području Tuzlanskog kantona

Growth and Nutritional Status of Primary School Students in the Tuzla Canton

Fikreta Brahimaj, Lejla Mešalić
JZU Dom zdravlja Živinice
Univerzitet u Tuzli, Medicinski fakultet

Fikreta Brahimaj, Lejla Mešalić
Public Health Care Chamber – Health Centre Živinice
University of Tuzla, Medical faculty

Rast je glavno obeležje dečijeg i adolescentnog uzrasta i osetljiv pokazatelj dečijeg zdravlja. Na njega utiču brojni međusobno preplićući činioci: nasledni, prehrambeni, neuroendokrini, psihosocijalni i činioci okoline. Rast i ishranjenost treba redovno pratiti na lekarskim pregledima. Praćenjem rasta, razvoja i ishranjenosti dece postiže se rano otkrivanje i identifikacija određenih nutritivnih poremećaja što stvara osnovu za preduzimanje odgovarajućih mera. Cilj rada je utvrditi pokazatelje rasta učenika osnovnoškolskog uzrasta kao što su: visina, težina, i preračunati (BMI), te evidentirati eventualna odstupanja. Istraživanje je rađeno na 154 ispitanika od osam, deset i četrnaest godina. U navedenom uzorku je i jedan broj dece sa teškoćama u razvoju, sa područja četiri opštine Tuzlanskog kantona. Metodski postupak se provodio najpre antropološkim merenjima, unosom podataka i statističkom obradom. Dobijeni rezultati ukazuju da postoje izvesna odstupanja kod određenog broja dece i omladine, te da je potrebno realizovati edukativne programe o značaju zdrave ishrane i zdravih stilova života uopšte.

Cljučne reči: telesna visina, telesna masa i BMI

Growth is the main characteristics of childhood and adolescence and it is a sensitive indicator of children's health. Children's health is influenced by many intertwining factors: genetic, feeding habits, neuroendocrine, psychosocial and environmental factors. Growth and nutritional status should be regularly observed in routine medical check-ups. Observing the growth, development and nutritional status of children can provide early detection and identification of specific nutritional disorders, which creates the basis for taking appropriate measures. The objectives of this study were to establish the growth of primary school-age students, such as height, weight, and converted body mass index (BMI), and to record possible discrepancies. The study was conducted on 154 participants of eight, ten and fourteen years of age. In this sample, a number of children with special needs were included, within the areas of four municipalities of the Tuzla Canton. Methodological procedure was carried out primarily by anthropological measurements, data entry and statistical analysis. The results indicate that there are certain deviations in a number of children and teenagers, and that it is necessary to carry out educational programs on the importance of a healthy diet and healthy lifestyle in general.

Key words: bodily height, body mass index (BMI)

Znanja i informiranost omladine u osnovnim školama o AIDS-u na području Tuzlanskog Kantona

Lejla Mešalić¹
JZU Dom zdravlja Tuzla
Fikreta Brahimaj
JZU Dom zdravlja Živinice

Kako je AIDS oboljenje koje se ne dobije slučajno i od koga se možemo zaštititi veoma je značajna dobra informiranost koja je sastavni dio zdravstvene kulture. Prevencija populacije od HIV infekcije velikim dijelom je određena znanjem o bolesti, jer netačni stavovi o bolesti predstavljaju problem. Mnoga istraživanja u svijetu su pokazala da je nivo znanja u mnogim slučajevima manji od željenog. To je stvorilo osnovu za opravdanost istraživanja u uzrastu koji ulazi u fazu puberteta, kada formira svoje stavove, navike i odlučuje sam o nekim važnim pitanjima. Opravdanost istraživanja leži i u činjenicama da se socijalna struktura stanovništva promijenila u velikom broju gradova i sela u Tuzlanskom kantonu pa i u čitavoj Bosni i Hercegovini.

Cilj istraživanja je da se utvrdi nivo informiranosti omladine u osnovnim školama o AIDS-u, kao i to da se utvrdi da li postoje razlike u informaciji između gradske i seoske školske omladine. Korištena je anketa sačinjena od 20 pitanja na koja se moglo odgovoriti sa DA ili NE. Anketa je dio programa zdravstvenog obrazovanja za osnovne škole zemalja srednje i istočne Evrope i dio regionalnog projekta zdravstvenog obrazovanja Fondacije Soroš. Anketirani su učenici sedmih razreda u 13 osnovnih škola (8 gradskih i 5 seoskih). Anketari su bili autori rada i nastavnici u školama u kojima je vršeno istraživanje.

Prema dobijenim rezultatima ovog istraživanja tek (58%) ispitanika je dalo zadovoljavajuće odgovore. Nešto veću obaviještenost i ukupno znanje o AIDS-u pokazali su učenici iz gradskih škola (60%) u odnosu na djecu iz seoskih škola (55%). Ipak ne postoji statistički značajna razlika u nivou informisanosti između gradske i seoske djece. Nameće se potreba uvođenja prezentiranja više informacija u školama u okviru raznih predmetnih aktivnosti, organizovanih predavanja uključujući aktivnosti na širem planu te multidisciplinirano (zdravstvo, školstvo, roditelji) podizanje većeg nivoa znanja.

Gljučne riječi: AIDS, omladina, škola

¹ lejlamessalic@yahoo.com

Knowledge and Awareness of Youth in Elementary Schools about AIDS in the Area of the Tuzla Canton

Lejla Mešalić¹
Health Center Tuzla
Fikreta Brahimaj
Health Center Živinice

Since AIDS is a disease that you cannot encounter by chance, and from which we can protect ourselves, being well informed is very important and it is an integral part of the health culture. Prevention of HIV infection in the population is largely determined by knowledge about the disease, because incorrect attitudes about the disease can be a problem. Many studies worldwide have shown that the level of knowledge in many cases is lower than desired. This has created the basis for the justification of the study in the age group entering the stage of puberty, when children are forming their attitudes, habits, and when they decide on some important life issues. Justification of research lies in the fact that the social structure of the population has changed in many towns and villages in the canton of Tuzla, and in all of Bosnia and Herzegovina.

The study aims to determine the level of awareness of young people in elementary schools about AIDS, as well as to determine whether there are differences in information between urban and rural school children. A questionnaire that consisted of 20 YES or NO questions was used. The survey was a part of the health program in primary school education for Central and Eastern Europe and also a part of the Regional Education Health Project of the Soros Foundation. Respondents were seventh

grade students in 13 elementary schools (8 urban and 5 rural). The interviewers were the authors and teachers in schools where the research was made. According to the results of this study only (58%) of respondents gave satisfactory answers. Somewhat more informed and showing some general knowledge about AIDS were students from urban schools (60%) compared to children from rural schools (55%). Yet there is no statistically significant difference in the level of information between urban and rural children. There is a need to present more information in schools in different subject activities, including lectures, through organizing activities on a larger scale and multidisciplinary (health, education, parents) to raise the level of knowledge.

Key words: AIDS, youth, school

¹ lejlamalic@yahoo.com

Language Abilities and Nonverbal Skills in Twins with Apert Syndrome

Panayiota Stavroussi¹, Filippos Vlachos,
Aspasia Pisina
Department of Special Education, University of Thessaly

Apert syndrome is a rare genetic syndrome usually associated with intellectual disability, although research findings on the cognitive profile of the specific syndrome are still limited. The aim of the present study was to describe the pattern of relative strengths and weaknesses regarding language abilities and nonverbal skills in two children with Apert syndrome. The participants were twin sisters aged 8 years and 6 months. Using (Λ - α -T- ω) a psychometric instrument that measures language competence, results showed that both children had extremely low performance on the subtests measuring the phonological aspect of language. Wechsler Nonverbal Scale of Ability used for the assessment of children's nonverbal skills. Raven CPM was also used to assess nonverbal reasoning ability. According to the results both children's performance in the above measures was below average. The findings of the present study underline the importance of detailed neuropsychological evaluation in children with Apert syndrome in order to obtain a syndrome related profile of relative strengths and weaknesses that could inform the development of appropriate educational interventions.

Key words: Apert syndrome, language, nonverbal skills

¹ stavrusi@uth.gr

Handedness Distribution in Children and Adolescents with Genetic Syndromes Associated with Intellectual Disability

Filippos Vlachos, Panayiota Stavroussi¹,
Aspasia Pisina
Department of Special Education, University of Thessaly

incidence of left- or mixed-handedness observed in the participants probably indicates a developmental lag in hemispheric specialization.

Key words: handedness, intellectual disability, genetic syndromes

The incidence of non-right-handedness in the general population is estimated to be approximately 10%. However, it has long been noted, that the prevalence of non-right-handedness among various clinical populations is significantly greater than that of the typical population. The aim of this study was to evaluate handedness distribution in a sample of children and adolescents with genetic syndromes associated with intellectual disability. Seventeen children and adolescents (approximately 8 to 18 years old) participated in the study. The majority of the participants (almost 59%) had a diagnosis of Down syndrome while the rest of the participants had a variety of other neurodevelopmental disorders (e.g. Apert, Sotos syndromes etc.). Participants were tested individually performing 10 items from the Edinburgh Handedness Inventory. Increased incidence of left-handedness (11.8%) and ambiguous handedness (11.8%), as well as a marginally reduced tendency toward right-handedness were observed in children and adolescents participating in the study. Specifically, the incidence of non-right-handedness was estimated to be twice than usually observed in the general population. These results partially support other studies indicating that less rightward asymmetry is associated with intellectual disability. The findings of the present preliminary study suggest that the increased

¹ stavrusi@uth.gr

Konceptualne smetnje dece sa intelektualnom ometenošću

Dragana Maćešić-Petrović¹
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

U izvedenom istraživanju, primarno fokusiranom ka utvrđivanju kvaliteta kognitivnog funkcionisanja individua sa intelektualnom ometenošću, interesovanje je usmereno na odnos između kvaliteta kognitivnih funkcija i razvojnog potencijala ispitivane kategorije dece.

Osnovni cilj istraživanja odnosi se na definisanje i razradu oligofrenološkog tretmana i programa edukacije dece s lakom intelektualnom ometenošću.

Ovaj globalno postavljeni cilj operacionalno je definisan u vidu zadataka koji su determinisani prirodno istraživačkih problema i to:

- Ispitati kvalitet saznanje razvijenosti dece u uzorku, posmatrane kroz verbalno razumevanje i upotrebu pojmova, odnosno sposobnosti formiranja koncepata i pojmovne formacije.
- Ispitati odnos kvaliteta pojmovne formacije i školskog postignuća dece u uzorku.

Istraživački uzorak formiran je od 124 učenika s lakom intelektualnom ometenošću, oba pola, osnovnih škola u Beogradu.

U proceni kognitivnih sposobnosti primenjen je Test upotrebe pojmova (Test of Concept Utilization; R. L. Crager & S. U. Lane; 1981).

Procena sazajnog postignuća izvršena je kliničkim razvojnim skalama baterije Lurija-Nebraska za decu (LNNB-C)) (Golden, 1987).

Rezultati statističke analize upućuju na statistički visoko signifikantnu korelaciju između ispitivanih kognitivnih i bihevioralnih smetnji sa konceptualnim karakteristikama sazajne strukture ispitanog uzorka ($r=0.63$; $p<0,01$).

U zaključnim razmatranjima ističe se praktični značaj postignutih skorova kao prediktora sazajnog i bihevioralnog postignuća dece uzorka kao i osnovne pravce definisanja tretmana ispitane dece.

Ključne reči: intelektualna ometenost, pojmovi, edukacija, rehabilitacija, nove metode

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa”, br. 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ macesicd@yahoo.com

Conceptual Disorders in Children with Intellectual Disability

Dragana Maćešić-Petrović¹
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The paper treats the problem of conceptual functioning of children with mild intellectual disability in the context of their standard school treatment. The basic aim of research is based upon the possibility to define the special educational treatment of children with mild intellectual disability in their school situation of exclusive treatment. The problem of the research project is defined through the following questions, such as:

- How can we observe the quality of cognitive functioning of the tested children through their verbal understanding and concept formation?
- What is the relationship between conceptual functioning and academic achievement of the tested sample?

The sample consisted of 124 children with mild intellectual disability from Belgrade.

The Test of Concept Utilization (Cragger and Lane, 1986) and Luria-Nebraska Battery for Children (Golden, 1987) were used in diagnostic procedure.

Research results indicate statistically significant correlation between the examined cognitive and behavioral disorders with the conceptual characteristics of the cognitive structure of the tested sample ($r=0.63$; $p<0.01$). The results also indicate the significance of the obtained scores

as predictive values for understanding behavior and cognitive potentials of children with mild intellectual disability.

The conclusion is based on the state of necessity of implementation of IEP and ITP (Individualized Education Programs and Individual Training Plans) and specific treatment of conceptual disabilities of the tested sample.

*Key words: intellectual disability, concepts,
education, rehabilitation, new methods.*

This paper originated from the scientific project „Designig a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ macesicd@yahoo.com

Protokol za procenu medija za učenje i sticanje pismenosti dece sa oštećenjem vida

Ksenija Stanimirov¹, Aleksandra Grbović,
Branka Jablan

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Deca sa oštećenjem vida mogu pratiti akademski program obrazovanja ili, u slučaju prisustva višestruke ometenosti, program obrazovanja fokusiran na sticanje osnovnih životnih veština. Ostvarivanje ciljeva i zadataka programa zahteva odabir odgovarajućeg medija za učenje u skladu sa potrebama i mogućnostima dece sa oštećenjem vida.

U zavisnosti od stanja vida i vizuelnih funkcija i kognitivnih mogućnosti, deca sa oštećenjem vida uče koristeći crnu štampu, Brajevo pismo, auditivna sredstva, kao i različite kombinacije medija u cilju što efikasnijeg pristupa obrazovnim informacijama. Radi sagledavanja potreba deteta sa oštećenjem vida u celini, osim podataka iz medicinske dokumentacije, potrebno je prikupiti niz informacija koje će pomoći u donošenju objektivne odluke o najefikasnijim putevima i načinima sticanja znanja. U tu svrhu, razvijeni su različiti protokoli za procenu i odabir odgovarajućih medija za učenje i sticanje pismenosti ove dece.

U radu će biti prikazan *Protokol za procenu obrazovnih potreba dece sa oštećenjem vida (Learning Media Assessment – LMA, Koenig i Holbrook, 1995)*. Podaci dobijeni putem Protokola obezbeđuju uvid u obrazovne potrebe i spremnost deteta sa oštećenjem vida za uključivanje u program obrazovanja. Sticanje uvida u način na koji dete prikuplja i organizuje informacije iz okoline omogućava inicijalnu selekci-

ju medija i sredstava za učenje, kao i preporuke za odgovarajući pristup savladavanju veštine čitanja i pisanja. Deo protokola odnosi se na kontinuiranu procenu uspešnosti čitanja i pisanja učenika sa oštećenjem vida koji koriste crnu štampu kao primaran medij za učenje. Protokol sadrži i deo koji se odnosi na procenu obrazovnih potreba dece sa višestrukom ometenošću koja pohađaju funkcionalne programe obrazovanja.

Ključne reči: deca sa oštećenjem vida, izbor obrazovnih medija, obrazovni program

The Protocol for Media Assessment of Learning and Literacy Acquisition in Children with Visual Impairment

Ksenija Stanimirov¹, Aleksandra Grbović,
Branka Jablan
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Children with visual impairment can follow the academic curriculum or, in case of multiple disabilities, educational program focused on acquiring basic skills. Achieving the goals and objectives of educational programs requires selection of an appropriate medium for learning in line with the needs and abilities of children with visual impairment.

Depending on the state of visual functions, quality of functional vision and cognitive abilities, children with visual impairment can learn by using print, Braille, different auditory media and various combinations of media, in order to provide efficient access to educational information. In order to perceive the needs that visually impaired children have in general, beside the data from medical records, it is necessary to collect a whole range of information that will help in making an objective decision regarding the ways and methods of acquiring knowledge. For that purpose, different protocols for evaluation and selection of appropriate media for learning and literacy acquisition of visually impaired children have been developed.

In this paper the Protocol for assessment of educational needs of children with visual impairments (*Learning Media Assessment – LMA, Koenig and Holbrook, 1995*) will be presented. The activities defined by the Protocol allow a systematic

collection of data on the efficiency of the use of sensory channels and point out to the indicators of readiness of a child with visual impairment to participate in educational program. Gaining an objective insight into the way a child collects and organizes information from the environment allows the initial selection of media and learning tools, as well as recommendations for appropriate access to reading and writing skills. Part of the Protocol refers to the continuous assessment of reading and writing success of students with visual impairments who use print as a primary learning medium. The Protocol also contains a part which relates to the assessment of educational needs of multiple disabled visually impaired children who attend functional training programs. This paper is focused on the assessment of media for learning and literacy acquisition of children with visual impairments who attend academic education programs.

Key words: children with visual impairment, learning media assessment, education program

Problemi pažnje kod dece sa lakom intelektualnom ometenošću i cerebralnom paralizom

Mirjana Đorđević¹, Ksenija Stanimirov,
Slobodan Banković
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*
Srećko Potić
*Visoka medicinska škola strukovnih studija
„Milutin Milanković“, Beograd*

Cilj ovog istraživanja je da se utvrdi učestalost problema pažnje kod dece sa višestrukom ometenošću (lakom intelektualnom ometenošću i cerebralnom paralizom) i dece sa intelektualnom ometenošću. Osim toga, ispitana je povezanost problema pažnje, izraženih kroz nepažljivost, hiperaktivnost i impulsivnost, sa polom i hronološkim uzrastom ispitanika.

Uzorkom su obuhvaćena deca uzrasta od 8 do 17,5 godina. Uzorak je podeljen na dve grupe. Prvu grupu činilo je 20 ispitanika (12 dečaka i 8 devojčica) sa lakom intelektualnom ometenošću i pridruženom cerebralnom paralizom, dok je u drugoj grupi bilo 30 ispitanika (14 dečaka i 16 devojčica) sa lakom intelektualnom ometenošću. Podaci o ponašanju dece prikupljeni su od nastavnika primenom sindromskih skala „*Nepažljivost*“ i „*Hiperaktivnost/impulsivnost*“ datih u okviru nastavničke verzije Ahenbahovog upitnika (ASEBA-TRF). Takođe, sabiranjem dobijenih skorova na navedenim skalama izračunat je zbirni skor kojim su predstavljeni problemi pažnje kod ispitivane dece.

Primenom Man-Vitnijevog U testa nisu pronađene statistički značajne razlike između dve grupe ispi-

tanika na merama nepažljivosti ($U=262$, $p=0,451$) i hiperaktivnosti/impulsivnosti ($U=280,5$, $p=0,699$), kao ni na meri ukupnih problema pažnje ($U=287,5$, $p=0,804$). Takođe, nisu pronađene statistički značajne razlike među ispitivanim varijablama u odnosu na pol ispitanika. Međutim, u grupi dece sa lakom intelektualnom ometenošću i pridruženom cerebralnom paralizom, uočene su značajne pozitivne korelacije između, s jedne strane, hronološkog uzrasta i sa druge strane učestalosti ukupnih problema pažnje ($\rho=0,545$, $p=0,013$), odnosno učestalosti pojavljivanja simptoma hiperaktivnosti/impulsivnosti ($\rho=0,545$, $p=0,013$).

Kako bi se jasnije sagledala povezanost cerebralne paralize kod dece sa lakom intelektualnom ometenošću i simptomatologije koja je u osnovi ADHD, budućim istraživanjima je neophodno obuhvatiti veći broj ispitanika, ali i širi spektar socio-demografskih karakteristika.

Ključne reči: ASEBA, cerebralna paraliza, intelektualna ometenost, pažnja

¹ mira.djordjevic81@gmail.com

Attention Problems in Children with Mild Intellectual Disability and Cerebral Palsy

Mirjana Đorđević¹, Ksenija Stanimirov,
Slobodan Banković
*University of Belgrade – Faculty of Special Education
and Rehabilitation*
Srećko Potić
*Medical College of Professional Studies
„Milutin Milanković”, Belgrade*

The aim of this research was to consider the frequency of attention problems in children with multiple disabilities (mild intellectual disability and cerebral palsy) and in children with mild intellectual disability only. In addition, we investigated the relationship between attention problems expressed by inattention, hyperactivity and impulsivity in relation to sex and chronological age of participant.

The sample included children from 8 to 17.5 years old. Subjects were divided into two groups. In the first group there were 20 participants (12 boys and 8 girls) with mild intellectual disability and comorbid cerebral palsy, while in the second group there were 30 participants (14 boys and 16 girls) with mild intellectual disability. Behavioral data were gathered from teachers using syndrome scales: „Inattention” and „Hyperactivity/Impulsivity” given in the teacher version of the Achenbach questionnaire (ASEBA-TRF). Also, by summing the scores obtained on these subscales, compound scores were calculated and they represent overall attention problems in examined children.

Using the Mann-Whitney U test, statistically significant differences between two groups of participants were found neither on inattention subscale (U=262, p=.451) and hyperactivity/impulsivity subscale (U=280.5, p=.699), nor in the degree of overall attention problems (U=287.5, p=.804). Also, there were no statistically significant differences between the examined variables in relation to participants’ gender. However, in the group of children with mild intellectual disability and associated cerebral palsy, there were significant positive correlations between the chronological age on one side and the overall frequency of attention problems on the other side ($\rho=.545$, $p=.013$), as well as the frequency of symptoms of hyperactivity/impulsivity ($\rho=.545$, $p=.013$).

In order to comprehend more clearly the connection of cerebral palsy in mild intellectual disability with the symptoms that are basically of ADHD type, it is necessary to include a greater number of subjects and also a wider range of socio-demographic characteristics in future researches.

Key words: ASEBA, cerebral palsy, intellectual disability

¹ mira.djordjevic81@gmail.com

Odnos između konceptualnih sposobnosti i školskog uspeha kod dece sa lakom intelektualnom ometenošću

The Relationship between Conceptual Abilities and School Achievement in Children with Mild Intellectual Disability

Suzana Miković, Iva Šarac, Ivana Kovačević
Mentor: prof. dr Milica Gligorović

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Suzana Miković, Iva Šarac, Ivana Kovačević
Mentor: prof. dr Milica Gligorović

University of Belgrade – Faculty of Special Education and Rehabilitation

Cilj istraživanja je utvrđivanje odnosa između konceptualnih sposobnosti i školskog uspeha kod dece sa lakom intelektualnom ometenošću (LIO) osnovnoškolskog uzrasta. Uzorkom je obuhvaćeno 50 ispitanika sa LIO uzrasta od 10 do 15 godina. Za ispitivanje je korišćen Viskonsin test sortiranja karata (WCST) koji je namenjen za procenu egzekutivnih funkcija, odnosno konceptualizacije, rešavanja problema i kao mera perseverativnosti i mentalne rigidnosti. U statističkoj obradi korišćeni su hi kvadrat test i Spirmanova korelacija. Ustanovljeno je da postoji statistički značajna povezanost sposobnosti formiranja koncepata sa školskim uspehom ($p < 0,005$). Rezultati dece sa LIO odstupaju od normi za opštu populaciju istog hronološkog uzrasta. Unutar uzorka zabeležena je velika razudenost rezultata. Nije uočena statistički značajna povezanost sa polom i uzrastom. Dobijeni rezultati se mogu uzeti kao smernice u procesu savladavanja akademskih veština ukazujući na neophodnost individualizovanog pristupa u radu sa osobama sa LIO.

Ključne reči: konceptualne sposobnosti, školski uspeh, laka intelektualna ometenost

The aim of the research is to assess the relationship between conceptual ability and school achievement in children with mild intellectual disability who attend primary school and to what extent that ability is associated with managing school curriculum. The sample included 50 students with mild intellectual disability, aged 10 to 15 years. For this evaluation we used Wisconsin Card Sorting Test (WCST), which is designed to assess executive functions, or conceptualization, problem solving, and as a measure of perseverativity and mental rigidity. Results of children with mild intellectual disability deviate from the norm for the general population at the same chronological age. For statistical analysis we used chi-square and Spirman' correlation. A significant correlation was found between the ability of concept formation and academic achievement ($p < .005$) and no statistically significant association with gender and age. The results can be taken as guidelines in the process of mastering academic skills by pointing to the necessity of individual approach to work with people with mild intellectual disability.

Key words: conceptual skills, academic achievement, mild intellectual disability

Vizuelno konceptualno praćenje kod adolescenata sa lakom intelektualnom ometenošću

Visual Monitoring Concept in Adolescents with Mild Intellectual Disability

Iva Šarac, Danijela Krstić
Mentor: prof. dr Milica Gligorović

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Iva Šarac, Danijela Krstić
Mentor: prof. dr Milica Gligorović

University of Belgrade – Faculty of Special Education and Rehabilitation

Cilj istraživanja je utvrđivanje nivoa razvoja jednostavnog i složenog vizuelnog konceptualnog praćenja u populaciji adolescenata sa lakom intelektualnom ometenošću. Uzorkom je obuhvaćeno 47 adolescenata sa lakom intelektualnom ometenošću (LIO), učenika srednje zanatske škole u Beogradu, i 47 adolescenata tipičnog razvoja srednje škole „Vazduhoplovna akademija“ u Beogradu, uzrasta od 15 do 20 godina. Za procenu je korišćen Trial Making Test koji se sastoji iz dva dela. Prvim delom se procenjuje jednostavno vizuelno konceptualno praćenje, kao i koncentracija, vizuospacijalno opažanje i vizuomotorna koordinacija. Drugim delom se procenjuje složeno konceptualno praćenje koje je izraz egzekutivnih funkcija. U statičkoj obradi korišćeni su parametrijski metodi. Dobijeni rezultati adolescenata sa LIO značajno zaostaju od rezultata adolescenata opšte populacije sličnog hronološkog uzrasta ($p < 0,005$). Utvrđena je i izrazita heterogenost postignuća unutar uzorka adolescenata sa LIO, što implicira neophodnost individualizovanog edukaciono-rehabilitacionog tretmana.

Cljučne reči: vizuelno konceptualno praćenje, laka intelektualna ometenost, adolescent

The aim of the research is to determinate the level of development of simple and complex conceptual visual monitoring in a population of adolescents with mild intellectual disability. The sample included 47 adolescents with mild intellectual disability, and 47 adolescents with typical development, aged 15 to 20 years. For evaluation we used the Trial Making Test, which consists of two parts. The first part we used to evaluate simple conceptual visual tracking, as well as concentration, visuospatial perception and visuomotor coordination. The second part evaluates the complex conceptual tracking which is the expression of executive functions. For statistic evaluation we used parametric methods. The results of adolescents with mild intellectual disability are significantly lower than the results of adolescents with typical development ($p < .005$). We found a striking heterogeneity of achievements within the sample of adolescents with mild intellectual disability, which implies the necessity of individual approach in treatment.

Key words: visual conceptual tracking, mild intellectual disability, adolescents

Ispitivanje audio–vizuelnih asocijacija kod dece drugog razreda osnovne škole

Nina Stanojević¹
Mentor: Prof. dr Slavica Golubović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Odstupanje u odnosu na uzrast veće od jedne standardne devijacije pokazalo je 10% ispitanika, dok je 33% ostvarilo maksimalan broj poena.

Ključne reči: audio-vizuelna asocijacija, auditivna percepcija, vizuelna percepcija

Auditivna percepcija je proces subjektivnog doživljavanja jednog akustičkog stimulusa koji može biti različit, kao na primer ton, šum, buka ili govorni signal (prema Golubović, 2007). Vizuelna percepcija se sastoji prvenstveno u detekciji objektivnih karakteristika vizuelne stimulacije, kao što su oblik, veličina, boja, svetlina, položaj, prostorna orijentacija i sl.

Cilj ovog istraživanja bio je ispitivanje audio-vizuelnih asocijacija kod dece drugog razreda osnovne škole.

Uzorak čini 60-oro dece koja pohađaju drugi razred osnovne škole, od čega su 30 dečaci i 30 devojčice. Ispitanici su učenici OŠ 'Jovan Dukić' i OŠ 'Arčibald Rajs' u Beogradu. Za procenu je korišćen subtest 6 AKADIA testa razvojnih sposobnosti.

Na prvom delu testa koji se sastoji od četiri zadatka u kojima bi ispitanik trebalo da zaokruži sliku koja odgovara reči u rečenici koju je ispitivač pročitao, greške je napravilo 7% ispitanika. U drugom delu koji sadrži jedanaest zadataka u kojima bi ispitanik trebalo da od tri reči zaokruži onu koju je ispitivač pročitao, greške su se javile kod 23%. U trećem delu koji se odnosi na prepoznavanje dve slike od tri, čije se značenje rimuje i da od četiri reči pronađe dve koje se rimuju, greške su se javile kod 61%.

¹ ninastanojevic88@gmail.com

Examination of Audio–Visual Associations in Second Grade Elementary School Children

Nina Stanojević¹

Mentor: Prof. dr Slavica Golubović

University of Belgrade – Faculty of Special Education and Rehabilitation

Auditory perception is the process of subjective experience of an acoustic stimulus, which can come in different shapes, such as sound, noise and speech signal (according to Golubović, 2007) Visual perception consists primarily of detecting objective characteristics of visual stimuli, such as shape, size, color, brightness, position, spatial orientation, etc.

The aim of this study was to examine the audio-visual associations in second grade elementary school children.

The sample consists of 60 children attending the second grade of elementary school, 30 boys and 30 girls. Subjects are students of elementary schools 'Jovan Dukic' and 'Arcibald Rajs' in Belgrade. Subtest 6 of AKADIA test of developmental abilities was used for assessment.

In the first part of the test which consisted of four tasks in which the subject was supposed to circle the picture that matches the words in the sentence read by the examiner, errors were made by 7% of subjects. In the second part, which contained eleven tasks in which the subject was supposed to circle one word out of three, the one read by the examiner, errors were made by 23% of subjects. In the third part, which required the identification of two pictures with rhyming meanings out of three, and

the identification of two rhyming words out of four, errors were recorded in 61% of subjects.

The deviation in relation to age greater than one standard deviation appeared in 10% of participants, while 33% achieved the maximum number of points.

Key words: audio-visual association, auditory perception, visual perception

1 ninastanojevic88@gmail.com

Tema:

Oblici tretmana u specijalnoj edukaciji i rehabilitaciji

*Treatment Approaches in Special Education and
Rehabilitation*

Na porodicu usmerena podrška – značaj saradnje pružalaca usluga socijalne zaštite i porodica dece sa smetnjama u razvoju

Iva Branković¹, Svetlana Živanić
Republički zavod za socijalnu zaštitu

Porodice dece sa smetnjama u razvoju su uglavnom indirektni korisnici socijalne zaštite čijim se potrebama socijalne službe često fragmentarno bave, kroz obezbeđivanje usluga za dete ili materijalnih davanja, zanemarujući pritom činjenicu da je za optimalni razvoj dece sa smetnjama u razvoju jedan od ključnih faktora stabilnost i kontinuitet nege koji proističe iz adekvatnog porodičnog funkcionisanja i saradnje između članova porodice i profesionalaca u procesu pružanja usluga. Cilj ovog rada je isticanje značaja saradnje između porodica dece sa smetnjama u razvoju i pružalaca usluga socijalne zaštite radi efikasnije i efektivnije podrške ovoj osetljivoj ciljnoj grupi korisnika. Polazna pretpostavka na kojoj je rad zasnovan je da je nezadovoljavajuća saradnja pružalaca usluga sa porodicama dece sa smetnjama u razvoju uzrokovana nedovoljnom osetljivošću stručnih radnika za značaj i moguće koristi od uspostavljanja saradničkog odnosa sa porodicom korisnika i nepostojanjem adekvatnog modela prakse u okviru kojeg bi se podrška struktuirala i planirala.

U skladu sa tom idejom u prvom delu rada analizirani su preduslovi za uspostavljanje funkcionalne saradnje sa porodicama (razumevanje značaja porodičnog okruženja za dete i sagledavanje roditelja kao primarnih partnera u pružanju podrške, poznavanje teškoća sa kojima se suočavaju porodice dece sa smetnjama u razvoju, njihovih emocionalnih reakcija i strategija za prevazilaženje stresa;

poznavanje mogućih uzroka, spoljnih i unutrašnjih, koji dovode do teškoća u njihovom individualnom i socijalnom funkcionisanju, i sl.) dok je u drugom delu ponuđen pregled karakteristika na porodicu usmerenog pristupa (*family centered practice*), koji daje nedostajući okvir za uspostavljanje saradnje sa porodicama dece sa smetnjama u razvoju i nudi samoreflektivan model prakse zasnovane na deljenju informacija, poštovanju i uvažavanju kao ključnim faktorima za uspostavljanje funkcionalnog radnog saveza u najboljem interesu deteta.

Ideje na porodicu usmerenog pristupa integrisane su i promovisane u sistemu socijalne zaštite kroz akreditovani program obuke Republičkog zavoda za socijalnu zaštitu namenjen pružaocima usluga socijalne zaštite „Na porodicu usmerena podrška – saradnja sa porodicama dece sa smetnjama u razvoju”.

Ključne reči: na porodicu usmerena podrška, porodice dece sa smetnjama u razvoju, pružaoci usluga socijalne zaštite

1 ibrankovic@zavodsz.gov.rs

Family Centered Practice – the Importance of Cooperation Between Social Service Providers and Families of the Children with Developmental Disabilities

Iva Branković¹, Svetlana Živanić
Republic Institute for Social Protection

Families of children with disabilities are mostly indirect beneficiaries of social welfare system whose needs are often fragmentarily met in terms of providing services focused on the child or financial situation, while ignoring the fact that the key factor for optimal development of children with disabilities is stability and continuity of care which arises from adequate family functioning and cooperation between family members and professionals providing social services. The aim of this paper is to highlight the importance of cooperation between families of children with disabilities and social services providers in order to efficiently and effectively support this vulnerable target group of beneficiaries. The initial assumption on which the paper is based is that the insufficient cooperation of service providers with families of children with disabilities is caused by scarce sensitivity of professionals to the importance and potential benefits of the cooperation with families, and by the lack of an adequate model of practice within which the support could be planned and structured.

In line with this idea, in the first part of this paper we are analyzing the prerequisites for the establishment of functional cooperation with families (such as understanding the importance of family environment for children, and accepting parents as key partners in service provision,

recognition of the difficulties faced by families of children with disabilities, their emotional reactions and coping strategies, and possible causes, both external and internal, which lead to difficulties in their individual and social functioning, etc.), while the second part of the paper offers a brief overview of the characteristics of the family-centered approach in working with children with disabilities, as that missing framework for cooperation with families and a model of self-reflective practice based on information sharing, respect and consideration as key factors for establishing a functional working alliance in the best interest of the child.

The ideas of family-centered approach in working with children with disabilities are integrated and promoted in the social welfare system through an accredited training program for service providers designed by the Institute for Social Protection „Family-Centered Practice – Cooperation with Families of Children with Disabilities”.

Key words: family-centered practice, families of children with disabilities, social services providers

¹ ibrankovic@zavodsz.gov.rs

Stavovi roditelja osoba sa intelektualnom ometenošću prema kvalitetu profesionalne podrške

Svetlana Kaljača¹, Bojan Dučić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Problem ovog istraživanja je ispitivanje nivoa zadovoljstva roditelja osoba sa intelektualnom ometenošću (IO) kvalitetom dobijene profesionalne podrške tokom rehabilitacije njihove dece. Procenjeni kvalitet podrške odnosi se na različite periode rehabilitacije (predškolski i osnovnoškolski period).

Uzorkom je obuhvaćeno 58 roditelja dece i odraslih sa IO uzrasta od 11 do 54 godine.

Upotrebljen je upitnik, posebno osmišljen za ovo istraživanje, kojim je procenjeno zadovoljstvo roditelja u odnosu na tri aspekta podrške: odnosom defektologa prema deci, kvalitetom saradnje koji su oni ostvarili sa defektologom (mogućnosti kontinuirane i korektne komunikacije) i socijalnim statusom svog deteta u grupi. Odgovori ispitanika su rangirani na petostepenoj skali, od izuzetnog zadovoljstva do izuzetnog nezadovoljstva u odnosu na tip podrške.

Na osnovu ferkvenci dobijenih odgovora, vidi se da je 80,5% roditelja veoma zadovoljno odnosom defektologa prema njihovoj deci u osnovnoj školi, dok je broj veoma zadovoljnih roditelja tim tipom podrške deci u predškolskoj ustanovi 46,4%. Utvrđen je visok stepen statističke značajnosti ($p=0,001$) u odnosu na zadovoljstvo roditelja prema profesionalnoj podršci koju su njihova deca dobila u ovim etapama rehabilitacije.

Dobijeni rezultati pokazuju da je više roditelja zadovoljno odnosom defektologa prema njima u predškolskoj ustanovi (80%) dok je 59% veoma zadovoljnih profesionalnom saradnjom u osnovnoj školi (statistička značajnost razlike je $p=0,039$).

Nije utvrđena statistički značajna razlika između stavova roditelja u odnosu na kvalitet socijalne inkluzije njihove dece u vršnjačke grupe tokom predškolskog i osnovnoškolskog perioda.

Može se zaključiti da postoji razlika u intezitetu zadovoljstva profesionalnom podrškom koju dobijaju osobe sa IO i njihovi roditelji u različitim periodima rehabilitacije.

Ključne reči: intelektualna ometenost, zadovoljstvo, roditelji, podrška

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa”, br. 179025 i „Evaluacija tretmana stečenih poremećaja govora i jezika” br. 179068 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ kaljaca@eunet.rs

Attitudes of Parents of Persons with Intellectual Disabilities to the Quality of Professional Support

Svetlana Kaljača¹, Bojan Dučić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The problem of this research is to investigate levels of satisfaction of parents of persons with intellectual disabilities (ID) with the quality of professional support received during the rehabilitation of their children. Estimated quality of support regards to various rehabilitation periods (preschool and primary school period).

The sample included 58 parents of children and adults with ID aged 11 to 54 years. A questionnaire was used, specifically designed for this study, which estimated the satisfaction of parents in relation to the three aspects of support: special educators relationship to children, the quality of cooperation that they made with special educator (possibility of continuous and accurate communication) and social status of their child in the group. The answers of participants were ranged on a five-point scale, from exceptional satisfaction to exceptional dissatisfaction in relation to the type of support.

Based on the frequency of given answers, it can be seen that 80.5% of parents are very pleased with the relationship of special educator towards their children in primary school, while the number of very pleased parents with the type of child support in preschool is 46.4%. A very high level of statistical significance was determined ($p=.001$) compared to the satisfaction of parents towards professional

support which their children were given in these stages of rehabilitation.

The results show that parents are more satisfied with the relationship of special educator towards them in preschool institutions (80%), while 59% are very satisfied with professional collaboration in primary school (statistically significant difference was $p=.039$).

There was no statistically significant difference between the attitudes of parents in relation to the quality of social inclusion of children in their peer group during the preschool and primary school period.

It can be concluded that there is a difference in the intensity of satisfaction with the professional support that the persons with ID and their parents get in different periods of rehabilitation.

Key words: intellectual disability, satisfaction, parents, support

This paper originated from the scientific project „Designing a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 „The Evaluation of Acquired Speech and Language Disorders”, no. 179068 (2011-2014), the implementation of which are financed by the Ministry of Education and Science, Republic of Serbia.

¹ kaljaca@eunet.rs

Promene u kvalitetu izgovora vokala kod gluve dece posle kohlearne implantacije

Sanja Đoković¹, Sanja Ostojić, Tamara Kovačević,
Mina Mikić

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Različiti govorni segmenti se formiraju od osnovnog glasa koji, prolazeći kroz specifično oblikovan artikulacijski trakt, dobija karakteristike određenih glasovnih grupa. Osobe oštećenog sluha zbog loše auditivne kontrole sopstvenog glasa nisu u mogućnosti da pravilno oblikuju artikulacijski trakt, niti da proizvode kvalitetan osnovni glas. Sve to utiče na kvalitete izgovora vokala. Sa pojavom kohlearnog implanta, značajno je poboljšana čujnost osoba oštećenog sluha što je podrazumevalo poboljšanje kvaliteta artikulacije, pa samim tim i artikulacije vokala. Cilj ovog rada je bio da se ispita fundamentalna frekvencija (F0) govornog signala i prva tri formanta (F1-F3) kao parametara kvaliteta izgovora vokala kod kohlearno implantirane dece. Za akustičku analizu fundamentalne frekvencije (F0) i prva tri formanta vokala (F1-F3) korišćen je softverski paket PRAAT. Uzorak je bio sastavljen od 26-oro prelingvalno gluve dece uzrasta od 3 do 10 godina sa različitom dužinom slušnog iskustva i 20-oro dece urednog sluha istog uzrasta. Deca kod koje je kohlearna implantacija urađena pre četvrte godine života nisu pokazala značajno odstupanje u fundamentalnoj frekvenciji u odnosu na čujuće vršnjake, a značajna razlika je uočena kod dece kod koje je kohlearna implantacija urađena na starijem uzrastu. Prvi formant vokala je bio veoma stabilan kod

celokpnog uzorka i bila su prisutna samo diskretna odstupanja od prosečnih vrednosti čujuće populacije. Međutim drugi i treći formanti su pokazali širi skater, ali nije bilo sistematskog odstupanja ovih formanata u visokim i niskim frekvencijskim vrednostim. F1: F2 odnos je bio uredan kod dece koja su implantirana pre četvrte godine, ali više centralizovan kod dece koja su implantirana na starijem uzrastu. Rezultati pokazuju da prelingvalno gluva deca koja su kohlearno implantirana pre svog četvrtog rođendana postižu bolju auditivnu kontrolu nad svojom govornom produkcijom, normalizuju svoju fundamentalnu frekvenciju i poboljšavaju kvalitet izgovora vokala.

Ključne reči: vokali, fundamentalna frekvencija, artikulacija, formant, kohlearni implantat

Rad je proistekao iz projekta „Uticaj kohlearne implantacije na edukaciju gluvih i naglavih osoba“ (br. 179055), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ ingo@eunet.rs

Changes in the Quality of Pronunciation of Vowels in Deaf Children after Cochlear Implantation

Sanja Đoković¹, Sanja Ostojić, Tamara Kovačević,
Mina Mikić

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The different speech sounds are formed by the primary voice signal and by the shape of the articulation tract. Persons with hearing impairment have a poor auditory control of their voice and are not able to properly shape the articulation tract or to produce a quality fundamental voice. The objective of this study was to investigate the fundamental frequency (F0) of voice signal and first three formants (F1-F3) as a parameter of quality vocal pronunciation in children with cochlear implantation. For acoustic analysis of fundamental frequency (F0) and first three formant vowels (F1-F3) Praat software package was used. The sample consisted of 26 prelingually deaf children, aged 3 to 10, with different lengths of auditory experience and 20 hearing children of the same age. Children with cochlear implantation which was done before the age of four showed no significant deviation in their fundamental frequency compared to normal hearing peers, whereas a significant difference was documented in children who were older at the time of implantation. The first formant was very stable in the whole sample and there were only discrete deviations from the normal range. The second and third formants, however, developed a broader scatter, but there was no systematic deviation of these formants to higher or lower values. The F1:F2

ratio was normal in children implanted at the age of up to four years and more centralized in children who were older at the time of implantation. Our results indicate that prelingually deaf children who get a cochlear implant before their fourth birthday achieve a better acoustic control over their speech, normalizing their fundamental frequencies and improving their articulatory skills.

*Key words: vowel, fundamental frequency,
articulation, formant, cochlear implant*

This paper originated from the scientific project „Effects of cochlear implantation on education of deaf and hearing impaired individuals”, no. 179055 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ ingo@eunet.rs

Stavovi roditelja gluve dece o kohlearnoj implantaciji

Sanja Ostojić, Sanja Đoković, Mina Mikić¹,
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Danica Mirić, Snežana Andrić–Filipović
*Institut za ORL i MFH KC Srbije, Odsek za audiološku
rehabilitaciju*

U Srbiji se program kohlearne implantacije gluvih osoba sprovodi deset godina. Do sada je implantirano ~250 osoba, od toga 90% su deca. Mišljenje o podobnosti kandidata daje multidisciplinarni tim: audiolog, surdolog, hirurđ i psiholog. Konačnu odluku donose roditelji. Oštećenje sluha se javlja kod jednog od 650 živorođene dece i najčešći je urođeni hendikep. Preko 90% roditelja gluve i nagluve dece su očuvanog sluha. Taj podatak pokazuje da je najčešći izbor roditelja, načina komunikacije deteta oralna (auditorno-oralna). Kohlearni implant (KI) je poslednja generacija elektronskog pomagala koje omogućava kvalitetno slušanje tj. realnu osnovu za razvoj verbalne komunikacije.

Cilj rada je komparacija podataka dobijenih istraživanjem u periodu 2007-2012 godina, o stavovima roditelja dece koja su kandidati ili korisnici KI u vezi sa sledećim temama: odluka, proces, pozitivni efekti i podrška za KI; komunikacija, samopouzdanje, zadovoljstvo, socijalizacija, edukacija, pomoć stručnjaka i generalno.

Podaci su dobijeni Upitnikom za roditelje KI dece (Nottingham Pediatric CI Programm). Uzorak je činilo 20 ispitanika, roditelja KI dece. Istraživanje je

obavljeno na Institutu za ORL i MFH KC Srbije u Beogradu. Podaci će biti obrađeni metodama demografske statistike, prikazani tabelarno i grafički.

Prema dobijenim rezultatima istraživanja roditelji imaju pozitivan stav u vezi: odluke o KI, auditivnih, govorno-jezičkih, ukupnih komunikacijskih sposobnosti, komunikacije na daljinu, socijalizacije, bolje motivacije za kontakte sa čujućima, veće samostalnosti i bezbednosti i poboljšanja mogućnosti za edukaciju. Negativan stav imaju u vezi: operacije i postoperativnog toka, cene KI i održavanja u budućnosti, brige za zdravlje deteta, nezainteresovanosti društvene zajednice, odsustva sa posla, neobaveštenosti kadrova u vrtićima i školama.

Ključne reči: gluvoća, kohlearna implantacija, roditelji, stavovi

Rad je proistekao iz projekta „Uticaj kohlearne implantacije na edukaciju gluvih i nagluvih osoba” (br. 179055), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

1 mina.mikic@gmail.com

Cochlear Implantation in Deaf Children – Parents' Expectations

Sanja Ostojić, Sanja Đoković, Mina Mikić¹
*University of Belgrade – Faculty of special
education and rehabilitation*
Danica Mirić, Snežana Andrić-Filipović
*Clinical Center of Serbia, Institute for ENT-HNS,
Audiology Rehabilitation Department*

Cochlear implantation (CI) has existed in Serbia for the last ten years. There are c. 250 people with implantations and about 90% of them are children. Cochlear implantation is a process consisting of several phases: identification of hearing loss, assessment and selection of suitable candidates, surgery, fitting and postoperative rehabilitation. The final decision is made by parents after multidisciplinary team assessment. Hearing impairment is the most common congenital handicap which occurs in 1 of 650 newborns. About 90% of parents of deaf children are normally hearing. The data shows that the most common choice of parents of children with auditory impairment, in terms of communication strategy of their children, is oral (auditory-oral) communication.

The aim of the study is to compare the data obtained in the period 2007-2012 from research on parents' expectations after cochlear implantation on the following topics: the decision process, positive effects, procedure, support for CI, communication, confidence, satisfaction, socialization, education, and the help of experts in general. Data were obtained by Questionnaire of Nottingham Pediatric CI Program, for parents of children with CI. Data were obtained from parents of 20 children with

CI. The study was conducted at the Institute of Otolaryngology and Maxillofacial Surgery in the Clinical Center of Serbia in Belgrade during 2012. The data will be processed by the demographic statistics, presented in tabular and graphical form.

According to the data obtained from this study parents have a positive attitude about: decisions about CI, auditory, speech and language, overall communication skills, communication at a distance, socialization, better motivation to communicate with normally hearing people, greater independence and security and improved opportunities for future education. Following statements depict their positive attitude about cochlear implantation: they will go for CI again, the children hear better after CI, CI enables communication at a distance, better communication, improved motivation for communication with hearing people, improved independence and safety and better aspects for future education. Negative parents' attitudes are related to: surgery and post-operative course, the cost of cochlear implant and its maintenance in the future, concerns about the child's health, lack of interest of the community, absence from work, uninformed staff in kindergartens and schools.

*Key words: deaf children, cochlear implantation,
parents, expectations*

This paper originated from the scientific project „Effects of cochlear implantation on education of deaf and hearing impaired individuals”, no. 179055 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 mina.mikic@gmail.com

Odnos upotrebe oblika alternativne i augmentativne komunikacije i jezičkih sposobnosti kod pacijenata sa Brokinom afazijom

Elena Tashkova¹
OOŠ „Goce Delčev” – Štip
Mile Vuković
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju
Gordana Kamčeva
Univerzitet „Goce Delčev” – Štip

Afazija predstavlja najkompleksniji i najteži oblik poremećaja govora i jezika, koji često menja način komunikacije afazične osobe. Kao rezultat toga, neke osobe sa afazijom nisu sposobne za socijalnu interakciju. Međutim, uz maksimalno korišćenje neverbalne komunikacije, uključujući specifične oblike alternativne i augmentativne komunikacije (AAK) može se komunicirati i sa osobama sa teškim oblicima afazije. Cilj ovog rada je da se utvrdi da li pacijenti sa Brokinom afazijom koriste oblike AAK u procesu komunikacije (gest, kontakt pogledom, crtanje i podrške komukacijskog partnera za razumevanje govora) i da li upotreba AAK dovodi do poboljšanja jezičkih sposobnosti.

Uzorak je činilo 18 ispitanika sa Brokinom afazijom vaskularne etiologije, starosti od 34 do 75 godina, koji su lečeni u neuropsihijatrijskoj bolnici u Štipu. Za procenu jezičkih sposobnosti korišćeni su supstestovi razumevanja govornog jezika Bostonskog dijagnostičkog testa za afazije. Procena upotrebe oblika AAK izvršena je pomoću upitnika koji je konstruisan za potrebe ovog istraživanja.

U obradi dobijenih podataka korišćeni su kauzalni metod, metod deskriptivne analize, metod komparativne analize, deskriptivna statistika i inferencijalna statistika sa primenom Fischer Exact test i c^2 test.

Rezultati ispitivanja su pokazali da osobe sa Brokinom afazijom u 78% slučajeva koriste gest i kontakt pogledom u nastojanju da razumeju verbalnu poruku. Pored toga, 45% ovih osoba traži podršku od komunikacijskog partnera, dok 11% njih koristi crtež u cilju razumevanja jezičke informacije. Istovremeno je pokazano da ti pacijenti ostvaruju bolja postignuća na zadacima razumevanja jezika od pacijenata kod kojih nije identifikovana upotreba ispitivanih oblika AAK. Zaključeno je da upotreba nekih oblika AAK povećava sposobnost razumevanja jezika kod osoba sa Brokinom afazijom.

Ključne reči: alternativna i augmentativna komunikacija, razumevanje jezika, Brokina afazija

¹ elena_tashkova@yahoo.com

Relationship between the Use of Alternative and Augmentative Communication and Language Abilities in Patients with Broca's Aphasia

Elena Tashkova¹

PMS „Goce Delchev“ – Shtip

Mile Vuković

University in Belgrade – Faculty of Special Education and Rehabilitation

Gordana Kamčeva

University „Goce Delchev“ – Štip

Aphasia represents the most complex and the most difficult form of language disorders, that very often changes the way of communication in the aphasics. As a result, some persons with aphasia are unable to participate in social interaction. However, with the maximum use of nonverbal communication, including specific forms of alternative and augmentative communication (AAC) it is possible to communicate with severe aphasic persons. The aim of this study is to determine if the patients with Broca's aphasia use the form of AAC (gesture, eye contact, drawing and a support of the communicating partner for understanding speech) in the process of communication and if the use of AAC leads to improvement of language abilities. The sample consisted of 18 subjects with Broca's aphasia of vascular etiology, aged 34 to 75 years, who were treated in the neuropsychiatry hospital in Shtip. The assessment of language functions, subtests for understanding spoken language from Boston diagnostic aphasia examinations were used (Goodglass & Kaplan, 1983). In the evaluation of alternative and augmentative communication we used the scale which was made especially for this

study. In processing the received data the following methods and techniques were used: causal method, a method of descriptive analysis, method of comparative analysis, descriptive statistics and inferential statistics with the use of Fischer Exact test and χ^2 test.

The obtained results show that 78 percent of patients with Broca's aphasia use gesture and eye contact; 45 percent use the support of the partner, and 11 percent of these patients use drawing in order to understand verbal messages. In addition, these patients have higher scores on language comprehension tasks than patients who do not use any of the forms of the AAC. It can be concluded that the use of some form of the AAC leads to improvements in language comprehension in patients with Broca's aphasia.

Key words: alternative and augmentative communication, language comprehension, Broca's aphasia

¹ elena_tashkova@yahoo.com

Adaptacija pacijenata na pomagala za subnormalan vid

Gordana Pavlović¹
Poliklinika OMT – Zemun
Dragomir Stamenković
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

Prema Snelenu subnormalan vid podrazumeva svaku oštrinu vida ispod 1,0, uprkos najboljoj mogućoj optičkoj korekciji. Korekcija vida specijalnim optičkim pomagalima za subnormalan vid potrebna je osobama sa korigovanom oštrinom vida na boljem oku manjom od 0,3 (Min. of Arc). Pomagala za subnormalan vid imaju ulogu da obezbede uvećanu i jasnu sliku posmatranog predmeta na makuli.

Cilj rada je utvrditi ulogu pomagala za subnormalan vid u podizanju kvaliteta života pacijenata i prikazati tehnike obuke pacijenata za njihovo korišćenje.

Istraživanje je trajalo godinu dana (2011/2012) i obuhvatilo 50 pacijenta uzrasta od 7-60 godina sa korigovanom vidnom oštrinom na boljem oku manjom od 0,3. Svakom pacijentu je na osnovu detaljnog pregleda preporučeno odgovarajuće optičko pomagalo za subnormalan vid (teleskopi, hiperkorektivne prizmatične naočare, elektronska lupa ili zatvoreni televizijski sistem). Adaptacija na prepisano pomagalo trajala je četiri nedelje. Obuka je bazirana na: ekscentričnom gledanju (korišćenje ekstra fovealnog dela makule), čitanju na kratkoj radnoj distanci, jakom fokalnom osvetljenju, vežbama koordinacije oko-ruka. Najčešći problem pacijenata u obavljanju svakodnevnih aktivnosti bila

je nemogućnost čitanja. Tokom prve nedelje kod većine pacijenata zabeležena je sporost u čitanju (u proseku 15 reči u minuti) i otežano izvođenje vežbi za ekscentrično gledanje.

Nakon četiri nedelje obuke zabeležena je povećana brzina čitanja kod 48 pacijenata (96%), a 2 pacijenta (4%) nisu imala poboljšanje. Brzina čitanja kod 31 pacijenta (62%) se povećala sa 20 na 100 reči u minuti, kod njih 15 (30%) sa 15 na 90 reči u minuti, a 2 pacijenta (4%) su povećala brzinu sa 10 na 80 reči u minuti. Deca su brže napredovala od starijih pacijenata.

Pacijenti sa subnormalnim vidom su kroz obuku naučili da uspešno koriste pomagala. Na taj način smo uticali da se brzina čitanja značajno poveća, a samim tim i poboljša kvalitet njihovog života.

Ključne reči: pomagala za subnormalan vid, ekscentrično gledanje, teleskopski sistemi

¹ gpavlovic@optixltd.com

Adaptation of Patients to Low Vision Aids

Gordana Pavlović¹

Polyclinic OMT – Zemun

Dragomir Stamenković

*University in Belgrade – Faculty of Special Education
and Rehabilitation*

According to Snellen, subnormal vision means any visual acuity range below 1.0 despite the best possible optical correction. Vision correction by low vision aids is needed for patients with corrected visual acuity in the better eye of less than 0.3 (Min. of Arc). The role of low vision aids (telescopes, hyper-correction prismatic glasses, closed circuit video magnification systems) is to provide a clear magnified image of the observed object in the macula.

The objective of this article is to determine the role of low vision aids in life quality improvement of patients and to show training techniques for their use.

The study lasted one year (2011/2012) and included 50 patients aged 7-60 years with corrected visual acuity in the better eye of less than 0.3. Appropriate low vision aid (telescopes, hyper-correction prismatic glasses, closed circuit video magnification system, and electronic magnifier) was recommended to each patient, based on detailed examination. Adaptation to the prescribed aid lasted four weeks. Training was based on: eccentric viewing (use of extra-foveal part of the macula), reading on a short working distance, high focal lighting and exercise of

eye-hand coordination. The most common patients' problem in daily activities was the inability to read. During the first week with most of the patients the slowness in reading (average 15 words per minute) and difficulties in performing exercises for eccentric viewing were noticed.

After four weeks of training increased reading speed has been noticed in 48 patients (96%) and 2 patients (4%) had no improvement. Reading speed in 31 patients (62%) has increased from 20 to 100 words per minute, with 15 of them (30%) from 15 to 90 words per minute, and with 2 patients (4%) the speed has increased from 10 to 80 words per minute. Children had progressed faster than adult patients.

Low vision patients have learned through training how to successfully use the aids. In this way, we contributed to a significant increase of reading speed and thus improved their quality of life.

*Key words: low vision aids, eccentric viewing,
telescopic systems*

¹ gpavlovic@optixltd.com

Primena video modelovanja u radu sa decom sa autizmom

Ivana Maksimović, Marija Cvijetić¹,
Jelena Todorović, Marija Mirović, Vanja Biberdžić
Mentor: prof. dr. Nenad Glumbić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Video modelovanje je tehnika koja podrazumeva učenje novih i koja unapređuje adekvatnu primenu ranije stečenih veština kod dece sa autizmom putem video snimaka. Ova tehnika podrazumeva da dete sa autizmom posmatra video snimke pozitivnih primera određenih ponašanja ili veština koje treba da usvoji. Model na snimku može biti odrasla osoba, vršnjak ili samo dete. Video modelovanjem se može uticati na razvoj socijalnih veština, jezika i komunikacije, funkcionalnih veština i modifikovati ponašanje.

Cilj ovog rada je da se, pregledom dostupne literature, ukaže na mogućnost primene video modelovanja u poboljšanju različitih sposobnosti dece sa autizmom.

Pretragom elektronske baze podataka Konzorcijum biblioteke Srbije za objedinjenu nabavku - KOBSON, uz korišćenje pretraživača EBSCO i Science Direct, prikupljeni su i analizirani radovi u kojima je obrađivana problematika korišćenja video snimaka u radu sa populacijom dece sa autizmom.

Rezultati pokazuju da video modelovanje kod dece sa autizmom pozitivno utiče na razvoj teorije uma, socijalne interakcije, igre, iniciranja komunikacije, kao i na smanjenje učestalosti disruptivnog ponašanja. Takođe neki autori nalaze da veštine naučene

putem video modelovanja, deca uspešno generalizuju. Pronađeno je i da primena video modelovanja uz sistem komuniciranja zasnovan na upotrebi slika (PECS) olakšava usvajanje komunikacionih veština.

Iako rezultati studija pokazuju generalno pozitivne efekte primene video modelovanja, mogućnost usvajanja veština se razlikuje među decom sa autizmom. Stoga, treba imati u vidu individualne sposobnosti i potrebe deteta prilikom odabira sadržaja video materijala. Takođe, ova tehnika se može primenjivati kao dopuna drugim tretmanima u radu sa decom sa autizmom.

*Ključne reči: autizam, ponašanje, komunikacija,
video snimci*

¹ maja.flower@yahoo.com

The Use of Video Modeling in Children with Autism

Ivana Maksimović, Marija Cvijetić¹,
Jelena Todorović, Marija Mirović, Vanja Biberdžić
Mentor: prof. dr Nenad Glumbić
*University of Belgrade – Faculty of Special Education and
Rehabilitation*

Video modeling is a technique that implies learning new skills and improving already existing skills in children with autism through video tapes. During this intervention, children with autism watch video tapes of positive examples of certain behaviors or skills they should adopt. The model on the tape can be an adult, a peer or the child himself. Video modeling can help develop social skills, language and communication, functional skills and also modify behavior.

The aim of this study is to introduce possible ways of using video modeling in improving different skills in children with autism, by overviewing the literature.

Studies that researched the use of video modeling in a population of children with autism were collected from electronic data base of KoBSON (Serbian Library Consortium for Coordinated Acquisition) by using EBSCO and Science Direct browsers.

The results indicate that video modeling has a positive impact on the development of perspective taking, social interactions, play, initiating communication and reducing disruptive behavior. Some authors found that children successfully generalize skills learned through video modeling, while others

suggest that simultaneous use of video modeling and Picture Exchange Communication System (PECS) can facilitate the adoption of communication skills.

Although the results of studies indicate generally positive effects of video modeling, there are differences in achievements among children with autism. Therefore, we should consider each child's individual characteristics and needs when choosing the content of video tapes. Also, this technique can be applied as additional to other treatments in working with children with autism.

*Key words: autism, behavior, communication,
video tapes*

¹ maja.flower@yahoo.com

Plivanje za invalidne osobe

Sanja Selimović
Inova4T Tuzla
Mladen Blatnik, Stanko Blatnik¹
IPAK Institut Velenje

bi osobe sa invaliditetom dobile mogućnost da upražnjavaju ovaj, za njih izuzetno koristan sport.

Ključne reči: plivanje, zdravlje osobe sa invaliditetom, inkluzija

U radu je opisano iskustvo stečeno prilikom učenja plivanja osoba sa invaliditetom. Plivanje spada u najzdravije sportove a mogu ga upražnjavati osobe bez obzira na godine, kao i osobe sa invaliditetom. Obično se pri učenju i treniranju osoba sa invaliditetom koristi metoda Halliwick u kojoj se polazi od fizičkih zakona, adaptacije na vodu, te učenju kroz igru. Autori su koristili Halliwick metodu pet godina i utvrdili da ju je potrebno nadograditi sa elementima bolje pripreme učitelja na područjima poznavanja problema osoba sa invaliditetom te praćenja njihovog napredovanja pri obuci plivanja. Koristeći ta poboljšanja metode dobijeni su vrlo dobri rezultati. Pratili smo tri godine grupu osoba sa invaliditetom koja je redovna dolazila na obuku plivanja. S obzirom na to da je bilo nemoguće da oblikujemo kontrolnu grupu ispitanika, pratili smo individualno deset ispitanika te utvrdili poboljšanja koja su nastala zbog redovnog učešća na časovima plivanja. Utvrdili smo ne samo, da su proplivali već da se poboljšalo njihovo fizičko i mentalno zdravlje te da su se socijalizovali u lokalnu zajednicu. Ocenjujemo da je plivanje aktivnost koju bi bilo potrebno intenzivno koristiti pri edukaciji i rehabilitaciji osoba sa invaliditetom, te da bilo potrebno stvoriti uslove kako

1 stanko_blatnik@yahoo.com

Swimming for People with Disabilities

Sanja Selimović
Inova4T Tuzla
Mladen Blatnik, Stanko Blatnik¹
IPAK Institute Velenje

In this work the experience acquired in the training of swimming for people with disabilities is described. Swimming is one of the healthiest sports, which can be practiced by people without age limit as well as by people with disabilities. In the training of swimming for people with disabilities the Halliwick method is usually used. It is based on physical laws, adaptation to the water and learning through games. The authors were using the Halliwick method for years and came to the conclusion that the method has to be upgraded with the following elements: the trainers need to gain better understanding of the problems of people with disabilities and of monitoring their progress in the training process. Very good results have been achieved by using these improvements. For several years we were monitoring a group of people with disabilities who were regularly training swimming. As it was impossible to form a control group, we monitored individuals participating in swimming lessons, and improvements in health and social inclusion caused by regular swimming trainings. We found out that not only did they learn how to swim, but their physical and mental health was also improved and their inclusion in local community became stronger. In our opinion, swimming is an activity that needs to be intensively used in education and rehabilitation

of people with disabilities, and that the conditions have to be built that will enable the majority of people with disabilities to practice this sport which is extremely useful for them.

Key words: swimming, health, people with disability, inclusion

¹ stanko_blatnik@yahoo.com

Primena igrovnih radionica kod tretmana socijalnih veština osoba sa intelektualnom ometenošću na stacionarnom smeštaju

Nada Irić, Milka Milovanović Minić, Suzana Miković
Dom „Sremčica”, Beograd

Osobe sa intelektualnom ometenošću imaju poteškoće u oblasti socijalnog funkcionisanja i to u razumevanju socijalnih situacija, komunikaciji i kvalitetu i intezitetu uspostavljanja socijalnih interakcija. Cilj rada je prikaz jednog od tretmana socijalnih veština osoba sa intelektualnom ometenošću primenom igrovnih radionica, kod korisnika doma „Sremčica” u Beogradu. Zahtevi koji se postavljaju osobama sa intelektualnom ometenošću u svakodnevnom životu često su preteški i zahtevni, što kod ovih osoba izaziva često povlačenje i odustajanje pred neuspehom. Iz navedenih razloga od izuzetne važnosti je da osobe sa intelektualnom ometenošću budu uključene u dodatne programe za unapređivanje socijalnih veština. Igrovne radionice podrazumevaju primenu metoda i tehnika drame, igru i grupni rad. Aktivnosti na radionici su stimulatивne, prilagođavaju se individualnim sposobnostima i interesovanjima svakog korisnika. Aktivnostima se deluje na deficitantne veštine u oblasti socijalizacije i komunikacije. Karakter radionice je igrovni i proizilazi iz čovekove potrebe za igrom, u kome važnu ulogu igra defektolog koji koordinira aktivnosti i iskustvo na koje se osobe sa intelektualnom ometenošću oslanjaju. Organizacija rada podrazumeva fleksibilnost, stvaranje osećaja sigurnosti i poverenja, suportivno okruženje i maksimalno učešće u grupnim aktivnostima ili u parovima. Primenjene aktivnosti delimo na: uvodne aktivnosti namenjene oslobađanju anksioznosti i podsticanju koncentracije; aktivnosti namenjene podizanju nivoa samopuzdanja, opažanju

emocionalne i facijalne ekspresije, imaginacije i kreativnog izražavanja; aktivnosti igranja uloga gde se uočava korektivni vid radionice i završne aktivnosti koje se odnose na jačanje međusobnih odnosa među učesnicima radionice, sumiranje aktivnosti i zajedničko opuštanje. Planiranim i pažljivo odabranim aktivnostima dolazimo do sublimacije iskustva i, kroz uzimanje u obzir svake potrebe, želje i stvarnih potencijala osobe sa intelektualnom ometenošću, utičemo na razvoj i nadogradnju socio-emocionalnih sposobnosti.

Ključne reči: igrovne radionice, intelektualna ometenost, socijalne veštine

Application of Play Workshops in Treating Social Skills in Individuals with Intellectual Disability Living in Residential Institution

Nada Irić, Milka Milovanović Minić, Suzana Miković
Center „Sremčica”, Belgrade

People with intellectual disabilities have difficulties in the area of social functioning such as understanding social situations, communication, quality and intensity of establishing social interactions. The aim of this paper is to show one of the treatments of social skills by applying play workshops in people with intellectual disability who live in „Sremčica” housing centre in Belgrade. The requests placed before people with intellectual disabilities in everyday life are often too demanding and difficult, which causes these people to retreat and give up before they fail. For all the reasons given it is of utmost importance for the people with intellectual disability to be included in additional programs for improving social skills. Play workshops involve the use of methods and techniques of drama, games and group work. The activities in the workshop are stimulating and adapted to individual abilities and interests of every user. The activities aim to influence deficient skills in the area of socialization and communication. The workshop has a playing character and comes from human need to play and the special education teacher plays an important role by coordinating activities and experience of persons with intellectual disabilities. Organization of work includes flexibility, creating the feeling of safety and trust, supporting environment and maximum participation in group or pair work. The applied activities are divided into: introductory activities aimed at reducing anxiety and stimulating concentration; activities aimed at elevating the level

of self-confidence, noticing emotional and facial expressions, imagination and creative expression; role-playing activities where correctional aspects of the workshop can be noticed and summarizing activities which refer to the strengthening of interpersonal relationships among the participants of the workshop, summarizing activities and joint relaxation. Planned and carefully selected activities bring us to the sublimation of experience and by taking into account all the needs, desires and real potential of people with intellectual disability, we influence the development and upgrading of social and emotional abilities.

Key words: play workshops, intellectual disability, social skills

Projekat „Prevenција trgovine ljudima među decom sa smetnjama u razvoju”

Marija Slavković¹, Jovana Knežević Krgović
OŠ „Sava Jovanović Sirogojno”, Beograd

Timskom saradnjom Crvenog krsta Srbije i OŠ „Sava Jovanović Sirogojno“ u Zemunu, realizovan je projekat pod nazivom „Prevenција trgovine ljudima među decom sa smetnjama u razvoju“.

Projektnim aktivnostima realizovana je edukacija dece sa smetnjama u razvoju, kao posebno rizične grupe za trgovinu ljudima.

Cilj pomenutog projekta bio je da se kroz edukaciju dece sa smetnjama u razvoju, deca emotivno, intelektualno i verbalno osposobe za prevenciju sopstvenih rizičnih ponašanja i pravilnu reakciju u potencijalno opasnim situacijama, koje ukazuju na mogućnost trgovine ljudima.

Korisnici usluga projektnih aktivnosti bili su učenici iz OŠ „Sava Jovanović Sirogojno“, od prvog do osmog razreda, uzrasta od 7 do 16 godina (N= 86).

Projekat je realizovan od septembra 2011. do maja 2012. godine, jedanput mesečno u mlađim i starijim razredima, u trajanju od 30 minuta.

Dinamika radionica je podrazumevala predavanje volontera Crvenog Krsta, prethodno upućenih i obučenih od strane defektologa uz adekvatno izrađene didaktičke komplete za navedeni projekat, primerene hronološkom dobu učenika.

Deca su na početku i po završetku projekta testirana nestandardizovanim testom, gde smo dobili uvid u savladanost znanja na temu trgovina ljudima.

Izvršenom evaluacijom zaključili smo da je program uticao na povećanje svesti o problemu trgovine ljudima među decom sa smetnjama u razvoju, putem poboljšanja njihovih emocionalnih, socijalnih i uopšte životnih veština.

Ključne reči: prevencija, trgovina ljudima, deca sa smetnjama u razvoju

1 marija.mmd@gmail.com

The Project „Prevention of Trafficking among Children with Disabilities”

Marija Slavković¹, Jovana Knežević Krgović
Primary school „Sava Jovanović Sirogojno”, Belgrade

The project entitled „Prevention of Trafficking among Children with Developmental Disabilities” was implemented through team work of the Red Cross of Serbia and the primary school „Sava Jovanović Sirogojno” in Zemun.

Education of children with developmental disabilities, as a particular risk group for trafficking, was performed through project activities.

The aim of the project was to train children with developmental disabilities emotionally, intellectually and verbally for the prevention of personal risk behaviours and for the proper reaction in potentially dangerous situations which indicate the possibility of human trafficking.

Beneficiaries of the project activities were students of primary school „Sava Jovanović Sirogojno” from first to eighth grade, aged between 7 and 16 years (N=86).

The project was implemented from September 2011 to May 2012 through sessions held once a week in lower and higher grades, 30 minutes each.

The dynamics of the workshops implied lectures by the Red Cross volunteers who had been previously informed and trained by special education teachers and who were equipped with specially manufactured didactic kits for the project in

question, appropriate for the chronological age of students.

At the beginning and at the end of the project, children were tested on nonstandardized tests that gave us an insight into the acquired knowledge on human trafficking.

On the basis of a completed evaluation, we concluded that the program raised the awareness of human trafficking among children with disabilities by improving their emotional, social and general life skills.

Key words: prevention, human trafficking, children with disabilities

1 marija.mmd@gmail.com

Tema:

Poremećaji ponašanja

Behavioral disorders

Povezanost poremećaja ponašanja u detinjstvu i kriminalnog ponašanja u odraslom dobu

Vesna Žunić-Pavlović¹
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Cilj ovog rada je kritički pregled empirijskih podataka o povezanosti poremećaja ponašanja u detinjstvu i kriminalnog ponašanja u odraslom dobu. Dosadašnja istraživanja konzistentno pokazuju da većina odraslih prestupnika ima istoriju poremećaja ponašanja u detinjstvu, ali da deca sa poremećajima ponašanja postaju hronični prestupnici u manje od 50% slučajeva. Ovi nalazi sugerišu da nisu svi tipovi poremećaja ponašanja jednako značajni za razvoj kriminalnog ponašanja u odraslom dobu i da postoje podgrupe dece sa poremećajem ponašanja kod kojih je rizik kasnijeg kriminalnog ponašanja veći.

Pregled literature otkriva različite pristupe u objašnjavanju povezanosti između poremećaja ponašanja i kriminala: poremećaj ponašanja je jedan od najvažnijih faktora rizika kasnijeg kriminalnog ponašanja; problematična ponašanja u detinjstvu su prvi korak u razvojnoj progresiji antisocijalnog ponašanja, a faktori rizika određuju kod koje dece će doći do progresije od poremećaja ponašanja do kriminala. Novije studije pružaju dokaze o postojanju različitih razvojnih putanja poremećaja ponašanja i otkrivaju da poremećaj ponašanja sa početkom u detinjstvu ima najlošiju dugoročnu prognozu. Štaviše, neki autori su ustanovili jedinstvene podtipove poremećaja ponašanja u okviru razvojne trajektorije sa početkom u detinjstvu i, što je još važnije, karakteristike

podgrupe dece sa najtežim i najstabilnijim obrascem antisocijalnog ponašanja.

Diskusija je usmerena na dve najvažnije implikacije ovih nalaza za istraživanja i praksu: prvo, razumevanje razvoja poremećaja ponašanja je presudno za unapređivanje znanja o poreklu kriminalnog ponašanja i drugo, prevencija i tretman poremećaja ponašanja mogu efektivno redukovati pojavu kriminalnog ponašanja u odraslom dobu.

Ključne reči: poremećaj ponašanja, kriminalno ponašanje, razvoj, prognoza

Rad je nastao u okviru projekta „Socijalna participacija osoba sa intelektualnom ometenošću“ (Ministarstvo prosvete i nauke Republike Srbije, ev. br. 179017).

1 zunicewa@eunet.rs

Relationship of Childhood Conduct Disorders and Criminal Behavior in Adulthood

Vesna Žunić–Pavlović¹

University of Belgrade – Faculty of Special Education and Rehabilitation

The purpose of this article is to critically review the empirical data on the relationship between conduct disorder in childhood and criminal behavior in adulthood. Previous research consistently demonstrated that most adult offenders have a history of conduct disorder in childhood, but that children with conduct disorder become chronic offenders in less than 50% of the cases. These results suggest that not all types of conduct disorder appear equally relevant for the development of criminal behavior in adulthood and that there are subgroups of children with conduct disorder who are at increased risk for later criminal behavior.

Literature review reveals different approaches in explanation of the relationship between child conduct disorder and adult crime: conduct disorder is one of the most important risk factors of later crime behavior; child problem behavior is the first step in developmental progression of antisocial behavior, and risk factors influence which children make the transition from conduct disorder to crime. Recent studies have provided evidence for the existence of different developmental pathways of conduct disorder and found that the childhood-onset type of conduct disorder have the most negative long-term prognosis. Furthermore, some authors have identified the unique subtypes of conduct disorder within the childhood-onset pathway and, more

importantly, characteristics of the subgroup of children who exhibit the most severe and stable pattern of antisocial behavior.

Discussion focuses on two major implications of these findings for research and practice: first – understanding the development of conduct disorder is crucial for improving knowledge on the origins of crime, and second – the prevention and treatment of conduct disorders can effectively reduce the occurrence of criminal behavior in adulthood.

Key words: conduct disorders, criminal behavior, development, prognosis

This paper originated from the scientific project „Social Participation of Persons with Intellectual Disability”, no. 179017 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ zuniceva@eunet.rs

Experiential Pedagogy in an Experimental Setting of Comparative Isolation: the Effects of a Specific Location – Action Research

Mitja Krajnčan¹
University of Ljubljana, Faculty of Education

The article is concerned with the social and experiential pedagogic effects on adolescents of living in group isolation for short periods of time. Using the method of action research, we studied seven adolescents from juvenile institutions living in a small confined space in a lighthouse on a small deserted island for the duration of ten days. Four adult researchers lived with the adolescents for the entire time. The main goal was to study the adolescents within the small confined social system of the island for the purpose of analyzing the resulting social changes and acquired social skills. Throughout the project, we observed the adolescents' behaviour, initiative and inventiveness, and taught them certain techniques and methods of surviving with limited means. Using different activities, the individuals also succeeded in finding personal resources for their own empowerment, for the development of the group and facing personal problems. The selected socially interactive activities strengthened the group's cohesion as well as individual social competence and skills. The results have shown that a short period of time spent in an intensive group environment within a limited and specific setting can produce significant changes in an individual, in terms of valuable life experiences, and it could be expected that prolonging the stay on the island would lead to even more pronounced

changes and noticeable results upon returning home as well.

Key words: experiential pedagogy, children and adolescents with behavioural and emotional problems, island, action research

¹ MitjaKrajncan@gmail.com

Procjena sociopedagoškog sadržaja u sklopu odgojne mjere pojačan nadzor nadležnog organa socijalne zaštite u Bosni i Hercegovini

Ranko Kovačević¹, Meliha Bijedić,
Edin Muftić, Lejla Kuralić-Čišić
Edukacijsko-rehabilitacijski fakultet, Univerzitet u Tuzli

Ovo istraživanje je usmjereno analizi sociopedagoškog sadržaja (određenih postupaka pomoći maloljetnicima temeljem zakonskih odredbi) u sklopu odgojne mjere Pojačan nadzor nadležnog organa socijalne zaštite (PNNOSZ).

Cilj rada je bio utvrditi razlike i sličnosti u procjenama sociopedagoškog sadržaja intervencije, s obzirom na okolnost radi li se o korisniku (maloljetnom počinitelju kaznenih djela) ili voditelju intervencije. Istraživanjem je provjerena hipoteza kojom se pretpostavlja da postoje značajne razlike u percepciji sadržaja i načina provedbe intervencije s obzirom na procjenjivača (radi li se o voditelju ili korisniku intervencije).

Uzorak sudionika (N=80) u ovom istraživanju čine maloljetnici kojima je izrečena odgojna mjera PNNOSZ i voditelji te odgojne mjere s područja Tuzlanskog, Zeničko-Dobojskog i Sarajevskog kantona u Bosni i Hercegovini.

Za potrebe istraživanja konstruiran je mjerni instrument Upitnik o sadržaju intervencije, koji je provjerom metrijskih karakteristika pokazao visok koeficijent pouzdanosti. Prikupljanje podataka trajalo je oko tri mjeseca, a temeljilo se na metodi samoprocjene, uz omogućavanje komparacije procjena različitih sudionika intervencije. Podaci su obrađeni pomoću programa SPSS na manifestnoj i

latentnoj razini. Prikazana je distribucija odgovora ispitanika za sve varijable, a razlike u percepciji sadržaja i načina provedbe intervencije ispitivane su putem t-testa i diskriminativne analize.

Iako je očekivano da će postojati značajne razlike u procjeni odgojne mjere između voditelja i maloljetnika na način da će voditelji davati pozitivnije odgovore, rezultati provedene diskriminacijske analize su pokazali suprotno, tj. dobivene su slične procjene. Diskriminacijskom analizom ekstrahirana je jedna diskriminativna funkcija koja nije statistički značajna ($p=0,836$; $p>0,050$).

Kako bi se ispunila svrha odgojne mjere PNNOSZ, čini se opravdanim konstatirati da je za njenu provedbu i uspješnost važan sociopedagoški sadržaj, koji bi trebao uključivati proces pomoći u odgoju maloljetnim počiniteljima kaznenih djela. U tom smislu, ovaj bi rad bio skroman doprinos afirmaciji prakse izvaninstitucionalnih intervencija usmjerenih maloljetnim počiniteljima kaznenih djela, u svrhu unapređivanja sistema društvenih intervencija.

Ključne riječi: sociopedagoški sadržaj, izvaninstitucionalni tretman

¹ ranko.kovacevic@untz.ba

Assessment of Socio–Pedagogical Content within the Educational Measure of „Intensified Supervision by the Competent Social Welfare Body” in Bosnia and Herzegovina

Ranko Kovačević¹, Meliha Bijedić,
Edin Muftić, Lejla Kuralić–Čišić
Education and Rehabilitation Faculty, University of Tuzla

This research is aimed to analyze socio-pedagogical content (of certain actions with the purpose of helping juveniles under the legal provisions) in the frame of the educational measure of „Intensified Supervision by the Competent Social Welfare Body” (ISCSWB).

The aim of this research was to determine the differences and similarities in evaluations of socio-pedagogical content in interventions, depending on whether it is the beneficiary (juvenile offender) or correctional worker. The study tested the hypothesis that assumes that there are significant differences in the perception of the content and manner of implementation of the intervention with respect to the evaluator (whether it is correctional worker or beneficiary).

The sample of participants (N=80) in this study consists of juveniles sentenced to educational measure of ISCSWB and correctional workers, from the areas of Tuzla, Zenica-Doboj and Sarajevo Cantons in Bosnia and Herzegovina.

For research purposes, the measuring instrument – a questionnaire on the content of the intervention was designed. The questionnaire was tested and high reliability coefficients were obtained. Data collection lasted about three months, and was based on self-assessment method, enabling comparisons

of different estimates of intervention participants. Data were analyzed using SPSS on the manifest and latent level. It showed the distribution of respondents for all variables, and differences in the perception of content and manner of implementation of the intervention were examined using t-test and discriminate analysis.

Although significant differences were expected in the evaluation of educational measures between correctional workers and juveniles in a way that correctional workers would give more positive answers, the results of the discriminate analysis showed the opposite, i.e. similar estimates were obtained. Discriminate analysis extracted one discriminate function that was not statistically significant ($p=.836$, $p>.050$).

To meet the purpose of the educational measure of ISCSWB, it seems justified to conclude that socio-pedagogical content is important for its implementation and success, and that content should include a process to help in the upbringing of juvenile offenders. In this sense, this work could be a modest contribution to the promotion of community practice interventions aimed for juvenile offenders, in order to improve the system of social interventions, especially in the part related to their socio-pedagogical content.

*Key words: socio-pedagogical contents,
community-based treatment*

¹ ranko.kovacevic@untz.ba

Obilježja i percepcija komunikacije u izvaninstitucionalnom tretmanu maloljetnih delinkvenata

Meliha Bijedić¹

Edukacijsko–rehabilitacijski fakultet Univerziteta u Tuzli

Neven Ricijaš

Edukacijsko–rehabilitacijski fakultet Sveučilišta u

Zagrebu

Ciljevi ovog rada bili su: (1) utvrditi zastupljenost dimenzija komunikacije na primjeru društvene intervencije koja se provodi prema maloljetnim delinkventima (odgojne mjere Pojačan nadzor nadležnog organa socijalne zaštite – PNNOSZ), te (2) utvrditi na koji način sudionici intervencije percipiraju međusobnu komunikaciju.

U skladu s postavljenim ciljevima u istraživanju se pošlo od hipoteze da postoje razlike u procjeni kvalitete komunikacije između voditelja mjere i maloljetnika na način da voditelji mjere pozitivnije procjenjuju kvalitetu komunikacije.

U istraživanju su sudjelovali maloljetnici muškog spola kojima je izrečena odgojna mjera PNNOSZ i voditelji odgojne mjere (N=121). Istraživanje je provedeno na području Tuzlanskog, Zeničko-Dobojskog, Sarajevskog i Posavskog kantona u Bosni i Hercegovini.

Za procjenu kvalitete komunikacije između voditelja mjere i maloljetnika korišten je Upitnik komunikacije u međuljudskim odnosima, autora Burgoona i Halea (1987). Kroz 8 dimenzija komunikacije, mjerena je samoprocjena komunikacijskih elemenata kod voditelja mjere, te procjena istih tih komponenta kod voditelja, ali iz perspektive maloljetnika.

Korištene su sljedeće metode za obradu podataka: deskriptivne i univarijatne metode obrade podataka, t-test i diskriminacijska analiza. Dobivena su i prikazana značajna obilježja komunikacije za tretmanski proces u izvaninstitucionalnim intervencijama, a to su sljedeće kategorije: jednakost, zainteresiranost/povjerenje, neposrednost/naklonjenost, sličnost, usmjerenost na zadatak i formalnost. Rezultati diskriminacijske analize su pokazali da postoje razlike u procjeni kvalitete komunikacije između voditelja mjere i maloljetnika u smislu da komunikaciju pozitivnije procjenjuju voditelji, nego što to čine maloljetnici (Wilksova lambda=0,757; $p<0,001$). Voditelji odgojne mjere svoju komunikaciju u tretmanu procjenjuju sa značajnijom pokazivanjem zainteresiranosti i mogućnosti ostvarivanja povjerenja (-0,818), smirenosti (-0,659), neposrednosti i naklonjenosti prema maloljetniku (-0,554), sličnosti (-0,478) i jednakosti (-0,448). Maloljetnici, s druge pak strane, voditelje mjere vide više formalnim u komunikaciji (0,507) nego što oni procjenjuju sebe.

Značajnost ovog rada se ogleda u tretmanskoj implikaciji rezultata koji se odnose na područja komunikacije koja predstavljaju osnovnu bazu za bilo kakav pozitivan uticaj na maloljetnika.

Ključne riječi: maloljetnička delinkvencija, izvaninstitucionalni tretman, komunikacija

¹ meliha.bijedic@gmail.com

Characteristics and Perception of Communication in Community-based Treatment for Juvenile Delinquents

Meliha Bijedić¹

*Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli,
Neven Ricijaš*

*Edukacijsko-rehabilitacijski fakultet Sveučilišta u
Zagrebu*

The aims of this study were: (1) to explore to what extent the dimensions of communication are represented in the social intervention for juveniles (educational measure of „Intensified Supervision by the Competent Social Welfare Body” – ISCSWB), and (2) to determine how the participants perceive mutual communication during the intervention.

In accordance with these aims, the research started from the hypothesis that there are differences in assessing the quality of communication between measurement leaders and minors in a way that the leaders assess the quality of communication as more positive.

The study involved male juveniles who were who were imposed correctional measures ISCSWB and correctional workers (N=121). The study was conducted in the areas of Tuzla, Zenica-Doboj, Sarajevo and the Posavina Canton in Bosnia and Herzegovina.

To assess the quality of communication between the correctional workers and the minors we used a questionnaire of communication in interpersonal relationships, by Burgoon and Hale (1987). Through eight dimensions of communication, the elements of communications were measured by self-assessment

for correctional workers, as well as the assessment of these components for correctional workers but from the minors’ perspective.

We used the following methods of data processing: descriptive and univariate data processing methods, t-test and discriminant analysis. Significant features of communication for the treatment process in community-based interventions were obtained and shown, and they belong to the following categories: equity, interest/trust, immediacy/preference, similarity, task orientation and formality. The results of the discriminant analysis showed that there were significant differences in assessing the quality of communication between correctional workers and juveniles in the sense that the correctional workers evaluated communication more positively, compared to the juveniles (Wilks lambda=.757; $p < .001$). Correctional workers estimated their communication in the treatment with significant interest in the possibility of achieving trust (-.818), calmness (-.659), immediacy and enthusiasm for the juveniles (-.554), similarities (-.478) and equality (-.448). Juveniles, on the other hand, perceive correctional workers as more formal in communication (.507) than they estimated themselves.

The significance of this research is reflected in treatment implications of the results concerning the areas of communication which are the basis for any positive influence on minors.

Key words: juvenile delinquency, community-based treatment, communication

¹ meliha.bijedic@gmail.com

Sistemska porodična terapija u radu sa decom i adolescentima sa poremećajem ponašanja

Marija Maljković¹, Zoran Ilić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Sistemska porodična terapija je savremeni psihoterapijski model koji se primenjuje u radu sa porodicama i parovima koji žive u zajednici, kako bi uspešno prevazilazili razvojne poteškoće i promene u svojim međusobnim odnosima. Ono što je izdvaja od ostalih vidova psihoterapije je sistemski pristup pojedincu u porodici. Porodicu posmatra kao živ sistem tj. interaktivnu celinu koja je veća od zbira njenih pojedinačnih delova tj. njenih članova. Promena kod jednog člana porodice utiče na ostale članove, a samim tim dolazi do promene u celom porodičnom sistemu. Otkrivanje pravilnosti u razvoju poremećaja ponašanja u detinjstvu veoma je važno za praksu jer omogućava rano otkrivanje visokorizične dece i primenu intervencija kojima se predupređuje razvoj ozbiljnijih problema na starijem uzrastu.

Poremećaj ponašanja kod dece je biopsihosocijalno uslovljen i na njega u jednakoj meri utiču: porodični faktori (sukobi roditelja, njihova agresivnost, neefikasnost i nedoslednost u disciplinovanju), individualni faktori (genetski, temperament, inteligencija i fizičke bolesti) i sredinski faktori (društvene klase, etnički status i sistem školstva). Ovi poremećaji ubrajaju se među najučestalije poremećaje u populaciji dece i adolescenata.

Cilj rada je da ukaže na mogućnost primene sistemske porodične terapije, kao i sistemskog pristupa

uopšte, ne samo u tretmanu, već i u prevenciji poremećaja ponašanja. Takođe, s obzirom na to da se sistemski pristup u našoj praksi najčešće primenjuje u tretmanu bolesti zavisnosti, nastojaćemo da analizom dobre prakse u svetu, ukažemo na važnost i mogućnost primene ovog pristupa u tretmanu drugih poremećaja ponašanja, kao što su delinkvencija, poremećaj ishrane adolescenata, poremećaj seksualnog funkcionisanja i drugi.

Sistemski pristup ne posmatra problem pojedinca izolovano, već ga razmatra relacijski, transgeneracijski, kako u okviru porodice, tako i u odnosu na druge sisteme kojima porodica i pojedinac pripada, uključujući i kulturu i društvo.

*Ključne reči: sistemska porodična terapija,
poremećaji u ponašanju*

¹ mara.maljkovic@gmail.com

Systemic Family Therapy in Working with Children and Adolescents with Behavioral Disorders

Marija Maljković¹, Zoran Ilić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Systemic family therapy is a modern psychotherapeutic model which is used in working with families and couples living in the community, to enable them to successfully overcome difficulties and developmental changes in their mutual relations. What sets it apart from other forms of psychotherapy is a systemic approach to the individual and the family. Family is seen as a system that is alive and interactive; a system that is greater than the sum of its individual parts, its members. A change in one family member affects other members, and therefore it changes the whole family system. Discovering patterns in the development of conduct disorders in childhood is very important for practice because it allows early detection of high-risk children and implements interventions that prevent the development of serious problems at a later age.

Behavioral disorder in children is caused by biopsychosocial factors and is equally affected by: family factors (parental conflict, their aggressiveness, inefficiency and inconsistency in the discipline), individual factors (genetic, temperament, intelligence and physical illness) and environmental factors (social class, ethnic status and the school system). These disorders are among the most common among children and adolescents.

The aim is to point to the possibilities of using systemic family therapy and systemic approach in

general, not only in treatment but also in prevention of behavioral disorders. Also, since the systemic approach is generally used in the treatment of addiction in our practice, we will try to analyze best practices in the world, point out the importance and the applicability of this approach in the treatment of other behavioral problems such as delinquency, adolescent eating disorders, sexual disorders, etc.

A systemic approach does not perceive the problem of the individual in isolation, but it considers relational and transgenerational issues, both within the family and in relation to other systems the family and the individual belong to, including culture and society.

Key words: systemic family therapy, behavioral disorders

¹ mara.maljkovic@gmail.com

Diverzioni model reagovanja na maloletničku delinkvenciju u Srbiji

Milica Kovačević¹

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Aktuelne naučne tendencije na polju suzbijanja maloletničke delinkvencije, kao i relevantni međunarodni dokumenti, ukazuju na svrsishodnost što šire primene diverzionog modela reagovanja na kriminalitet maloletnih lica. Ovaj model obezbeđuje pružanje zaštite, uz istovremeno suzbijanje formalnosti i represivnosti u postupanju. Naš krivičnopravni sistem je usklađen sa opisanim težnjama, s obzirom na to da je diverzija u Srbiji prisutna već decenijama, i to kroz primenu načela oportuniteta krivičnog gonjenja maloletnih učinilaca krivičnih dela, odnosno jednostavnu (prostu) diverziju. Ipak, važeći Zakon o maloletnim učinocima krivičnih dela i krivičnopravnoj zaštiti maloletnih lica kreira preduslove za znatno širu implementaciju diverzionog pristupa, jer je u naše maloletničko krivično pravo njime uveden institut vaspitnih naloga (diverzija sa intervencijom). Vaspitni nalozi mogu biti primenjeni kako od strane sudije za maloletnike, tako i od strane javnog tužioca za maloletnike, i to u cilju izbegavanja pokretanja ili radi obustave krivičnog postupka, iz čega proizlazi da su u pitanju mere specifičnog karaktera koje tvore posebnu kategoriju uz tradicionalno poznate maloletničke krivične sankcije u našem pravnom sistemu. Takođe, osim što primena vaspitnih naloga onemogućava stigmatizovanje i neretko prisutno traumatizovanje maloletnika kroz vođenje krivičnog postupka, ona istovremeno omo-

gućava i primenu zaštitnih, edukativnih i drugih mera pomoći i podrške. Primena vaspitnih naloga simboliše i odgovorniji odnos države i društva prema problemu maloletničkog kriminaliteta, jer ove strukture tako prihvataju svoj deo odgovornosti za nedozvoljeno ponašanje lica koja još uvek sazrevaju u duhovnom i fizičkom smislu.

Imajući u vidu relativnu neistraženost ove teme, rad je posvećen razmatranju modaliteta putem kojih se diverzioni pristup realizuje u krivičnopravnom sistemu Srbije, uz nastojanje da se ukaže i na probleme i poteškoće na koje se naišlo u dosadašnjoj primeni.

Ključne reči: diverzija, maloletni učinioци krivičnih dela, vaspitni nalozi

¹ milica.kovacevic@fasper.bg.ac.rs

Diversion Model and Juvenile Delinquency in the Republic of Serbia

Milica Kovačević¹

University of Belgrade – Faculty of Special Education and Rehabilitation

Global tendencies, modern science and international documents imply that diversion model of reaction towards juvenile crime should be introduced into the criminal law systems around the world as much as possible. This model ensures the provision of protection by inhibiting formal and repressive treatment of minors. Serbian Law on Juvenile Offenders and Criminal Protection of Juveniles has enabled the application of various types of diversion orders (diversion with intervention) as a novelty in juvenile criminal law of the Republic of Serbia, although simple diversion has been widely known in our juvenile justice system for decades. Diversion orders are measures of specific character, given the fact that they can be applied both by the juvenile judge and by the public prosecutor for juveniles in order to avoid, or to suspend, criminal proceedings towards juvenile offenders. Implementation of diversion orders disables stigmatization of juvenile offenders and it creates opportunities for protection and education. Application of educational orders symbolizes a more responsible attitude of society and the state towards juvenile crime, because they also accept their own share of responsibility for the misconduct of persons who are still maturing in the spiritual and physical sense.

Therefore, the goal of the paper is to present the main features of diversion orders and diversion

model in juvenile justice in general, and to analyze some problems which occur in the process of its implementation.

Key words: diversion, juvenile offenders, diversion orders, criminal procedure

¹ milica.kovacevic@fasper.bg.ac.rs

Primjena institucionalnog prevaspitnog tretmana i rehabilitacija maloljetnih delinkvenata u VPD-u Banja Luka

Nebojša Macanović¹

Fakultet političkih nauka Banja Luka

Sve veća dezorijentacija bosanskohercegovačkog društva, kriza sistema vrijednosti, ekonomska i politička situacija razlog su sve veće kriminogene inficiranosti mladih koji se, pod uticajem takve psihološke atmosfere i okruženja, sve češće identifikuju sa ljudima s one strane zakona, postajući i sami maloljetni prestupnici. Nažalost društvene institucije veoma teško pronalaze način da pomognu takvoj djeci koja poslije nekoliko godina kriminalne karijere završavaju u vaspitno-popravnim ustanovama, etiketirani od društva i izolovani iz društvene zajednice s ciljem da se resocijalizuju. U takvim ustanovama njihova rehabilitacija u velikoj mjeri zavisi od primjene institucionalnog prevaspitnog tretmana koji se većinom spovodi šablonski i po strukturi ne razlikuje mnogo od tretmana osuđenih lica u zatvorima. Prepoznajući ovaj problem u Vaspitno-popravnom domu Banja Luka uvedeni su određeni inovativni oblici rada sa šticienicima. Na taj način institucionalni prevaspitni tretman polazi od stvarnih interesovanja i potreba šticienika, a sve u cilju što uspješnije resocijalizacije. Jedna od novina takvog tretmana je i sve veća otvorenost ove vaspitne ustanove i saradnja sa brojnim institucijama (školama, kulturnim institucijama...) gdje su šticienici sve više vremena provodili van ustanove, pohađajući radionice i kurseve za koje su bili zainteresovani.

Upravo i cilj ovog rada jeste da se prikaže jedan pozitivan model rada u institucionalnom tretmanu

sa šticienicima VPD-a Banja Luka, koji su pomogli uspješnoj rehabilitaciji šticienika ovog Doma. Takođe, ovakav model rada na jedan sistematski, ali i neposredan način, kroz razne aktivnosti, u tretmanu prilazi svakom šticieniku identifikujući njegove probleme, uzroke delinkventskog ponašanja, pomažući mu da ih prepozna, koriguje i da se što uspješnije resocijalizuje. Takav model rada polazi od ličnosti svakog šticienika, nudeći mu nove uzore, modele ponašanja koje on prepoznaje i prihvata i tako mijenja i koriguje ranije ponašanje.

Ključne riječi: resocijalizacija, rehabilitacija, institucionalni prevaspitni tretman, maloljetni delinkventi

¹ macanovicn@yahoo.com

Implementation of Institutional Educational Treatment and Rehabilitation of Juvenile Delinquents in Correctional Institution Banja Luka

Nebojša Macanović¹

Faculty of Political Sciences, Banja Luka

Growing disorientation of B&H society, crisis of value system, economical and political situation are the reasons for higher criminal infection of youth. They are under the influence of such psychological atmosphere and environment, and often identify themselves with people on the other side of law, by becoming juvenile delinquents. Unfortunately, social institutions cannot adequately help these children who after a few years of criminal career end up in correctional institutions, isolated from the society, and with the goal of rehabilitation. In these institutions their rehabilitation depends on the implementation of institutional educational treatment, which is mainly conducted by routine and does not differ from treatments in institutions for adult prisoners. When this problem was recognized in the prison in Banja Luka, some innovative elements of work with delinquents were introduced. In these innovations, institutional educational treatment is based on real interest and need of inmates, with the goal of more successful resocialization. One of the main innovations is increased openness of this institution and stronger cooperation with other institutions (schools, cultural institutions) where juvenile delinquents have the opportunity to spend more time outside the institution, by visiting workshops and courses that interest them.

The aim of this paper is to present a positive model of the institutional treatment in Banja Luka juvenile prison, which has contributed to successful rehabilitation of inmates. Also, this model uses systematic and direct way, through different activities, in treatment approaches to each delinquent individually by identifying his problems, causes of delinquent behavior, and by helping him to recognize and correct it. This model of work takes into account each delinquent's personality, by offering him new role models, models he likes and accepts, thus correcting his earlier behavior.

Key words: resocialization, rehabilitation, institutional educational treatment, minor delinquents

¹ macanovic@yahoo.com

Kakav probacioni sistem nam je potreban?

Danica Vasiljević–Prodanović¹
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Reforme krivičnih zakonodavstava i šira primena alternativnih sankcija uslovljavaju razvijanje sistema za izvršenje ovih sankcija. U mnogim zemljama dominantnu organizacionu formu čine probacione službe, koje imaju ključnu ulogu u svim fazama sistema krivičnog pravosuđa. Pored ekspanzije probacije u zemljama istočne Evrope, primetno je da se promene u okviru probacionih sistema dešavaju i u zakonodavstvima sa dugom tradicijom probacionog rada. Ciljevi, zadaci i nadležnosti probacionih službi definisani su odgovarajućim zakonskim aktima. Međutim, oni su podložni promenama u skladu su izmenama kriminalne politike i aktuelne prakse kažnjavanja. Probacioni sistemi zemalja EU se mogu podeliti na četiri tipa u zavisnosti od njihovih primarnih ciljeva: (1) probacioni sistemi bazirani na promovisanju sankcija i mera koje se izvršavaju u okviru zajednice; (2) probacioni sistemi koji su bazirani na pružanju podrške sudovima; (3) probacioni sistemi zasnovani na modelu rehabilitacije/zaštite javnosti; (4) probacioni sistemi zasnovani na izvršenju sankcija. Domaće krivično zakonodavstvo se nalazi u procesu reforme koja podrazumeva usklađivanje sa međunarodnim standardima i usvajanje rešenja zasnovanih na primerima dobre prakse. Jedan od važnih zadataka u procesu reforme jeste uspostavljanje probacionog sistema, za šta je potrebno obezbediti normativni okvir (Zakon

o probaciji) i stvoriti organizacione preduslove. Ključna pitanja koja treba postaviti odnose se na ulogu, ciljeve i zadatke probacione službe u odnosu na postavljene ciljeve kaznene politike. U naslovu ovog rada postavljeno je pitanje na koje autorka ne nudi odgovor, već otvara debatu ukazujući da ne postoje gotova rešenja koja se mogu transplantirati. Iskustva drugih zemalja pokazuju da se modeli probacionih sistema ne mogu jednostavno preuzeti bez sagledavanja socijalnih, ekonomskih, kulturnih i drugih osobenosti. Takođe je važno biti umeren u postavljanju ciljeva. Smanjenje troškova kaznenog sistema može izgledati kao primamljiv cilj, ali ukoliko se zanemari reintegracija, cena po društvo može biti mnogo veća.

*Ključne reči: probacija, kazneni sistem,
reforma kaznenog sistema*

¹ danica.v@sezampro.rs

What Kind of Probation System Do We Need?

Danica Vasiljević-Prodanović¹
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Reform of criminal legislation and wider application of alternative sanctions demand the development of the system for the enforcement of these sanctions. In many countries the dominant organizational form is probation service, which plays a key role in all stages of the criminal justice system. In addition to the expansion of probation services in Eastern Europe, it is evident that changes in the probation system occur in jurisdictions with a long tradition of probation. The objectives, tasks and responsibilities of probation services are defined by the relevant legislation. However, they are subject to change according to changes in criminal policy and actual penal practice. Probation systems of the EU countries could be divided in four types depending on their primary objectives: (1) probation services based on promoting community measures and sanctions; (2) probation services based on the model of assisting the judiciary; (3) probation services based on the rehabilitation model/public protection; (4) probation services based on a punishment or enforcement model. Domestic criminal law is in the process of reform which includes compliance with international standards and adoption of solutions based on best practices. One of the important tasks in the reform process is to establish a probation system, which requires a normative framework (Law on probation) and

creation of organizational conditions. Key questions to ask relate to the role, objectives and tasks of the probation service in relation to the objectives of penal policy. In the title of this article there is a question to which the author does not give an answer, but opens the debate saying that there are no ready solutions that can be transplanted. The experiences of other countries show that models of probation systems cannot be simply transferred without considering the social, economic, cultural and other characteristics. It is also important to be moderate in setting goals. Reducing the costs of the penal system may seem like a tempting aim, but if you ignore the reintegration, the cost to society may be much higher.

Key words: probation, penal system, penal reform

1 danica.v@sezampro.rs

Tretman opasnih prestupnika u zatvoru

Goran Jovanić¹

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Tranzicione promene devedesetih godina prošlog veka uslovile su pojavu „novih oblika“ kriminaliteta i na ovim prostorima. suočeni sa pojavom korupcije, terorizma, trgovine ljudima, organizovanog, kibernetičkog i ekološkog kriminaliteta, učestalim korišćenjem vatrenog oružja, brutalnijim, bezobzirnijim i opasnijim načinima izvršenja krivičnih dela, društvena praksa reagovanja je bila prinuđena da iznađe adekvatan odgovor u krivično-pravnoj represiji i zatvorskom tretmanu takvih, opasnih prestupnika.

Definisanje pojma opasnih prestupnika je složeno, jer se sama opasnost može ispoljiti na više različitih načina. Neki smatraju da je opasnost najbolje shvatiti kao ličnu karakteristiku pojedinca, drugi kažu da je definisana nizom određenih ponašanja ili da je odraz određenih socijalnih interakcija, kao što je porodično nasilje. Razlike se uočavaju i u razumevanju realizacije opasnosti. Jedni smatraju da je opasnost prestupnika ispoljena izvršenjem nasilnog akta, dok za druge tu opasnost predstavlja potencijal da se počini ili spremnost da se misli i voljno učestvuje u takvom aktu. Za neke, opasnost je povreda ili smrt, za druge opasnost su i sama ugrožavanja vrednosti i dobara. Neki je vide kao usmerenu na ljude i životinje, dok drugi smatraju da se u tu definiciju mogu svrstati i dela koja nanose štetu ili znatno ugrožavaju imovinu. Pojedini autori etiološku osnovu vide u unutrašnjim neurološkim i psihološkim struktura-

ma i defektu inhibicije, dok drugi respektuju i uticaj socijalnih faktora u nastanku opasnog kriminala. Manifestacije mogu biti latentne, impulsivne ili proračunate, difuzne ili usmerene, hronične ili situacione. Pravosudni sistem teži da definiše opasnost u smislu sklonosti da se počine krivična dela nasilja, tako da se prošlost uzme kao najbolji prediktor izvršenja nasilnih dela. Neke ubice, silovatelji i pljačkaši verovatno nisu opasni, u smislu predstavljanja značajnog rizika od nasilja u budućnosti. Mnogi ljudi koji vrše nenasilna dela imaju kapacitet da u budućnosti počine nasilne zločine. U radu će biti prikazana inostrana i domaća iskustva u zatvorskom tretmanu opasnih prestupnika.

Ključne reči: tretman, osuđeni, opasni, zatvor

¹ goxi67@gmail.com

Treatment of Dangerous Offenders in Prison

Goran Jovanić¹

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Transitional changes in the nineties caused the emergence of „new forms” of crime in our region. Faced with the appearance of corruption, terrorism, human trafficking, organized, cybernetic and ecological crimes, frequent use of firearms, brutal, ruthless and dangerous kinds of crime, the social practice of reaction was forced to find an adequate answer in the criminal legal repression and prison treatment of such dangerous offenders.

Defining the concept of dangerous offender is complex, because dangerousness can be manifested in different ways. Some believe that the danger is best understood as a personal characteristic of the individual, others say it is defined by a series of specific behaviors or is a reflection of certain social interactions, such as domestic violence. The differences are also seen in understanding the realization of danger. Some believe that the danger of offenders is manifested by the commission of acts of violence, while for others the danger lies in the potential threat to commit or to conceive and willingly participate in such acts. For some, the danger is injury or death, for others it is even the risk of endangering property and valuables. Some see it as directed on humans and animals, while others believe that this definition can also include acts of damaging or posing a real threat to property. Some authors see the etiologic basis in

inner psychological and neurological structures and defective inhibition, while others also respect the influence of social factors in the emergence of dangerous crime. Manifestations can be latent, impulsive or calculated, diffused or focused, situational or chronic. The justice system seeks to define danger in terms of propensity to commit criminal acts of violence, therefore the past could be taken as the best predictor of the execution of violent acts. Some murderers, rapists and robbers are probably not dangerous, in terms of presenting a significant risk of future violence. Many people who commit non-violent offenses have the capacity to commit violent crimes in future. The research presents foreign and domestic experiences in the prison treatment of dangerous offenders.

Key words: treatment, convicted, dangerous, prison

1 goxi67@gmail.com

Stavovi studenata prema primeni biometrijske identifikacije u bezbednosne svrhe

Marina Kovačević–Lepojević¹,
Vesna Žunić–Pavlović
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

Biometrijske tehnologije omogućavaju automatsku identifikaciju osobe na osnovu njenih bioloških karakteristika i ponašanja. Kao bezbednosna tehnika, biometrijska identifikacija se koristi za kontrolu pristupa određenim lokacijama i objektima. U tu svrhu najčešće se primenjuju uzimanje otisaka prstiju, prepoznavanje zenica oka, a nešto ređe se za identifikaciju koriste geometrija šake, mrežnjača oka, lični potpis, glas, prokrvljenost ručnog zgloba, način hoda, miris, struktura uha i drugo. Identifikacija se najčešće ne vrši samo na osnovu jednog od pomenutih načina, već je potrebno njihovo kombinovanje. Biometrijski podaci su posebno osetljivi i mogu biti kompromitovani tokom prikupljanja, obrade, zadržavanja i upoređivanja, pa javnost ima podeljene stavove prema upotrebi ovih tehnologija.

Cilj rada je sagledavanje stavova studenata fakulteta na kojima se izučavaju krivičnopravne i kriminološke nauke (Fakulteta za specijalnu edukaciju i rehabilitaciju, Kriminalističko-policijske akademije i Pravnog fakulteta Univerziteta u Beogradu) prema upotrebi biometrijskih tehnologija u svrhu kontrole pristupa. Uzorak čini 269 studenata. Za potrebe prikupljanja podataka korišćen je upitnik *PRISE Questionnaire on Security Technology and Privacy*, deo o biometrijskoj identifikaciji. Rezultati istraživanja pokazuju da studenti u većini slučaje-

va (88,1%) imaju pozitivne stavove prema upotrebi biometrijske identifikacije. Najveći broj studenata opravdava upotrebu biometrijske identifikacije na graničnim prelazima (67,7%), aerodromima (58,4%) i bankama (50,6%). Kao najprihvatljivije biometrijske tehnologije studenti su izdvojili uzimanje otiska prsta (66,5%), a zatim prepoznavanje lica (29,6%) i prepoznavanje zenica oka (26%). Otkrivene su izvesne razlike između studenata različitih fakulteta, kao na primer da studenti Pravnog fakulteta imaju negativnije stavove prema upotrebi biometrijskih pasoša zbog rizika krađe podataka nego studenti druga dva fakulteta ($F(2,266)=3,861$; $p<0,05$).

Dobijeni nalazi su razmotreni u svetlu rezultata sličnih istraživanja koja su rađena u svetu, ali i sa aspekta njihovog značaja za obrazovanje profesionalaca koji će donositi odluke o primeni biometrijske identifikacije.

Cljučne reči: biometrijska identifikacija, bezbednosne tehnologije, stavovi, studenti, Srbija

Rad je nastao u okviru projekta „Kriminal u Srbiji: fenomenologija, rizici i mogućnosti socijalne intervencije“ (Ministarstvo prosvete i nauke Republike Srbije, ev. br. 47011).

¹ marina.lepojevic@gmail.com

Students' Perception of Biometric Identification for Security Purposes in Serbia

Marina Kovačević–Lepojević¹,
Vesna Žunić–Pavlović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Biometric technologies enable automatic identification of people based on their biological characteristics and behavior. As security technology, biometric identification is used to control access to certain sites and facilities. Fingerprinting, face recognition and iris scanning are recognized as the most popular. Less frequently used are hand geometry, retina, signature, voice, vein, gait, smell, ear structure, etc. Identification is usually not performed only on the basis of only one of the described methods, it is necessary to combine them. Biometric data are particularly sensitive and may be compromised during collection, processing, data retention and comparisons, and therefore the public has ambivalent attitudes towards the use of these technologies.

The aim of this research is to assess the attitudes of students towards the use of biometric technology in access control. The data were collected by *PRISE Questionnaire on Security Technology and Privacy*, the part on biometric identification, in December 2011. The sample consisted of the students of Belgrade University (N=269) who study criminal law and criminology (Faculty of Special Education and Rehabilitation, Academy of Criminalistics and Police Studies and Law Faculty). Results of the research suggest that most students are positively oriented towards biometrics identification (88.1%).

They mostly agree with the use of biometric identification at border crossings (67.7%), at airports (58.4%) and in banks (50.6%). The most acceptable biometric identification techniques are fingerprinting (66.5%), face recognition (29.6%), and iris scanning (26%). There are some differences between students from different faculties. Law Faculty students are more negatively oriented towards biometric passports than the students from the other two faculties ($F(2,266)=3.861$; $p<.05$).

The results were interpreted in light of similar world research results and in the context of the education of future professionals who will be making decision about the implementation of biometric identification.

Key words: biometric identification, security technologies, perception, students, Serbia

This paper originated from the scientific project „Crime in Serbia: phenomenology, risks and social interventions”, no. 47011, the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ marina.lepojevic@gmail.com

Psihičko i seksualno nasilje nad ženama na radnom mestu u Srbiji

Vesna Nikolić–Ristanović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*
Sanja Čopić
*Institut za kriminološka i sociološka istraživanja i
Viktimološko društvo Srbije*
Bejan Šaćiri¹
Viktimološko društvo Srbije

Istraživanje psihičkog i seksualnog nasilja nad ženama na radnom mestu deo je šireg istraživanja diskriminacije žena na tržištu rada u Srbiji, koje je sproveo Viktimološko društvo Srbije 2011. godine u okviru projekta „Mapiranje obima i karakteristika rodno zasnovane diskriminacije na tržištu rada i odgovora društva na nju” u saradnji sa UN Womenom. Cilj istraživanja bio je ispitati obim, strukturu i karakteristike diskriminacije žena na tržištu rada u Srbiji. Za prikupljanje podataka korišćena je kombinacija ankete o viktimizaciji i feminističke metodologije. Podaci su prikupljeni putem neposrednog intervjua. U istraživanju je učestvovalo 706 žena uzrasta od 18 do 64 godine, iz šest gradova u Srbiji (Beograda, Novog Sada, Sremske Mitrovice, Kragujevca, Niša, Užica i Požarevca). Istraživanjem je utvrđeno da je više od polovine žena (61%) iz ukupnog uzorka bilo suočeno sa nekim oblikom diskriminacije na tržištu rada. Seksualnom nasilju, kao obliku diskriminacije na radnom mestu, bilo je izloženo 22,1% zaposlenih žena iz ispitanog uzorka. Žene su bile izložene sledećim oblicima seksualnog nasilja na radnom mestu: seksualnim komentarima

(79,5%), neželjenim fizičkim kontaktima (15,2%), seksualnim odnosom kao uslovom za napredovanje (8,3%), pornografskom materijalu (3,1%) i prinudom na seksualni odnos (2,8%). Kada je reč o psihičkom zlostavljanju na radnom mestu (mobingu), podaci pokazuju da je svaka peta zaposlena žena iz ispitanog uzorka bila suočena sa ovim oblikom diskriminacije. U najvećem broju slučajeva radilo se o vertikalnom mobingu od strane rukovodioca ili nadređenog, a ređe o horizontalnom mobingu. Istraživanjem je utvrđeno da je 25,2% ispitanica trpelo mobing od strane rukovodioca radne organizacije. Podaci o seksualnom nasilju na radnom mestu dobijeni istraživanjem ukazuju da je dosta visok procenat žena koje su bile spremne da istraživačima saopšte da su bile izložene ovom obliku nasilja na radnom mestu, s obzirom na to da žene o ovom obliku nasilja veoma teško govore i najobučenijim istraživačicama. To, istovremeno, može biti indikator još veće stvarne rasprostranjenosti ovog oblika nasilja nad ženama na radnom mestu.

Ključne reči: psihičko nasilje, seksualno nasilje, žene, žrtve, radno mesto

¹ bejansaciri@yahoo.com

Physical and Sexual Violence against Women in the Workplace in Serbia

Vesna Nikolić–Ristanović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*
Sanja Čopić
*Institute for Criminological and Sociological Research
and the Victimology Society of Serbia*
Bejan Šaćiri¹
Victimology Society of Serbia

The study of psychological and sexual violence against women in the workplace is part of a larger study of discrimination against women in the labor market in Serbia, conducted by the Victimology Society of Serbia in 2011 within the project „Mapping the Extent and Characteristics of Gender-based Discrimination in the Labor Market and Society Responses to It” in cooperation with the UN Women. The aim of this study was to examine the scope, structure and characteristics of discrimination against women in the labor market in Serbia. We used a combination of surveys on victimization and feminist methodology in order to gather data for the research. The data was collected through direct interviews. The study included 706 women aged 18 to 64 years, from six cities in Serbia (Belgrade, Novi Sad, Sremska Mitrovica, Kragujevac, Niš, Užice and Požarevac). The results show that more than half of women (61%) of the total sample was confronted with some form of discrimination in the labor market. The data also shows that 22.1% of employed women in the tested sample were exposed to sexual violence as a form of discrimination in the

workplace. Women were subjected to the following forms of sexual violence in the workplace: sexual comments (79.5%), unwanted physical contact (15.2%), proposed sexual intercourse as a condition for promotion (8.3%), pornographic material (3.1%) and forced sexual intercourse (2.8%). When it comes to psychological abuse at work (mobbing), the data show that one in five employed women in the sample was faced with this form of discrimination. In most cases it was vertical mobbing by the manager or supervisor (there was much less horizontal mobbing). The survey found that 25.2% of respondents suffered mobbing by managers of the working organization. The obtained data on sexual violence in the workplace indicate that a rather high percentage of women were willing to tell the researchers that they had been exposed to this form of violence in the workplace – one should keep in mind that women rarely talk about this form of violence even with the most trained researchers. This, also, may be an even greater indicator of the actual prevalence of this form of violence against women in the workplace.

Key words: psychological violence, sexual violence, women, victims, workplace

1 bejansaciri@yahoo.com

Sudski predmeti kao izvor podataka o primeni zakonskih odredbi o nasilju u porodici u Srbiji

Vesna Nikolić–Ristanović
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju
Ljiljana Stevković¹
Institut za kriminološka i sociološka istraživanja, Beograd

Mogućnost praćenja trendova i karakteristika nasilja u porodici u Srbiji, kao i aktuelnih društvenih odgovara na ovaj oblik rodno zasnovanog nasilja, u velikoj meri zavisi od kvaliteta dostupnih podataka. Pored zvaničnih statističkih podataka i rezultata republičkih, regionalnih i pokrajinskih istraživanja, sudski predmeti mogu biti značajan izvor informacija o efikasnosti primene zakonskih odredbi o porodičnom nasilju.

Cilj rada je da kroz prikaz rezultata analize sudskih predmeta ukaže na karakteristike primene zakonskih odredbi i na osnovne preporuke na planu efikasnijeg krivičnog pravnog reagovanja i intersektorske saradnje u oblasti evidentiranja i razmene podataka. Istraživanje je zasnovano na primeni kvalitativnog i kvantitativnog metoda. Uzorak je sastavljen od slučajeva nasilja u porodici iz izabраниh osnovnih sudova u kojima je identifikovano 53 izvršiteljke i 166 izvršilaca. Prikupljeni podaci su analizirani primenom deskriptivne statistike i Hi kvadrat testa.

Istraživanjem su identifikovani primeri dobre i loše prakse u postupanju sudova u slučajevima nasilja u porodici. Dobra praksa se ogleda u uzimanju u obzir kontinuiteta nasilja i neosuđivanju žena koje su lažno prijavljene od strane nasilnika. Utvrđena je

statistički značajna korelacija na nivou $p=0.00$ između sudske odluke o pritvoru i sankciji i pravnog recidivizma. Rezultati pokazuju da se istoriji nasilja i kontroli od strane nasilnika van prijavljenih slučajeva ne poklanja adekvatna pažnja. Ovo je naročito izraženo u slučajevima uzajamnog nasilja, gde se ne pravi razlika između primarnog i sekundarnog nasilnika, odnosno žrtve. U sudskim predmetima je identifikovan nedostatak informacija bitnih za monitoring sudske prakse kod nasilja u porodici.

Kako bi sudski predmeti mogli da budu dobar izvor podataka o primeni zakonskih odredbi o nasilju u porodici, preporuka je da sadrže potpunije informacije o nasilniku i žrtvi, naročito u situacijama viktimizacije dece, kao i o primeni zaštitnih mera. Takođe, preporučena je bolja intersektorska saradnja na razmeni podataka i iskustva i zajedničkom angažovanju na pojedinačnim slučajevima.

Ključne reči: nasilje, porodica, sudski predmeti, Srbija

Apstrakt predstavlja rezultat rada na projektu „Razvoj metodologije evidentiranja kriminaliteta kao osnova efikasnih mera za njegovo suzbijanje i prevenciju“, br. 179044, čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ stevkoviclj@gmail.com

Court Cases as a Source of Data on the Application of Legal Provisions on Domestic Violence in Serbia

Vesna Nikolić–Ristanović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*
Ljiljana Stevković¹
*Institute for Criminological and Sociological Research,
Belgrade*

The ability to track trends and characteristics of domestic violence in Serbia, as well as current social responses to this form of gender-based violence, largely depends on the quality of available data. In addition to official statistical data and results of state, regional, and local research, court cases can be an important source of information on the effectiveness of legal provisions on domestic violence.

The aim of this paper is to point out the characteristics of the implementation of legal provisions and the main recommendations in terms of effective criminal justice response and inter-sectoral cooperation in the field of recording and exchanging data, through the analysis of results of court cases. The survey was conducted using qualitative and quantitative methods. The sample consisted of domestic violence cases from the selected basic courts, in which 53 female and 166 male perpetrators were identified. Collected data were analyzed using descriptive statistics and Chi square test.

The survey identified examples of both good and bad practice of court practice in domestic violence cases. Good practice was observed in cases of

adequate consideration of the continuity of violence and non-condemnation of women who have been falsely reported by their abusers. There was a statistically significant correlation at $p=.00$ between court decision on detention and sanctioning, and legal recidivism. The results show that adequate attention was not paid on the history of violence and control by the abuser out of reported cases. This is particularly evident in cases of mutual violence, where no distinction is made between primary and secondary perpetrators or victims. Also, the lack of data essential for monitoring of judicial practice was identified in domestic violence cases.

It is recommended that court cases should contain more complete information about the offender and the victim, especially in cases of victimization of children, as well as data on the implementation of protective measures so that they could be treated as a good source of information on the application of provisions on domestic violence. A better inter-sectoral cooperation in exchanging information and experience is also recommended, as well as a shared commitment to individual cases.

Key words: violence, family, court cases, Serbian

This paper originated from the scientific project „Developing methodology of crime recording as the basis for efficient measures for its combat and prevention”, no. 179044 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 stevkoviclj@gmail.com

Organizovani kriminal i korupcija: iskustvo iz Srbije

Jelena Dimitrijević Vavan¹

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Ljiljana Stevković

Institut za kriminološka i sociološka istraživanja, Beograd

Tokom proteklih godina, pitanje korupcije postaje predmet sve većeg interesovanja stručne javnosti. Različite vladine i nevladine institucije na nacionalnom i međunarodnom nivou tragaju za uzrocima, posledicama i načinima suzbijanja ovog globalno rasprostranjenog fenomena. Jedna od karakteristika korupcije je njena povezanost sa organizovanim kriminalom. Upravo putem korupcije akteri organizovanog kriminala teže ostvarivanju i legalizaciji svojih nelegalnih aktivnosti. Rad ima za cilj da kroz prikaz rezultata istraživanja ukaže na povezanost organizovanog kriminala i korupcije u Srbiji.

Istaživanje je zasnovano na primeni kvantitativne i kvalitativne metodologije. Podaci su prikupljeni tokom 2011. godine analizom dostupne literature, „sirovih“ statističkih podataka Zavoda za statistiku Republike Srbije i 26 predmeta Posebnog odeljenja za organizovani kriminal Višeg suda u Beogradu. Podaci su analizirani primenom kvalitativne metodologije, deskriptivne statistike i Hi kvadrat testa.

U analiziranim predmetima identifikovano je 487 optuženih lica, prosečno 18 po predmetu (medijan 15). U gotovo svim predmetima se radilo o saizvršilaštvu, pri čemu većina dela uključuje i udruživanje ili učešće u kriminalnoj organizaciji. Istraživanjem

su identifikovana različita koruptivna kriminalna ponašanja od kojih pojedina imaju elemente organizovanosti i u krivičnopravnoj proceduri su kvalifikovana kao dela organizovanog kriminala. Najviše su zastupljeni slučajevi utaje poreza (38%) i zloupotrebe službenog položaja (20%). Upravo u ovim slučajevima je evidentna sprega korupcije i organizovanog kriminala.

Prilikom realizacije istraživanja autorke su se susrele sa ograničenom dostupnošću podataka o korupciji i malim brojem procesuiranih slučajeva. Uprkos metodološkim ograničenjima, istraživanjem je potvrđena povezanost organizovanog kriminala i korupcije. U svetlu nemogućnosti sagledavanja realne slike rasprostranjenosti korupcije u Srbiji, a imajući u vidu metodološke nedostatke podataka zasnovanih na percepciji građana, nameće se potreba za iznalaženjem načina za smanjivanjem nivoa tolerancije prema korupciji i stvaranjem snažnije podrške javnosti antikoruptivnim merama.

*Ključne reči: organizovani kriminal, korupcija,
istraživanje, Srbija*

¹ jexi1210@gmail.com

Organized Crime and Corruption: the Experience of Serbia

Jelena Dimitrijević Vavan¹

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Ljiljana Stevković

*Institute for Criminological and Sociological Research,
Belgrade*

In recent years, the issue of corruption has become the subject of growing interest of experts. Various governmental and non-governmental institutions at national and international level are seeking the causes, consequences and ways to combat this widespread global phenomenon. One of the characteristics of corruption is its connection to organized crime. It is through corruption organized crime actors tend to achieve the legalization of their illegal activities. The aim of the paper is to indicate an association between organized crime and corruption in Serbia through the presentation of survey results.

The survey was conducted using both quantitative and qualitative methods. Data were collected during 2011, through analysis of the available literature, „raw” data of the Statistical Office of Serbia and 26 cases of the Special Department for Organized Crime of the High Court in Belgrade. Collected data were analyzed using qualitative methodology, descriptive statistics and Chi square test.

In the analyzed cases 487 defendants were identified, approximately 18 per case (median 15). In almost all cases it was the complicity, while most of them also

involve a conspiracy to commit offences or taking part in a criminal organization. The study identified various corrupt criminal conducts of which some have elements of organization, and are qualified as acts of organized crime in the criminal procedure. The most presented were cases of the tax fraud (38%) and abuse of office (20%). These are the cases where the coupling of organized crime and corruption is evident.

During the implementation of the research the authors have met with limited availability of data on corruption and a small number of processed cases. Despite methodological limitations, the study confirmed the correlation of organized crime and corruption. In light of the impossibility of perceiving the real image of the extent of corruption in Serbia, and bearing in mind the methodological shortcomings of the data based on the perception of citizens, there is a need to find ways to reduce the level of tolerance towards corruption and to create a stronger public support for anti-corruption measures.

*Key words: organized crime, corruption, research,
Serbian*

¹ jexi1210@gmail.com

Obeležja vandalističkih ponašanja

Aleksandar Jugović, Milica Luković¹
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Glavni cilj rada je analiza ključnih obeležja vandalističkih ponašanja. U radu je primenjena deduktivna metoda. Vandalistička ponašanja su deo socijalnog i ekološkog nasilja. Prve definicije vandalizma naglašavaju oštećivanje bilo čega što je lepo, za poštovanje ili vredno čuvanje. Vandalizam je dobrovoljna destrukcija okruženja koja nema profitni motiv; to je namerni čin koji ima za cilj nanošenje štete materijalnim vrednostima ili uništavanje dobara koja su vlasništvo drugih ljudi. Takođe, vandalizam se može definisati kao zlonamerno uništavanje i naruživanje privatnih i javnih objekata. Prema savremenoj definiciji, vandalizam je napad ili oštećivanje vlasništva bilo koje vrste uključujući i virtuelni prostor, bez i jednog drugog cilja osim destrukcije koja je sama sebi svrha.

Neke studije gledaju na vandalizam iz pozicije pojedinca i njegovih ličnih osobina i teškoća u prilagodavanju na društvo, posebno na školu ili na emocionalne probleme. Druge studije, vandalizam vide u širem društvenom kontekstu. Problemi modernog društva povezani su sa visokim stepenom socijalne mobilnosti, brzim tehnološkim razvojem, socijalnim nestabilnostima i vrednosnim nekonzistentnostima. U ovom fokusu, vandalizam se objašnjava kao „slabost” modernog društva koga karakterišu otuđenje i beznačajnost pojedinaca. Postoji sedam najvažnijih oblika vandalizma: gramzivi, taktički,

ideološki, osvetoljubivi, vandalizam kroz igru, zlonamerni i virtuelni (on-line) vandalizam. Iza vandalističkih ponašanja stoji kompleksna motivacija. Vandalistički akti motivisani su besom, dosadom, anonimnošću, difuzijom odgovornosti, povećanim osećanjem moći, katarzom ili estetskim faktorima.

*Ključne reči: vandalistička ponašanja, nasilje,
destrukcija okruženja, društvo*

Apstrakt predstavlja rezultat rada na projektima „Kriminal u Srbiji: fenomenologija, rizici i mogućnosti socijalne intervencije” – broj 47011 i „Unapređivanje kvaliteta i dostupnosti obrazovanja u procesima modernizacije Srbije” – broj 47008 čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ lukovic.milica88@gmail.com

Characteristics of Vandalistic Behaviors

Aleksandar Jugović, Milica Luković¹
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The main aim of this article is an analysis of the key characteristics of vandalistic behaviors. The paper applies a deductive method. Vandalistic behaviors are part of social and environmental violence. First definitions of vandalism referred to damaging anything beautiful, venerable or worthy of preservation. Vandalism is a voluntary destruction of the environment with no profit motive whatsoever; it is an intentional act aimed at damaging or destroying an object that is other people's property. Also, vandalism is malicious destruction and defacement of private and public facilities. According to modern definitions, vandalism is an attack or damage of property of any kind including virtual space with no other purpose than that of destruction for its own sake.

Some studies look at vandalism from the point of view of the individual who commits it: personal traits, difficulties in adjusting to society at large and to school in particular, and emotional problems. Other studies look at vandalism in a broader social context. The problems of modern society are related to a high level of social mobility, rapid technology growth, social instability and value inconsistencies. In this focus, vandalism was explained as a „weakness” of modern society that is characterized by alienation and meaninglessness of individuals. There are seven main forms of vandalism: acquisitive vandalism,

tactical vandalism, ideological vandalism, vindictive vandalism, play vandalism, malicious vandalism, and virtual (online) vandalism. There are complex motivations behind vandalistic behaviors. Acts of vandalism are motivated by anger, boredom, anonymity, diffusion of responsibility, increased feelings of power, catharsis or aesthetic factors.

*Key words: vandalistic behaviors, violence,
destruction of the environment, society.*

This paper originated from the scientific project „Crime in Serbia: phenomenology, risks and social interventions”, no. 47011 and „Improving the quality and availability of education in the processes of modernization in Serbia”, no. 47008 the implementation of which are financed by the Ministry of Education and Science, Republic of Serbia.

1 lukovic.milica88@gmail.com

Viktimiziranost elektronskim nasiljem u osnovnoj školi

Branislava Popović-Čitić¹, Marija Marković
Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju

Elektronsko nasilje, kao poseban oblik vršnjačkog nasilja, obuhvata širok spektar ponašanja kojima se namerno vrši nasilje nad drugima u virtuelnom svetu komunikacije. Uzimajući u obzir evidentni porast upotrebe mobilnih telefona i računara među adolescentima, postavljeno je istraživanje sa ciljem ispitivanja viktimiziranosti elektronskim nasiljem u populaciji učenika osnovnih škola.

Uzorak je činilo 387 učenika starijih razreda iz osam beogradskih osnovnih škola, oba pola (57% dečaka, 43% devojčica), uzrasta od 13 do 15 godina (M=13,7, SD=0,69). Podaci su prikupljeni anketnim upitnikom zatvorenog tipa, posebno konstruisanim za potrebe istraživanja.

Rezultati istraživanja pokazuju da je 48.9% učenika bilo žrtva elektronskog nasilja. Procenat viktimiziranih učenika je statistički značajno viši u populaciji dečaka (56,2%) nego devojčica (39,3%), χ^2 (1, N=189), =10,84, p=0,001, kao i među učenicima koji svakodnevno koriste internet (58,1%) u odnosu na one koji internet posećuju nekoliko puta nedeljno i ređe (36,4%), χ^2 (1, N=189), =17,99, p=0,000. Posmatrano prema oblicima elektronskog nasilja, 38.1% učenika bili su žrtve ogovaranja, 26,6% žrtve nedozvoljenog saopštavanja i 18,6% žrtve uznemiravanja. Statistički značajne polne razlike utvrđene su kod nedozvoljenog saopštavanja, χ^2 (1, N=99), =14,1,

p=0,000, i uznemiravanja, χ^2 (1, N=72), =18,35, p=0,000, ali ne i ogovaranja, χ^2 (1, N=123), =3,41, p>0,05. U odnosu na učestalost korišćenja interneta, razlike u viktimiziranosti takođe nisu od statističkog značaja kod ogovaranja, χ^2 (1, N=123), =2,69, p>0,05, ali su prisutne u pogledu uznemiravanja, χ^2 (1, N=72), =11,24, p=0,001, i nedozvoljenog saopštavanja, χ^2 (1, N=99), =8,27, p=0,004.

Generalni zaključak da je viktimiziranost elektronskim nasiljem u visokom procentu prisutna u populaciji učenika osnovnih škola, te da je rizik viktimizacije izraženiji kod dečaka i učenika koji svakodnevno koriste internet, pruža okvir i smernice za planiranje programa prevencije elektronskog nasilja u školskoj sredini.

Ključne reči: elektronsko nasilje, vršnjačko nasilje, viktimizacija, učenici

Apstrakt predstavlja rezultat rada na projektu „Unapređivanje kvaliteta i dostupnosti obrazovanja u procesima modernizacije Srbije” (evidencioni broj 47008), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ popovb@eunet.rs

Cyberbullying Victimization in Elementary School

Branislava Popović-Ćitić¹, Marija Marković
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Cyberbullying, as a particular form of bullying, includes a wide range of behaviors that are deliberately committing violence against others in the virtual world of communications. Taking into account the evident increase in the use of mobile phones and computers among adolescents, the purpose of this study was to investigate the cyberbullying victimization in the population of elementary school students.

The sample consisted of 387 elementary school students from eight state schools in Belgrade, both sexes (57% boys, 43% girls), aged from 13 to 15 ($M = 13.7$, $SD = .69$). Data were collected using a survey with closed-ended questions, created specifically for this study.

The results show that 48.9% of students were victims of cyberbullying. The percentage of victimized students was significantly higher in the population of boys (56.2%) than girls (39.3%), $\chi^2(1, N=189)$, $=10.84$, $p = .001$, as well as among students who use the Internet every day (58.1%) compared to those who access the Internet several times a week and less frequently (36.4%), $\chi^2(1, N=189)$, $=17.99$, $p=.000$. Regarding the forms of cyberbullying, 38.1% of the students were victims of denigration, 26.6% were victims of outing, and 18.6% were victims of harassment. A significant

gender differences were found in outing, $\chi^2(1, N=99)$, $=14.1$, $p=.000$; and harassment, $\chi^2(1, N=72)$, $=18.35$, $p=.000$, but not in denigration, $\chi^2(1, N=123)$, $=3.41$, $p>.05$. In relation to the frequency of Internet usage, the differences were also not significant in denigration, $\chi^2(1, N=123)$, $=2.69$, $p>.05$, but were found in terms of harassment, $\chi^2(1, N=72)$, $=11.24$, $p=.001$, and outing, $\chi^2(1, N=99)$, $=8.27$, $p=.004$.

The general conclusion that cyberbullying victimization is high prevalent in the population of elementary school students, and that risk of victimization is higher in boys and students who use the Internet every day, provides a framework and guidelines for planning prevention programs of cyberbullying in school settings.

Key words: cyberbullying, bullying, victimization, students

This paper originated from the scientific project „Improving the quality and accessibility of education in modernization processes in Serbia”, no. 47008, the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 popovb@eunet.rs

Internet zavisnost kod srednjoškolaca

Vesna Dukanac¹

Institut za mentalno zdravlje, Beograd

Branko Ćorić

Institut za mentalno zdravlje, Beograd,

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Goca Bokalović

Dom zdravlja Grocka

Marko Milovanović

Univerzitet u Beogradu – Filozofski fakultet

Savremena psihijatrija i psihologija zadnjih nekoliko decenija obraćaju veću stručnu pažnju na adolescenciju i poremećaje karakteristične za ovaj period. Adolescencija je jedna od normativnih kriza, koja sa sobom nosi povećanu mogućnost i rizik za ispoljavanje psihopatologije i sociopatoloških pojava. S druge strane, bolesti zavisnosti, kao jedan vid sociopatoloških pojava dobijaju kvalitet epidemije. Zadnjih godina u stručnoj psihijatrijskoj i psihološkoj literaturi intezivno se polemische o novim vidovima sociopatoloških pojava nastalih pod uticajem razvoja elektronske komunikacije i pratećih vidova elektronske zabave. Kristališe se stav da preterano bavljenje internet komunikacijom i igranje kompjuterskih ili video igrica dobija kvalitet zavisnosti, koja se označava pojmom nehemijske zavisnosti.

Kriterijumi za dijagnostikovanje nehemijske zavisnosti razvijeni su na bazi dijagnostičkih kriterijuma za poremećaje nastale zloupotrebom psihoaktivnih supstanci, u skladu sa MKB 10 klasifikacijom i oni uključuju:

- potrebu za povećanom upotrebom objekta zavisnosti,
- smanjenu ili izgubljenu sposobnost kontrole upotrebe objekta zavisnosti,
- preokupaciju objektom zavisnosti,
- pojavu krize kada je ta upotreba onemogućena i
- probleme u svim sferama života usled zavisničkog ponašanja.

Iako su kriterijumi za dijagnostikovanje nehemijske zavisnosti u DSM klasifikaciji opširniji i precizniji, sam poremećaj još uvek nije dobio nivo samostalne dijagnoze i nije ga lako klinički prepoznati i dijagnostikovati. U domaćim istraživačkim krugovima, takođe se nameće problem kliničkog prepoznavanja ovih poremećaja, između ostalog, zbog nedostatka validnih istraživačkih instrumenata.

U radu je diskutovan predlog istraživačkog projekta o internet zavisnosti iz koga bi se definisali validni instrumenti dijagnostikovanja i istraživanja. Rezultati takvog istraživanja imali bi značaj i na kliničkom nivou smislu dobijanja validnih istraživačkih i dijagnostičkih instrumenata, ali i na opštem društvenom nivou u smislu izrada smernica za pravovremno prepoznavanje i adekvatno lečenje ove nehemijske zavisnosti, tj. zavisnosti od interneta.

*Ključne reči: adolescencija, internet zavisnost,
dijagnostički instrumenti*

¹ Vesna.dukanac@gmail.com

Internet Addiction in Secondary School Pupils

Vesna Dukanac¹

Institute of mental health, Belgrade

Branko Ćorić

Institute of mental health, Belgrade, University of Belgrade

– Faculty of special education and rehabilitation

Goca Bokalović

Health center Grocka

Marko Milovanović

University of Belgrade – Faculty of Philosophy

In the last couple of decades, contemporary psychiatry and psychology have paid significant attention to adolescence and disorders characteristic for this period. Adolescence is one of normative crises, which carries the possibility of increased risk for the manifestation of psychopathology and socio-pathological phenomena. On the other side, addiction illnesses as a form of social pathology phenomena, have reached the level of epidemics. In recent years, psychiatric and psychological literature has been debating intensively on the new forms of social pathological phenomena that have appeared under the influence of electronic communication development and accompanying forms of electronic entertainment. An attitude has been formed that the excessive use of Internet communication and playing computer or video games cause the quality of addiction known as non-chemical addiction.

Criteria for diagnosing non-chemical addiction have been developed on the basis of diagnostic criteria for disorders caused by abuse of psychoactive

substances and in accordance with the MKB 10 classification, and they include the following:

- the need for increased use of the object of addiction
- reduced or lost ability to control the object of addiction
- preoccupation with the object of addiction
- the occurrence of crises when that use is not possible
- problems in all spheres of life because of addictive behavior.

Although the criteria for the diagnosis of non-chemical addiction in the DSM classification are more extensive and more precise, the disorder itself has not yet reached the level of independent diagnosis and it is not easy to recognize and diagnose clinically. In local research circles, the issue of clinical recognition of these disorders has also been raised, due to, among other factors, the lack of valid research instruments.

The paper discusses the proposed research project on Internet addiction from which valid instruments of diagnosing and research are to be defined. The results of such research would have a significant importance at clinical level in the sense of obtaining new research and diagnostic instruments, as well as at general social level in terms of drafting guidelines for the timely recognition and adequate treatment of non-chemical addiction, i.e. Internet addiction.

Key words: adolescence, internet addiction, diagnosing instruments

¹ Vesna.dukanac@gmail.com

Rizični faktori zavisnosti od interneta

Marija Marković¹, Branislava Popović-Čitić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Kontinuirani porast dostupnosti i intenziteta upotrebe interneta uslovio je pojavu novog oblika bihevioralne zavisnosti. Zavisnost od interneta, kao poremećaj koji nastaje usled prekomernog korišćenja interneta, dovodi do ozbiljnih posledica po zdravstveno, porodično i edukativno funkcionisanje pojedinca. Iako još uvek nije zvanično klasifikovana kao mentalni poremećaj, autori se slažu da internet-zavisnost ima sve odlike bolesti zavisnosti (preokupacija internetom, povećana tolerancija, pojava apstinencijalne krize, nemogućnost kontrole, poremećeni socijalni odnosi, bežanje od problema i sl.). U vezi sa tim, rezultati niza empirijskih istraživanja ukazuju da u proseku od 5 do 10 procenata od ukupnog broja korisnika interneta ispoljava simptome zavisnosti.

Visoka stopa penetracije interneta i relativno visok nivo prevalencije internet-zavisnosti usloveli su istraživače da svoje napore usmere u pravcu identifikovanja faktora koji povećavaju verovatnoću nastanka i razvoja zavisnosti od interneta. Pored pojmovnog određenja i deskripcije simptoma zavisnosti od interneta, u radu će posebna pažnja biti posvećena analizi do sada identifikovanih individualnih (pol, uzrast, karakteristike ličnosti) i sredinskih (korišćenje interneta od strane roditelja i vršnjaka, slaba roditeljska kontrola i nizak nivo pozitivnog angažovanja) faktora rizika. Dodatno će

biti analizirani okidači koji dovode do zavisnosti od interneta (aktivnosti na internetu, emocije, kognicije, životni događaji), kao i određeni psihijatrijski poremećaji koji stoje u korelaciji sa zavisnošću od interneta. U zaključku će biti istaknut značaj identifikovanih rizičnih faktora za planiranje preventivnog delovanja i izvedene odgovarajuće preporuke za unapređivanje prakse.

Ključne reči: zavisnost od interneta, rizični faktori, bolesti zavisnosti, prevencija

Apstrakt predstavlja rezultat rada na projektu „Unapređivanje kvaliteta i dostupnosti obrazovanja u procesima modernizacije Srbije” (evidencioni broj 47008), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ marija87markovic@yahoo.com

Risk Factors for Internet Addiction

Marija Marković¹, Branislava Popović-Čitić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The continuous increase in the availability and intensity of Internet use has caused the emergence of a new form of behavioral addiction. Internet addiction as a disorder caused by excessive use of the Internet, leads to serious consequences for health, family and educational functioning of the individual. Although not yet officially classified as a mental disorder, the authors agree that Internet addiction has all the features of addiction (preoccupation with the internet, increased tolerance, occurrence of abstinence crisis, lack of control, disrupted social relationships, running away from problems, etc.). Therefore, results from a series of empirical studies indicate that an average of 5 to 10 percent of total Internet users manifest symptoms of addiction.

The high rate of Internet penetration and the relatively high prevalence of Internet addiction have led researchers to focus their efforts towards identifying factors that increase the probability of occurrence and development of Internet addiction. Besides the definition and description of symptoms of Internet addiction, in this paper special attention will be given to the analysis of so far identified individual (sex, age, personality characteristics) and environmental (Internet use by parents and peers, poor parental control and low level of positive engagement) risk factors. In addition, we will analyze the triggers that lead to Internet

addiction (Internet activities, emotions, cognition, life events), as well as certain psychiatric disorders that are correlated with the Internet addiction. The conclusion will point to the importance of identified risk factors for prevention planning and give appropriate recommendations for practice improvement.

*Key words: internet addiction, risk factors,
substance abuse, prevention*

This paper originated from the scientific project „Improving the quality and accessibility of education in modernization processes in Serbia”, no. 47008, the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ marija87markovic@yahoo.com

Korelati upotrebe alkohola u ranoj adolescenciji

Irena Stojković¹, Sanja Dimoski, Fadilj Eminović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Cilj rada je da se ispita povezanost između upotrebe alkohola u ranoj adolescenciji i sledećih karakteristika adolescenata, odnosno njihovog okruženja: depresivnog raspoloženja, doživljaja škole, konflikta sa roditeljima i opaženog pritiska vršnjačke grupe da usvoje ponašanja koja nisu društveno odobrena. Uzorak je činilo 590 učenika od četvrtog do sedmog razreda osnovne škole (296 dečaka i 296 devojčica). Upotrebljena su dva indikatora upotrebe alkohola: pijenje više od nekoliko gutljaja i pijenje do stanja pijanstva. Za oba pokazatelja ispitanici su odgovarali koliko puta su se njima dogodila tokom poslednjih godinu dana na skali sa sledećim ponuđenim odgovorima: nijednom, jedanput, 2 – 4 puta, 5 – 9 puta, 10 ili više puta. Za procenu prediktora upotrebe alkohola korišćeni su sledeći instrumenti: skraćena verzija Skale sukoba sa roditeljima koju je konstruisao Štajnberg (Steinberg, 1987), (Kronbahov $\alpha=0,75$; Inventar depresivnog raspoloženja (Kandel & Davies, 1982), Koronbahov $\alpha=0,76$; Skala doživljaja škole (Kronbahov $\alpha=0,73$) i Skala opaženog pritiska od strane vršnjaka da usvoje društveno neodobravana ponašanja (Kronbahov $\alpha=0,47$) koje smo sastavili za potrebe ovog istraživanja. Ispitanicima je upitnik zadavan grupno u prostorijama škole. Regresiona analiza je pokazala da su statistički značajni prediktori učestalosti upotrebe alkohola više od nekoliko gutljaja: doživljaj škole ($\beta=-0,285$, $p<0,001$), sukobi

sa roditeljima ($\beta=0,223$, $p<0,001$) i opaženi pritisak vršnjaka da se usvoje društveno neodobrena ponašanja ($\beta=0,122$, $p<0,01$); a statistički značajni prediktori upotrebe alkohola do stanja pijanstva su: doživljaj škole ($\beta=-0,181$, $p<0,001$), sukobi sa roditeljima ($\beta=0,269$, $p<0,001$) i depresivno raspoloženje ($\beta=0,115$, $p<0,05$). Pritisak vršnjaka predviđa upotrebu alkohola u ranoj adolescenciji u meri koja ne dovodi do pijanstva, dok je depresivno raspoloženje povezano sa upotrebom alkohola do stanja pijanstva.

Ključne reči: upotreba alkohola, sukobi sa roditeljima, uticaj vršnjaka, pijanstvo, doživljaj škole

Apstrakt predstavlja rezultat rada na projektu „Efekti primenjene fizičke aktivnosti na lokomotorni, metabolički, psiho-socijalni i vaspitni status populacije R Srbije“ pod brojem III 47015, a kao deo potprojekta „Efekti primenjene fizičke aktivnosti na lokomotorni, metabolički, psiho-socijalni i vaspitni status populacije osoba sa posebnim potrebama R Srbije“, čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ irenas@fasper.bg.ac.rs

Correlates of Alcohol Consumption in Early Adolescence

Irena Stojković¹, Sanja Dimoski, Fadilj Eminović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The aim of the study is to examine the relationship between alcohol consumption in early adolescence and the following characteristics of adolescents and their surrounding: depressive mood, attitude toward school, conflict with parents, and the perceived pressure from peers to adopt behaviors which are socially disapproved. The sample included 590 pupils from grades 4-7 of primary school (296 boys and 294 girls). Two indicators of alcohol consumption were used: drinking alcohol more than a few sips and drinking to a state of drunkenness. For each indicator, the subjects answered how many times it happened to them during the last year by choosing one of the offered answers: never, once, 2 – 4 times, 5 – 9 times, 10 or more times. The following instruments were used to assess the predictors of alcohol consumption: a shorten version of Steinberg's scale (1987) of conflict with parents, (Cronbach's $\alpha=.75$); Depressive Mood Inventory (Kandel & Davies, 1982), (Cronbach's $\alpha=.76$); an attitude toward school scale (Cronbach's $\alpha=.73$) and a perceived pressure from peers to adopt socially disapproved behaviors scale (Cronbach's $\alpha=.47$) which we developed for the purposes of this research. The subjects completed the questionnaires in their class groups in school settings. Regression analysis showed the following statistically significant predictors of drinking alcohol more

than a few sips: attitude toward school ($\beta=-.285$, $p<.001$), conflict with parents ($\beta=.223$, $p<.001$) and perceived peer pressure to adopt socially disapproved behaviors ($\beta=.122$, $p<.01$); whereas the statistically significant predictors of drinking so much to get drunk are: attitude toward school ($\beta=-.181$ $p<.001$), conflict with parents ($\beta=.269$, $p<.001$) and depressive mood ($\beta=.115$, $p<.05$). Peer pressure predicts alcohol consumption among early adolescents to an extent that does not lead to drunkenness, whereas depressive mood is related to alcohol consumption which is associated with the use of alcohol to a state of drunkenness.

Key words: alcohol consumption, conflict with parents, peer influence, drunkenness, attitude toward school

This paper originated from the scientific project „The Effects of physical activity on locomotive, metabolic, psycho-social and pedagogic status of population in the Republic of Serbia” number III47015, subproject „The effects of applied physical activity on locomotive, metabolic, psycho-social and pedagogic status of persons with special needs in the Republic of Serbia”, the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 irenas@fasper.bg.ac.rs

Stavovi opšte populacije prema osobama sa bolestima zavisnosti

Ivona Milačić Vidojević¹, Milica Gligorović,
Nada Dragojević

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Cilj ovog rada je da se utvrde stavovi opšte populacije prema osobama sa bolestima zavisnosti – alkoholizmom i narkomanijom.

Uzorkom je obuhvaćeno 336 ispitanika, oba pola (55.7% žena i 44.3% muškaraca), starosti iznad 16 godina. Ispitanici su prema starosti podeljeni u pet kategorija. Za procenu stavova je korišćen upitnik „Stavovi prema osobama sa mentalnim bolestima” (Crisp i sar., 2000, 2005), koji sadrži osam konstrukata, vezanih za percepciju stanja, interpersonalnih odnosa i mogućnosti lečenja osoba sa mentalnim bolestima. Značajnost odnosa posmatranih varijabli ispitana je jednofaktorskom analizom varijanse (ANOVA), Pirsonovim koeficijentom korelacije i t-testom.

Analizom rezultata nisu utvrđene statistički značajne razlike stavova prema bolestima zavisnosti među ispitanicima različitog pola. Starost se pokazala kao značajan činilac samo na konstrukt koji se odnosi na mogućnost oporavka osoba sa alkoholizmom ($p=0,04$). Srednje vrednosti rezultata najmlađe i dve starije grupe ispitanika pokazuju tendenciju ka stavu da osobe sa alkoholizmom nikada ne mogu da se u potpunosti oporave. Utvrđene su statistički visoko značajne korelacije svih konstrukata kojima se izražavaju stavovi prema osobama sa

alkoholizmom i narkomanijom ($p<0.000$). Međutim, analizom odnosa aritmetičkih sredina, ustanovljeno je postojanje statistički značajnih razlika u stavovima prema osobama sa alkoholizmom i narkomanijom na većini konstrukata. Ispitanici vrednuju osobe sa narkomanijom kao manje opasne po druge ($p=0,025$), ali smatraju i da se one osećaju znatno drugačije od drugih ljudi ($p<0,000$), kao i da manje mogu da utiču na svoje stanje ($p<0,000$) od osoba sa alkoholizmom. Mogućnost poboljšanja sa tretmanom i potpunog oporavka ispitanici smatraju manje verovatnom ($p<0,000$) kod osoba sa narkomanijom nego kod osoba sa alkoholizmom. Nisu ustanovljene značajne razlike vrednovanja konstrukata koji se odnose na predvidivost, mogućnost komunikacije i odgovornost za stanje u kome se nalaze osoba sa alkoholizmom i narkomanijom.

Rezultati istraživanja ukazuju na tendenciju da se u opštoj populaciji narkomanija tretira kao ozbiljnija i lečenju manje podložna bolest od alkoholizma.

Ključne reči: bolesti zavisnosti, alkoholizam, narkomanija, stavovi, opšta populacija

¹ mivona@sbb.rs

Social Attitudes towards People Suffering from Addiction Diseases

Ivona Milačić Vidojević¹, Milica Gligorović,
Nada Dragojević
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

The aim of this research was to discover the attitudes of general population toward persons suffering from drug addiction and alcoholism. The sample included 336 participants (55.7% females and 44.3% males), aged over 16. The participants were divided into five age categories.

Attitude assessment was obtained by using *The Attitudes toward Persons Suffering from different Mental Diseases Questionnaire* (Crisp et al. 2000, 2005) which comprises eight constructs related to the perception of condition, the interpersonal relations, and the possibility to cure the persons suffering from these diseases.

Significance of relations of the variables under observation was checked by ANOVA, the Pearson's Correlation Coefficient, and the T-Test.

The results did not show statistically significant differences in attitudes toward persons suffering from addiction diseases regarding the gender of the participants. The age proved to be an important factor only in the construct concerned with the possibility of recovering of persons suffering from alcoholism ($p=.04$). Mean values for the youngest (16-19) and two elderly groups of respondents (over 45) are indicative of the participants attitude

to doubt the possibility of complete recovery of persons suffering from alcoholism.

Statistically significant inter-correlations are found for all constructs displaying attitudes towards people suffering from alcoholism and drug addiction ($p<.000$). Comparison of means revealed statistically significant differences between attitudes toward persons suffering from alcoholism and those toward persons suffering from drug addiction for most of the constructs. The participants evaluated drug addicts as more dangerous for other people ($p=.025$), as feeling much differently than the others ($p<.000$), as having less developed ability to influence their condition ($p<.000$) in comparison to alcohol addicts. Possibility of treatment and full recovery, according to the participants, is less probable for persons suffering from drug addiction than for those suffering from alcoholism ($p<.000$). No significant differences were found in evaluating the constructs related to predictability, ability to communicate, and the responsibility for the condition the drug addicts and alcoholics were in.

In general, the results indicate there is a tendency among general population to consider drug addiction to be a disease more serious and more difficult to cure than alcoholism.

Key words: addiction diseases, alcoholism, drug addiction, attitudes, general population

1 mivona@sbb.rs

Situaciona prevencija trgovine drogom u Srbiji

Ivana Radovanović¹

Kriminalističko–policijska akademija, Beograd

Marina Kovačević–Lepojević

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Dragoljub Jovanović

Specijalna bolnica za bolesti zavisnosti, Beograd

Upotreba droge i trgovina drogom danas predstavlja problem kome se pridaje sve više naučne i stručne pažnje. Preko 200 miliona ljudi, odnosno 5% svetske populacije starosti od 15 do 64 godine zloupotrebljava neku vrstu droge. Područje Balkana predstavlja važan tranzitni put kojim se droga doprema iz Avganistana, preko Irana, Pakistana, Grčke, Turske i Bugarske, Rumunije, Kosova i Makedonije do Zapadne Evrope. Procena rizika otkrivanja i hapšenja je jedan od najznačajnijih faktora pri izboru rute trgovine drogom. Na početku rada, biće razmotreni faktori koji podstiču i olakšavaju proces trgovine drogom u Srbiji. Centralni deo rada posvećen je prikazu situacionog modela prevencije trgovine drogom kojim se nastoji uticati na percepcije učinilaca o riziku otkrivanja i hapšenja, otežati izvršenje, redukovati nagrada i provokacija i onemogućiti opravdanja. Prvo, mapiraju se područja koja su prepoznata kao kritične tačke gde se odvija trgovina drogom, kao što su granični prelazi, aerodromi sa okolinom, putevi i drugo. Najvažnije situacione tehnike su: patroliranje, korišćenje termalnih kamera, skeniranje X zracima, skeniranje uređajima za identifikovanje tragova droge, obuka policijskih

službenika i podsticanje saradnje sa osobama iz kritičnih područja koje nisu uključene u lanac trgovine drogom, smanjenje potražnje i snižavanje cene droge, sprečavanje pranja novca, jasna regulativa u vezi sa odgovornošću kompanija prevoznika, bezbednosna provera vlasnika kompanija i zaposlenih prevoznika, upotreba GPS za praćenje vozila, oduzimanje vozačkih dozvola i pasoša osobama za koje se utvrdi da su učestvovala u procesu trgovine drogom i druge. Iako ne možemo predvideti svaku situaciju koju učinioci mogu percipirati kao priliku za izvršenje trgovine drogom, potrebno je konstantno raditi na iznalaženju alternativnih situacionih preventivnih mera.

Ključne reči: trgovina drogom, situaciona prevencija, kriminal, Srbija

¹ radovanovic_ivana@yahoo.com

Situational Prevention of Drug Trafficking in Serbia

Ivana Radovanović¹

Criminal Police Academy, Belgrade

Marina Kovačević–Lepojević

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Dragoljub Jovanović

Special Hospital for Additional Diseases, Belgrade

Drug use and trafficking are huge problems in contemporary society, which is being given more scientific and professional attention. Over 200 million people, or 5% of world population from 15 to 64 years of age abuse some sort of drugs. Balkan region is an important transit route for the transit of drugs from Afghanistan, through Iran, Pakistan, Greece, Turkey and Bulgaria, Romania, Kosovo and Macedonia to Western Europe. Assessment of the risk of being caught and arrested is one of the most important factors in choosing the route for drug trafficking. At the beginning, the factors that encourage and facilitate the process of drug trafficking in Serbia will be considered. The central part of this work has been dedicated to the overview of the situational model of drug trafficking prevention, with the intent to influence the offenders' perception of the risk of being caught and arrested, to increase the effort of the offender in committing a crime, and to reduce the reward and provocation and prevent justification. First, the areas identified as the critical points where drug trafficking takes place, such as border crossings, airports, roads, etc. will be mapped.

The most important situational techniques are patrolling, thermal cameras, X-ray scanners, puffer machines (i.e., trace portal machines), training of police officers, encouraging cooperation with persons from critical areas who are not included in drug trafficking, reducing demand and lowering drug prices, prevention of money laundering, clear regulations regarding liability of carrier company, the security check of company owners and employees of the carrier, the use of GPS for vehicle tracking, confiscation of passports and driving licenses of persons who are found to have participated in the drug trade and so on. Although we cannot anticipate every situation that perpetrator can perceive as an opportunity for drug trafficking, constant work on finding alternative situational preventive measures is important.

Key words: drug trafficking, situational prevention, crime, Serbia

1 radovanovic_ivana@yahoo.com

Učestalost i karakteristike poremećaja ponašanja dece u predškolskim ustanovama

Aleksandra Arandelović¹, Zorica Milosavljević,
Milica Popović, Una Radovanović
Mentor: Prof. dr Vesna Žunić-Pavlović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Brojna istraživanja pokazuju da rana inicijacija problematičnih ponašanja povećava verovatnoću razvoja ozbiljnijih problema na starijem uzrastu. Istovremeno, ispoljavanje problematičnih ponašanja smatra se uobičajenim za predškolski uzrast, što čini ovu problematiku posebno osetljivom. Cilj ovog rada je utvrđivanje pojavnih oblika i intenziteta problematičnih ponašanja dece predškolskog uzrasta, sa posebnim osvrtom na polne i uzrasne razlike.

Istraživanje je rađeno u pet predškolskih ustanova, na uzorku od 206 predškolaca, oba pola, uzrasta 3-7 godina. Podaci o ponašanju dece prikupljeni su od vaspitačica. Za prikupljanje podataka korišćen je instrument Sutter-Eyberg Student Behavior Inventory – Revised (Eyberg, Pincus, 1999). Najvažniji rezultati istraživanja su: ispoljavanje poremećaja ponašanja je učestalije kod dečaka nego kod devojčica ($t = 4,48$; $df = 204$; $p < 0,001$); nisu otkrivene značajne razlike u ispoljavanju poremećaja ponašanja u odnosu na uzrast, ali se može uočiti povećanje učestalosti problematičnih ponašanja na starijem uzrastu; na uzrastu od 3 godine najčešći oblik problematičnog ponašanja je „teškoće da se sačeka svoj red“, dok su deca uzrasta 7 godina češće „preterano aktivna ili nemirna“; kod 16,5% predškolaca identifikovana je natprosečna učestalost ispoljavanja

poremećaja ponašanja; neusklađenost skorova na Skali intenziteta i Skali problema sugeriše da vaspitačice imaju visoku toleranciju za problematična ponašanja predškolaca.

Rezultati ovog istraživanja mogu biti od značaja za praksu, jer ukazuju na specifičnosti ispoljavanja problematičnih ponašanja kod dece predškolskog uzrasta, kao i na polne i uzrasne razlike u ekspresiji određenih problema.

Ključne reči: predškolski uzrast, poremećaji ponašanja, SESBI-R, Srbija

¹ sanja-pn@hotmail.com

Frequency and Characteristics of Behavioral Disorders in Preschool Children

Aleksandra Arandelović¹, Zorica Milosavljević,
Milica Popović, Una Radovanović
Mentor: prof. dr Vesna Žunić-Pavlović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Numerous studies suggest that early initiation of problematic behavior increases the likelihood of developing serious problems at a later age. At the same time, the manifestation of problematic behavior is considered to be normal for preschoolers, which makes this issue particularly sensitive. The aim of this study is to determine the forms and intensity of problematic behavior in preschool children, with special emphasis on gender and age differences.

The study was conducted in five pre-school establishments, with a sample of 206 preschool children of both sexes, aged 3-7 years. Behavioral data was gathered from the teachers and school staff. The instrument used for data collection was Sutter Eyberg Student Behavior Inventory – Revised (Eyberg, Pincus, 1999). The most important findings include: Conduct disorder manifestation is more common in boys than in girls ($t=4.48$, $df=204$; $p<.001$), significant differences in the expression of behavioral disorders relative to age were not detected, although an increase in the frequency of problematic behavior can be observed in children of greater age, at the age of 3 years the most common form of problematic behavior is the „difficulty to wait for their turn”, while children at the age of 7 are more often „overly active or restless”; in 16.5% of

preschool children the above-average frequency of behavioral disorder expression was identified; the mismatch between the scores on the Intensity and Problem scales suggests that teachers exhibit high tolerance to behavioral problems of preschoolers.

The results of this study may be relevant to the practice, as they point out the specifics of the problematic behavior manifestation in preschool children, as well as gender and age differences in the expression of specific problems.

Key words: preschool children, behavioral disorders, SESBI-R, Serbia

1 sanja-pn@hotmail.com

Medijski prikaz maloletnih prestupnika u štampi u Srbiji

Marija Jovanović¹, Lidija Bukvić
Mentor: prof. dr Aleksandar Jugović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

U radu je prikazano istraživanje autorki koje je za cilj imalo da prikaže sliku maloletnih prstupnika u štampanim medijima Srbije. Da bi se dobio uvid u to koliko medijski prikaz malololetnih prestupnika predstavljen u štampi odgovara podacima zvanične statistike, upoređeni su podaci o zastupljenosti, polu, uzrastu i vrsti izvršenog dela iz dnevne štampe i podaci Republičkog zavoda za statistiku o maloletnim učiniocima krivičnih dela. Istraživanje je sprovedeno na uzorku od 210 listova dnevne štampe prikupljenih novembra 2010. godine i novembra 2011. godine. Jedinicu analize predstavljao je novinski članak o maloletnim prestupnicima. Korišćena tehnika istraživanja je analiza dokumentacije – analiza novinskih članaka i analiza statističkih podataka. Prikupljeni podaci obrađeni su kvantitativno (program SPSS) i kvalitativno. Dobijeni rezultati pokazuju da postoje neslaganja između slike u štampi i zvaničnih statističkih podataka pogotovo kada je reč o vrsti dela koju maloletnici vrše. Nasilni kriminalitet je u štampi prisutniji skoro četiri puta više nego što je to slučaj sa podacima Republičkog zavoda za statistiku. Kao najzastupljeniju kategoriju maloletnih prestupnika štampa izdvaja decu, odnosno maloletna lica do 14 godina. Prema štampanim medijima oko dve trećine dela koja maloletnici izvrše su sa elementima nasilja, dok su maloletnice

prikazane kao izvršiteljke isključivo nasilnih dela. Tema koja dominira u štampi jeste vršnjačko nasilje u školskoj sredini. Dihotomizacijom maloletnika na nasilnika i žrtvu, pripisuje im se i skup polarizovanih pozitivnih ili negativnih osobina. Druga dela maloletnici vrše u grupi, često u društvu punoletnika. Uzroke maloletničke delinkvencije štampa smešta prvenstveno u makrosistem, ali se ne zanemaruju ni neki elementi mikrosistema kao što su porodica i vršnjaci. Na osnovu rezultata istraživanja zaključeno je da štampa prikazuje iskrivljenu sliku maloletničkog prestupništva, što je u skladu sa početnim pretpostavkama. Prisutna je tendencija ka senzacionalizaciji, preuveličavanju i pojednostavljenju prikaza maloletnika, te je stoga neophodno kritički se odnositi prema podacima koje dobijamo iz štampe.

Ključne reči: maloletni prestupnici, medijski prikaz, štampa, nasilje

¹ jovanovicmarija1990@hotmail.com

Media Presentation of Juvenile Offenders in the Press in Serbia

Marija Jovanović¹, Lidija Bukvić
Mentor: prof. dr Aleksandar Jugović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

A research conducted by the authors is presented in this paper. The goal of the research was to present the image of juvenile offenders in the print media in Serbia. The data on representation, gender, age and type of the crime committed, taken from the daily press were compared to the data on juvenile offenders from the Statistical Office of the Republic of Serbia, so an insight could be gained with regards to how much the media presentation of juvenile offenders presented in the press corresponds to the official statistical data. The research was conducted on a sample of 210 daily press papers collected in November 2010 and November 2011. The unit of analysis was a newspaper article on juvenile offenders. Analysis of the documentation – analysis of newspaper articles and analysis of statistical data – was the technique that was used in the research. The collected data were processed quantitatively (SPSS program) and qualitatively. The results show that there are discrepancies between the image presented in the press and the official statistical data, particularly regarding the type of the crime committed. Violent crime is present in the print media almost four times more than is the case with the Statistical Office of the Republic of Serbia. The press emphasizes the category of children, juveniles younger than the age of 14, as the most common

category of juvenile offenders. According to the print media, about two thirds of all crimes committed by male juvenile offenders are those with elements of violence, while female juvenile offenders are presented as executors of violent crimes exclusively. Bullying is the topic that dominates the daily press. Dichotomization of juveniles into abusers or victims provides them with a set of polarized positive or negative characteristics. Other acts are carried out by juveniles in groups, often accompanied by adults. The press places the causes of juvenile delinquency primarily in the area of macrosystem, but some elements of microsystem, such as family and peers, are not disregarded. On the basis of research results it was concluded that the print media presented a distorted image of juvenile delinquency, which is consistent with initial assumptions. A tendency towards sensationalism, exaggeration and simplification of the image of juvenile offenders is present, and is therefore necessary to address the data received from the press from a critical point of view.

Key words: juvenile offenders, media presentation, press, violence

1 jovanovicmarija1990@hotmail.com

Zastupljenost rizičnog pijenja alkohola među studentima Univerziteta u Beogradu

Lidija Bukvić¹, Marija Jovanović, Marija Milovanović
Mentor: prof. dr Danka Radulović

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

U radu su prikazani rezultati istraživanja koje je za cilj imalo utvrđivanje stepena zastupljenosti rizičnog pijenja alkohola među studentima Univerziteta u Beogradu. Istraživanje je vršeno na prigodnom uzorku ispitanika od 473 studenta osnovnih studija Univerziteta u Beogradu. Uzorak nezavisnih varijabli činili su pol, uzrast, prosečna ocena na studijama, dok je za zavisnu varijablu uzet stepen rizičnog pijenja alkohola procenjen na osnovu broja potvrđenih odgovora na upitniku. U obradi podataka korišćen je kvantitativni metod. Rizično ponašanje je ispitano upitnikom o rizičnom pijenju preuzetim iz terapijskog priručnika za lečenje alkoholizma. Postoje statistički značajne razlike među zastupljenosti studenata u kategorijama rizičnog pijenja alkohola i kategoriji nerizičnog pijenja ($\chi^2=61,82$; $p=0,000$). U posmatranom uzorku čak 68% ispitanika ispoljava znake rizičnog pijenja alkohola; u kategoriji mladića, ovaj procenat iznosi 83,9%, a u kategoriji devojaka 57%. Statistički značajni rezultati u zastupljenosti rizičnog pijenja alkohola dobijeni su u vezi sa polom ispitanika ($t=7,363$; $p=0,000$), pri čemu studenti muškog pola ispoljavaju više znakova rizičnog pijenja. Prosečna ocena na studijama i uzrast ispitanika nisu statistički značajno povezani sa stepenom rizičnog pijenja alkohola. Iako je u kategorijama rizičnog pijenja veća zastupljenost studenata

muškog pola, nije zanemarljiv podatak o zastupljenosti devojaka u rizičnoj grupaciji. Period mladilaštva, posebno u studentskoj populaciji, praćen je mnogobrojnim kako pozitivnim, tako i negativnim okolnostima koje mogu predstavljati pogodno tle za konzumiranje alkohola. Rezultati istraživanja ukazuju na alarmantnu zastupljenost rizičnog pijenja alkohola, s obzirom na to da skoro dve trećine studenata Univerziteta u Beogradu ispoljava ovaj oblik ponašanja, posebno među studentima muškog pola, gde svega 16,1% studenata ne manifestuje rizične obrasce ponašanja u vezi sa upotrebom alkohola. Ovakva slika ukazuje na neophodnost urgentnog pristupa rešavanju ovog problema.

Ključne reči: upotreba alkohola, studenti, rizično pijenje

¹ lidija_bukvic@yahoo.com

Representation of Risky Drinking among Belgrade University Students

Lidija Bukvić¹, Marija Jovanović, Marija Milovanović
Mentor: prof. Danka Radulović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

This paper presents a research aimed at determining the level of representation of risky drinking among Belgrade University students. The research was conducted on a convenient subject sample of 473 undergraduate students at Belgrade University. The independent variable sample consisted of gender, age, GPA, while the degree of risky drinking, based on the number of affirmative answers to the questionnaire, was used as the dependent variable. Quantitative method was used in data analysis. Risky behavior was tested with a questionnaire on risky drinking taken from a therapy manual for the treatment of alcoholism. Statistically significant differences exist between the representation of students in the categories of risky drinking and the non-risky drinking category ($\chi^2=61.82$; $p=.000$). As many as 68% of participants in the observed sample exhibit the signs of risky drinking; in the category of young men, this percentage is 83.9%, whereas in the girls category that percentage is 57%. Statistically significant results in the representation of risky drinking were obtained in relation to the gender of subjects ($t=7.363$, $p=0.000$), whereby male students exhibit more signs of risky drinking. GPA and the age of the respondents were not significantly statistically correlated with the degree of risky drinking. Although male students make a greater

share in the categories of risky drinking, the representation of girls in the risk group cannot be neglected. The period of adolescence, in student population in particular, is accompanied by a number of both positive and negative circumstances that may lay a favorable ground for alcohol consumption. These results suggest an alarming representation of risky drinking, considering that nearly two-thirds of Belgrade University students express this kind of behavior, especially among male students, where only 16.1% of students do not manifest risk behaviors related to alcohol use. Such image shows the necessity of urgent approach to solving this problem.

Key words: alcohol use, students, risky drinking

1 lidija_bukvic@yahoo.com

Nasilje u emotivnim vezama mladih: etiološke i fenomenološke karakteristike

Jelena Radosavljević Petrović
Kazneno popravni zavod u Požarevcu – Zabela
Jelena Dimitrijević Vavan¹
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Iako je poslednjih nekoliko godina nasilje u emotivnim vezama mladih postalo sve češći predmet međunarodnih i regionalnih kriminoloških istraživanja, u poređenju sa partnerskim nasiljem odraslih, ova vrsta nasilja još uvek predstavlja slabo izučen fenomen. Posledično, cilj ovog rada je da na osnovu analize dostupne literature i relevantnih istraživanja izdvoji i kritički analizira fenomenološka i etiološka obeležja nasilja u vezama mladih, pri čemu će poseban akcenat biti stavljen na rasprostranjenost i faktore rizika koji se odnose na žrtve i izvršioce.

Između ostalog, analiza dostupnih istraživačkih nalaza pokazala je da mladi mogu doživeti sve vrste nasilje u vezi, ali da su ipak mladi najčešće žrtve psihičkog nasilja, potom fizičkog, a najređe seksualnog nasilja. Sem toga, viktimizirane osobe vrlo često i same vrše nasilje u vezi, što ukazuje na to da je nasilje u vezama mladih često obostrano. Konkretnije, i devojke i mladići mogu biti, kako žrtve, tako i nasilnici. Međutim, za razliku od partnerskog nasilja odraslih gde se muškarci češće pojavljuju kao izvršioци, obrasci adolescentskog nasilja su manje rodno diferencirani. Rezultati nedvosmisleno potvrđuju da nasilje u vezama mladih ima ozbiljne posledice po fizičko i mentalno zdravlje, da je povezano sa drugim rizičnim ponašanjima, da može voditi ka

nasilju u odrasлом dobu, odnosno većoj toleranciji na partnersko nasilje u odrasлом dobu, tako da je samim tim važan psihosocijalni i javnozdravstveni problem. Raspoloživi podaci pokazuju i da je ovaj vid nasilja multideterminisan i da brojni faktori u interakciji jedni sa drugima utiču na njegov nastanak i razvoj. Ipak, analizom se mogu identifikovati grupe faktora rizika viktimizacije nasiljem, odnosno činjenja nasilnog ponašanja u vezama mladih.

Polazeći od rezultata pregledanih i analiziranih istraživanja, nameće se zaključak da nasilje u vezama mladih predstavlja složen problem koji pogađa sva društva i koji ima svoje etiološke i fenomenološke karakteristike i specifičnosti. Samim tim, nasilje u emotivnim vezama mladih važno je izučavati i, na osnovu naučno-istraživačkih nalaza, kreirati programe kojima će se ono sprečiti pre nego se dogodi.

Ključne reči: nasilje u vezi, mladi, fenomenologija, etiologija, karakteristike

¹ jexi1210@gmail.com

Youth Dating Violence: Etiological and Phenomenological Characteristics

Jelena Radosavljević Petrović
Penal and Correctional Institution in Požarevac – Zabela
Jelena Dimitrijević Vavan¹
University of Belgrade – Faculty of Special Education
and Rehabilitation

Although in the past several years dating violence among youth has become an increasingly common subject of international and regional criminological research, this kind of violence is still a poorly studied phenomenon in comparison to adult partner violence. Consequently, the aim of this paper is to single out and critically analyze phenomenological and etiological characteristics of youth dating violence on the basis of the analysis of available literature and relevant research critical analysis. Particular emphasis will be placed on the prevalence and risk factors related to victims and perpetrators.

Among other things, analysis of available research findings showed that young people can experience all kinds of violence in a relationship, but they are still mostly victims of psychological violence, rather than physical, and quite rarely of sexual violence. In addition, victimized persons often commit dating violence, which indicates that youth dating violence is often bilateral. More specifically, both girls and boys can be both victims and bullies. However, in contrast to the adult partner violence where men are more likely to appear as perpetrators, the patterns of youth dating violence are less gender-differentiated. Results clearly confirm that youth dating violence has serious consequences on the

physical and mental health, that is associated with other risky behaviors, that can lead to violence in adulthood as well as to a greater tolerance of partner violence in adulthood, and is therefore an important psychosocial and public health problem. Available data indicate that this type of violence is multi-determined and that numerous factors interact with one another to affect its occurrence and development. However, a group of risk factors of victimization and dating violence can be identified by the analysis.

The conclusion based on the results of reviewed and analyzed studies is that youth dating violence is a complex problem that affects all societies and which has its etiological and phenomenological characteristics and specificities. Thus, it is important to study youth dating violence and to create programs based on scientific research findings in order to prevent violence before it happens.

Key words: dating violence, youth, phenomenology, etiology, characteristics

¹ jexi1210@gmail.com

Zašto muškarci siluju u ratu?

Tamara Krneta¹

Mentor: prof. dr Vesna Nikolić Ristanović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Silovanje predstavlja akt u kom se osoba protiv svoje volje, primenom nasilja i pretnji, prisiljava na učestvovanje u seksualnom odnosu. Silovanje podrazumeva napad na telo, ali i na dostojanstvo i ličnost žrtve. U okolnostima ratnih sukoba, silovanje predstavlja jednu od najtežih manifestacija seksualnog nasilja koju karakteriše svirepost, masovnost i višestruke fizičke i emocionalne posledice. Tokom oružanih konflikata silovanja se smatraju nesrećnim i neizbežnim nusproduktom, koji muškarci koriste na najokrutniji način i time pokušavaju da povrate osećaj moći i muškosti, a da istovremeno nanesu štetu protivničkoj strani.

Cilj rada je da se, na osnovu dostupne literature i rezultata istraživanja o seksualnom nasilju u ratu, ukaže na moguće psihološke, socijalne, strateške i političke uzroke sistematskih i masovnih silovanja u oružanim sukobima. Postoji zabluda da se silovanje u službi oružanih konflikata dešava zbog neobuzdane želje i seksualnog nagona muškaraca koji u takvim vanrednim okolnostima ne mogu da se kontrolišu. U tekstu su navedene psihičke manifestacije muškaraca i žena tokom ratnih sukoba, koje otklanjaju zablude o masovnim silovanjima koja se u tim okolnostima događaju. Silovanje nije vid agresivnog ispoljavanja seksualnog nagona, već agresija ispolje-

na seksualnim putem. Istraživanja pokazuju da silovanja u ratu imaju i posebnu ulogu. Silovanje u ratu, koristi se kao jedno od „pravila ratnih sukoba“, deo genocidne strategije, deo ratničke identifikacije, sredstvo komunikacije između protivničkih strana, a iznad svega su politički interesi koji ovakva kriminalna ponašanja ne sankcionišu zarad svojih „viših“ ciljeva, apsolutnog degradiranja neprijatelja i pobe-
de. Karakteristika istraživanja ovog problema jeste raspolaganje oskudnim statističkim podacima, koji su samo još jedan dokaz političke pozadine ovog krivičnog dela. Na samom kraju, autorka će ukazati na moguće načine sprečavanja reviktimizacije žrtava silovanja u ratu i povećanje vidljivosti u javnosti za ovaj oblik seksualnog nasilja.

Ključne reči: rat, silovanje, muškarci, žrtve

¹ tamara.krneta@hotmail.com

Why Do Men Rape in War?

Tamara Krneta¹

Mentor: prof. dr Vesna Nikolić Ristanović

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Rape is an act in which a person is forced to participate in sexual intercourse against their will, by use of violence and threats. Rape involves an attack on the body, but also on the dignity and personality of the victim. In situations of armed conflicts, rape is one of the worst manifestations of sexual violence characterized by cruelty, mass and multiple physical and emotional consequences. During armed conflicts, rape is considered an unfortunate but inevitable by-product that men use in the most brutal way and thereby trying to regain a sense of power and masculinity, while also harming the opposing side.

The aim of the paper is to point out to possible psychological, social, strategic and political causes of mass and systematic rapes in armed conflicts on the basis of existing literature and research on sexual violence in war. There is a misconception that rape in service of armed conflicts happens due to uncontrollable desire and sexual impulses of men which cannot be controlled in such exceptional circumstances. The text points out to psychological manifestations of men and women during armed conflicts that eliminate misconceptions about mass rapes that occur in these circumstances. Rape is not a form of aggressive manifestation of sex drive, but aggression expressed sexually. Research shows

that rape also has a special role in war. Rape in war is used as one of the „rules of war”, part of the genocidal strategy, part of the warrior identification, the means of communication between opposing parties, and above all are political interests that do not sanction such criminal behavior for the sake of „higher” goals, absolute degradation of enemy and victory. A characteristic of research on this problem is access to poor statistical data, which is just another evidence of the political background of this criminal act. At the very least, the author will point to possible ways of preventing re-exposure to victimization of rape victims in war and increasing the public visibility for this form of sexual violence.

Keywords: war, rape, men, victims

1 tamara.krneta@hotmail.com

Projekat „Prevenција trgovine ljudima među decom sa smetnjama u razvoju”

Marija Slavković¹, Jovana Knežević Krgović
Osnovna škola „Sava Jovanović Sirogojno”, Beograd

Timskom saradnjom Crvenog krsta Srbije i OŠ „Sava Jovanović Sirogojno“ u Zemunu, realizovan je projekat pod nazivom „Prevenција trgovine ljudima među decom sa smetnjama u razvoju“.

Projektinm aktivnostima realizovana je edukacija dece sa smetnjama u razvoju, kao posebno rizične grupe za trgovinu ljudima.

Cilj pomenutog projekta bio je da se kroz edukaciju dece sa smetnjama u razvoju, deca emotivno, intelektualno i verbalno osposobe za prevenciju sopstvenih rizičnih ponašanja i pravilnu reakciju u potencijalno opasnim situacijama, koje ukazuju na mogućnost trgovine ljudima.

Korisnici usluga projektnih aktivnosti bili su učenici iz OŠ „Sava Jovanović Sirogojno”, od prvog do osmog razreda, uzrasta od 7 do 16 godina (N= 86).

Projekat je realizovan od septembra 2011. do maja 2012. godine, jedanput mesečno u mlađim i starijim razredima, u trajanju od 30 minuta.

Dinamika radionica je podrazumevala predavanje volontera Crvenog Krsta, predhodno upućenih i obučenih od strane defektologa uz adekvatno izrađene didaktičke komplete za navedeni projekat, primerene hronološkom dobu učenika.

Deca su na početku i po završetku projekta testirana na nestandardizovanim testom, gde smo dobili uvid u savladanost znanja na temu trgovina ljudima.

Izvršenom evaluacijom zaključili smo da je program uticao na povećanje svesti o problemu trgovine ljudima među decom sa smetnjama u razvoju, putem poboljšanja njihovih emocionalnih, socijalnih i uopšte životnih veština.

Ključne reči: prevencija, trgovina ljudima, deca sa smetnjama u razvoju

1 marija.mmd@gmail.com

The Project „Prevention of Trafficking among Children with Disabilities”

Marija Slavković¹, Jovana Knežević Krgović
Primary school „Sava Jovanović Sirogojno”, Belgrade

The project entitled „Prevention of Trafficking among Children with Developmental Disabilities” was implemented through team work of the Red Cross of Serbia and the primary school „Sava Jovanović Sirogojno” in Zemun.

Education of children with developmental disabilities, as a particular risk group for trafficking, was performed through project activities.

The aim of the project was to train children with developmental disabilities emotionally, intellectually and verbally for the prevention of personal risk behaviours and for the proper reaction in potentially dangerous situations which indicate the possibility of human trafficking.

Beneficiaries of the project activities were students of primary school „Sava Jovanović Sirogojno” from first to eighth grade, aged between 7 and 16 years (N= 86).

The project was implemented from September 2011 to May 2012 through sessions held once a week in lower and higher grades, 30 minutes each.

The dynamics of the workshops implied lectures by the Red Cross volunteers who had been previously informed and trained by special education teachers and who were equipped with specially manufactured didactic kits for the project in question, appropriate for the chronological age of students.

At the beginning and at the end of the project, children were tested on nonstandardized tests that gave us an insight into the acquired knowledge on human trafficking.

On the basis of a completed evaluation, we concluded that the program raised the awareness of human trafficking among children with disabilities by improving their emotional, social and general life skills.

Key words: prevention, human trafficking, children with disabilities

¹ marija.mmd@gmail.com

Vidovi ljubavi i njihovi antipodi

Jelena Timotić¹

Mentor: prof. dr Danka Radulović

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Savremeni trendovi pozitivne psihologije manje opisuju emocije u trijasi ljubav, vera, nada. Predmet rada su vidovi ljubavi prisutni u relacijama odraslih, odnos između ljubavi i ljubomore i disfunkcionalni obrasci partnerskih odnosa identifikovani u veštačenjima slučajeva zločina iz strasti. Prema Bolbijevoj psihološkoj teoriji potreba za emocionalnim vezivanjem prisutna je tokom čitavog života i može da objasni iskustvo doživljavanja emocija kao što je ljubav. Kada partner nije respozivan, drugi partner može postati anksiozan, preokupiran i hipersenzitivan na znake ljubavi ili njenog odsustva. Cilj rada je da se ispita kakvi su stilovi afektivne vezanosti prisutni među odraslima, a kakvi među partnerima i na koji način oni mogu biti prediktivni za nastanak specifičnih vidova psihopatologije i zločina iz strasti. Emocija je reakcija subjekta na stimulus koji je ocenio kao važan a nastanak emocija objašnjen je pomoću modela kružne emocionalne reakcije autora Zorana Milivojevića. Kada emocije posmatramo kao razmenu poruka između bića i sveta, ljubomoru možemo identifikovati u zoni preteranih osećanja. U radu su opisani vidovi ljubavi i vid izopačene ljubavne idealizacije koja se ispoljava u ljubomori. Zločin iz strasti nije pravna kvalifikacija i prisutan je u forenzičko-psihološkoj praksi u opisu krivičnih dela sa motivima ljubomore, niskih pobuda, bezob-

zirne osvete ili svađe i kao afektivno-impulsivni čin. Kao teorijska objašnjenja etiologije zločina iz strasti prikazana su stanovišta psihoanalitičara, transakcionih analitičara i autora poput Stendala, Junga, Melanije Klajn, Adlera i Froma. Opisani su i analizirani slučajevi sa elementima ovog zločina iz svakodnevnog života, rezultati psihijatrijskog veštačenja učinilaca kao i medijski prikazi slučajeva zločina iz strasti.

Ključne reči: afektivno vezivanje, emocije, ljubav, ljubomora, zločin iz strasti

¹ jelenatimmed@gmail.com

The aspects of Love and their Antipodes

Jelena Timotić¹

Mentor: prof. dr Danka Radulović

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Current trends of positive psychology rarely describe emotions in the trinity of love, faith and hope. This paper deals with aspects of love that are present in adult relationships, the relationship between love and jealousy and dysfunctional patterns of partnership identified in forensic cases of crimes of passion. According to the psychological theory of Bowlby, the need for emotional attachment is present throughout life and can explain experiencing emotions such as love. When a partner is not responsive, the other partner may become anxious, preoccupied, and hypersensitive to signs of love or its absence. The aim of this study was to examine the styles of attachment present in adults, and those between partners, and how they can be predictive for the occurrence of specific forms of psychopathology and crime of passion. Emotion is a reaction to the stimulus that the subject is described as a significant and the occurrence of emotions is explained by using a circular model of emotional reaction by Zoran Milivojević. When emotions are viewed as the exchange of messages between the being and the world, jealousy can be identified within the zone of excessive emotions. This paper describes a kind of perverted idealization of love manifested through jealousy. Crime of passion is not a legal qualification and it exists in the forensic-

psychological practice in descriptions of crimes with motives of jealousy, low motives, ruthless revenge or as an argument and affective-impulsive act. As theoretical explanations of the etiology of crimes of passion, the points of psychoanalysts, transactional analysts and authors such as Stendal, Jung, Melanie Klein, Adler and Fromm are displayed. We also described and analyzed cases with elements of crime from everyday life, the results of psychiatric expertise of offenders and media coverage of cases of crimes of passion.

*Key words: adult attachment, emotions, love,
jealousy, crime of passion*

¹ jelenatimmed@gmail.com

Defektološka procena poremećaja ponašanja u detinjstvu i ranoj adolescenciji

Ana Vignjević¹, Ana Zimonjić, Radmila Majkić
Škola za osnovno i srednje obrazovanje „Vožd”, Beograd

Školu za osnovno i srednje obrazovanje „Vožd” u Beogradu pohađaju deca čija je osnovna karakteristika odrastanje u izrazito nepovoljnom životnom okruženju, što za posledicu ima loš školski uspeh i delinkventno ponašanje. Učenike naše škole čine većinom deca sa hiperkinetičkim ponašanjem, slabom kontrolom impulsa, agresivnim ponašanjem, ali i sa drugim oblicima disharmoničnog razvojnog toka. Takođe je za ovu decu karakteristično da nemaju razvijene socijalne veštine i socijalno prihvatljiv i uobičajen način komunikacije. U svrhu prikladnijeg usmeravanja dodatnog tretmana kroz vannastavne aktivnosti, izvršili smo ispitivanje organizovanosti sheme tela, lateralizovanosti pokreta, odnosa prema vremenu i prostoru u kome postoje, što se u literaturi pojavljuje kao problem u nastajanju lošeg uspeha u školi i neadaptiranog ponašanja dece. Školu pohađa 45-oro dece uzrasta od 7 do 17 godina, kod kojih postoji izuzetna nesaglasnost između kalendarskog i školskog uzrasta. Što su po uzrastu mlađa, to su nesigurnija u odnosu na svoje telo u prostoru ((13 učenika uzrasta od 7 do 10 godina, njih desetoro (76,92%) ne prepoznaje desno-levo, dok u grupi od osamnaestoro učenika uzrasta od 11 do 13 godina njih desetoro (55,55%) to ne ume, a u grupi najstarijih učenika uzrasta od 14 do 17 godina taj procenat je manji (28,57%)). Prepoznavanje struktura vremena je sasvim neujednačeno i individualizovano (od ukupnog broja učenika čak kod

četrdeset jednog učenika se javio ovaj problem, što iznosi 91,11%). Upadljiva je nezrelost u rešavanju matematičkih problema i u harmoničnom izražavanju u ravni apstraktnog mišljenja. Shodno nalazu predlažemo uvođenje određenih vežbi opšte i specifične reedukacije psihomotorike i savetodavnog delovanja u ravni geštalt psihoterapijskih metoda radi uspostavljanja unutrašnje ravnoteže između saznanjih i emocionalnih funkcija, poboljšanja komunikacije među decom i podizanju kognitivnih sposobnosti naših učenika.

Ključne reči: disharmonični razvoj, poremećaj ponašanja, reedukacija

¹ analukicdef@yahoo.com

Special Education Assessment of Behavioral Disorders in Childhood and Early Adolescence

Ana Vignjević¹, Ana Zimonjić, Radmila Majkić
*School for elementary and secondary education „Vožd”,
Belgrade*

School for elementary and secondary education „Vožd” in Belgrade is the educational center for children with behavioral disorders, whose basic characteristics is growing up in an extremely unfavorable environment, which results in bad grades at school and delinquent behavior. Most of the children who attend our school are children with ADHD, poor impulse control, aggressive behavior, and also with other forms of disharmonic development. Also, these children usually have underdeveloped social skills, and socially acceptable and common ways of communication. For a more appropriate guidance of additional treatment through extracurricular activities, we examined body scheme organization, movement laterality, their relation to time and space in which they exist, which is, according to the literature, manifested as a poor academic achievement and maladapted behavior. In our primary school we have 45 children aged 7-17, among whom there is a significant discordance between the calendar and the school age. The younger they are, the greater uncertainty they express in relation to their body in space (10 students out of 13 (76.92%), aged 7-10 do not recognize right-left, while in the other group, 10 out of 18 students (55.55%), aged 11-13 do not possess this ability, and in the oldest group, aged 14-17, this percentage is lower). Recognition of

time structures is quite uneven and individualized (forty-one students from the total number of those tested demonstrated this problem, which is 91.11%). Immaturity in solving mathematical problems and in harmonious expression at the level of abstract thinking is striking. According to the findings, we suggest the introduction of certain general and specific exercises for psychomotor reeducation and counseling activities on the basis of gestalt psychotherapeutic methods, in order to establish the inner balance between cognitive and emotional functions, improve communication between children and raising the cognitive abilities of our pupils.

Key words: disharmonic development, behavioral disorders, reeducation

1 analukicdef@yahoo.com

Tema:

*Vaspitanje i obrazovanje osoba sa smetnjama i
poremećajima u razvoju*

Education of Persons with Developmental Disabilities

The Effects of Co-Teaching in the Integration of a Student with Blindness in a General Educational Setting

Vassilios Argyropoulos¹, Maria Papazafiri
University of Thessaly, Volos

This paper refers to a case study of a student with blindness (severe visual impairment) and discusses the results of an action research network which aimed to promote the student's academic access and level of integration in a general educational setting. The persons involved in this collaborative scheme were a special education teacher, an academic and the student's mother. The special education teacher was working with the general teacher in the same physical place (co-teaching classroom). The research design was the scheme of action research and it was included into its strands the following phases: a. planning b. action c. observation and d. reflection. The findings of the study indicated that a. there was a lack of an inclusive and collaborative thinking regarding the general education teachers' perspectives b. the usage of haptic educational material and appropriate teaching methods promoted the blind student's access to the curriculum, and c. the sighted students had a pivotal role in their blind classmate's inclusion. The outcomes of this action research network raised concerns about the notion of co-teaching and provide conceptual frameworks to discuss the critical role of action research in conceptualizing educational contexts and situations from a number of different perspectives.

Key words: action research, co-teaching, visual impairment

¹ vassargi@uth.gr

Razlike u akademskim postignućima učenika oštećena vida

Tina Runjić¹, Ante Bilić Prčić
Sveučilište u Zagrebu, Edukacijsko–rehabilitacijski
fakultet
Ingrid Žolgar Jerković
Univerza v Ljubljani, Pedagoška fakulteta

U redovnom sustavu odgoja i obrazovanja vrlo često kod stručnjaka, roditelja i vršnjaka prevladavaju mišljenja kako su učenici s teškoćama općenito u akademskom smislu manje uspješni u školi. Na školski uspjeh utječu brojni čimbenici, a neprikladne reakcije na teškoće učenja u školi i neshvaćenost od strane roditelja izazivaju emocionalne poteškoće i probleme u ponašanju koje doprinose školskom neuspjehu.

Cilj ovog rada je bio ispitati razlike u akademskim postignućima između učenika i učenica oštećena vida, integriranih i neintegriranih, te slijepih i slabovidnih učenika. U istraživanju korišten je dio testa Social skills rating system (SSRS; Gresham & Elliot, 1990) i to Skala za procjenu akademskih postignuća. Uzorak ispitanika sastojao se od 33 učenika oštećena vida (N=33).

Primjenom robustne diskriminacijske analize utvrđena je razlika između učenika i učenica oštećena vida, te je utvrđeno da učenice imaju veću razinu ukupnog akademskog postignuća od učenika koje je naglašeno u intelektualnom funkcioniranju, matematičkom znanju i ukupnom ponašanju. Nisu dobivene statistički značajne razlike na cjelokupnom prostoru akademskih postignuća između učenika

oštećena vida integriranih u redovni sustav odgoja i obrazovanja i učenika iz Centra „Vinko Bek“. Analizirajući razlike između slijepih i slabovidnih učenika utvrđeno je da slijepi učenici imaju prosječno veću razinu akademskih postignuća od slabovidnih učenika.

Ključne riječi: učenici oštećena vida, akademska postignuća, integracija

1 tina@erf.hr

Differences in Academic Achievement of Students with Visual Impairment

Tina Runjić¹, Ante Bilić Prcić
*University of Zagreb, Faculty of Education and
Rehabilitation Sciences*
Ingrid Žolgar Jerkovič
University of Ljubljana, Faculty of Education

between students with visual impairment we found that students with blindness achieved higher average score on the scale of academic achievement than students with low vision.

*Key words: students with visual impairment,
academic achievement, inclusion*

In the regular education system there is very often a prevailing opinion held by teachers, parents and peers that students with disabilities are generally less academically successful in school. School success is affected by many factors, and inappropriate responses to learning difficulties at school and being misunderstood by parents cause emotional difficulties and behavioral problems that contribute to school failure. The aim of this study was to examine differences in academic achievement in students with visual impairment in different educational settings, and differences between students with visual impairment. The study used the scale of academic achievement that is a part of the test Social Skills Rating System (SSRS, Gresham & Elliot, 1990). The sample consisted of 33 students with visual impairment (N=33). By applying robust discriminant analysis we determined the difference between male and female students with visual impairment, and found that girls have a higher level of overall academic achievement, which is emphasized in intellectual functioning, mathematical knowledge and overall behavior. There were no significant differences in the whole area of academic achievement between different educational settings. By analyzing the differences

1 tina@erf.hr

Experiential Activities Versus Book Reading: Do They Have the Same Influence on the Knowledge and Attitudes of Pupils Towards a Hypothetical Classmate with Autism?

Sophia Mavropoulou¹

Department of Special Education, University of Thessaly

The main objective of this study was to compare the influence of two activities on the knowledge, the cognitive attitudes and behavioral intentions of pupils towards a peer with autism spectrum disorders (ASD). In total, 66 sixth graders from an urban city of Greece participated in the study. Equal number of students (n=22) was randomly assigned to participate in each group: a) the experiential activity group, in which „Understanding Friends” (Division TEACCH) was applied, b) the reading group which was given to read a children’s story-book about a peer with autism, and c) the no-activity group. All pupils completed the following self-report instruments: a) the Autism Knowledge Questionnaire, b) the Adjective Checklist and c) the Shared Activities Questionnaire. The analysis revealed that the reading group had higher knowledge of ASD ($t=4.21$, $p=.000$) and more positive behavioral intentions for sharing recreational ($t=3.156$, $p=.003$) and social ($t=2.25$, $p=.03$) activities with peers with ASD than the experiential activity group. In addition, the reading group expressed more positive general behavioral intentions ($F=3.99$, $p=.023$) as well as intentions for sharing social activities ($F=70.97$, $p=.005$) with peers with ASD than the no-activity group. The educational implications of the findings are discussed and recommendations are outlined, so that more effective applications of story reading and experiential activities are implemented for

increasing the understanding of ASD and shaping the attitudes of regular peers towards classmates with ASD.

Key words: autism awareness training, peers, attitudes, knowledge

¹ smavrop@uth.gr

Vidovi zagarantovane podrške učenicima sa smetnjama i teškoćama u razvoju u inkluzivnoj školi

Jasmina Kovačević

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Gordana Nikolić¹

Univerzitet u Novom Sadu – Pedagoški fakultet, Sombor

Nova zakonska rešenja u obrazovanju predviđaju neposredne i posredne vidove podrške za učenike, nastavnike i školu kako bi se obezbedila ujednačenost obrazovnih ustanova u radu sa učenicima sa smetnjama i teškoćama u razvoju. Pravilnik o dodatnoj obrazovnoj, zdravstvenoj i socijalnoj podršci detetu i učeniku („Službeni glasnik RS“ 63/2009) u članu 4. definiše moguće vidove podrške koje škola treba da obezbedi kako bi se ostvarili optimalni uslovi za razvoj i učenje za svakog učenika. Problem istraživanja je bio ispitivanje funkcionalne ostvarivosti predviđenih oblika podrške, kao i pripremljenost nastavnika razredne nastave za njihovo sprovođenje. Metodologija istraživanja se bazirala na akcionoj formi istraživanja za čije potrebe je pripremljen instrument u formi upitnika koji su popunjavali učitelji. Istraživanje je sprovedeno u 10 redovnih osnovnih škola koje se nalaze na teritoriji Vojvodine. Uzorak je činilo 55 ispitanika, odnosno nastavnika razredne nastave. Za potrebe istraživanja konstruisan je upitnik koji sadrži pitanja podeljene u dve oblasti. Prva oblast sadrži pitanja koja se odnose na primenu predloženih i Pravilnikom definisanih vidova podrške učenicima sa teškoćama i smetnjama u razvoju u redovnim razredima, dok druga oblast sadrži pitanja koja se odnose na pri-

premljenost redovnih škola i nastavnika razredne nastave za sprovođenje predloženih mera podrške. Dobijeni rezultati pokazuju da redovne škole, tri godine nakon donošenja zakonskih i podzakonskih akata koja definišu implementaciju inkluzivnog obrazovanja, još uvek nisu adekvatno pripremljene za pružanje neophodnih vidova podrške učenicima sa smetnjama i teškoćama u razvoju (nedostatak asistivne tehnologije, udžbeničke literature i drugih nastavnih sredstava i pomagala). Zaključak istraživanja je da nastavnici razredne nastave nisu dovoljno pripremljeni za rad sa učenicima sa smetnjama u razvoju (preko 60% ispitanika je navelo da im je neophodna podrška defektologa u razredu, kao i van razreda).

*Ključne reči: inkluzivno obrazovanje, škole,
posredna/neposredna podrška, smetnje u razvoju,
pravilnik*

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ gordana.nikolic@zuov.gov.rs

Types of Guaranteed Support for Children with Disabilities in an Inclusive School

Jasmina Kovačević

University of Belgrade – Faculty of Special Education and Rehabilitation

Gordana Nikolić

University of Novi Sad – Faculty of Pedagogy, Sombor

New legislation in education provides direct and indirect types of support for pupils, teachers and schools to ensure uniformity of educational institutions in working with students with disabilities. Article 4 of the Regulations of Additional Educational, Health and Social Support to the Child and the Pupil („Official Gazette of RS” 63/2009) defines possible types of support, which schools should provide in order to achieve optimal conditions for development and learning for each pupil. The aim of the research was to examine the functional feasibility of anticipated forms of support, as well as the preparedness of subject teachers for their implementation. The methodology was based on the action form of the research and the instrument of the research was developed in the form of questionnaires to be completed by teachers. The study was conducted in 10 regular elementary schools located on the territory of The Autonomous Province of Vojvodina. The study sample consisted of 55 participants, primary school teachers. For the purpose of the research, a questionnaire containing questions divided into two sections was constructed. The first section included questions relating to the implementation of the proposed and defined forms of support to pupils with developmental disabilities in regular classes by the Regulations. The second section contained questions relating to the preparedness

of regular schools and subject school teachers to implement the proposed measures of support. Obtained results show that regular schools, three years after the new laws and regulations defining the implementation of inclusive education were passed, are still not adequately prepared to provide the necessary forms of support to pupils with disabilities (lack of assistive technology, textbooks and other teaching aids and equipment). The conclusion of this study is that subject teachers are not well prepared to work with pupils with developmental disabilities (more than 60% of participants stated that the support of the special educator is necessary both inside and outside the classroom).

Key words: inclusive education, schools, indirect/direct support, developmental disabilities, regulations

This paper originated from the scientific project „Designig a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

Deca u novoj istraživačkoj paradigmi: etičke implikacije

Sladana Đurić¹

Univerzitet u Beogradu – Fakultet bezbednosti

U metodološkoj literaturi postoji priličan stepen slaganja u pogledu činjenice da odgovornost istraživača postaje višestruko veća, a moguća ugrožavanja dramatičnija onda kada su subjekti istraživanja deca, jer kod njih, pored svih klasičnih etičkih dilema, postoji i značajna neravnoteža u socijalnom statusu istraživača i ispitanika. Dosadašnje trendove u istraživanjima dece metodolozi uobičajeno kategorizuju kroz četiri do sada uspostavljena pristupa: dete kao objekat, dete kao subjekat, dete kao društveni akter i dete kao učesnik i ko-istraživač. Prva dva pristupa uobičajeno se povezuju sa tradicionalnim istraživačkim pristupom, a druga dva spadaju u savremeni istraživački koncept.

U tradicionalnom modelu istraživanja, zasnovanom na pretpostavci da su deca nekompetentna, nezaštićena i od odraslih zavisna bića, njihova iskustva su ispitivana pre svega preko iskaza i stavova starijih osoba iz njihovog okruženja. U okviru takvog istraživačkog koncepta gotovo da se nije ni razmišljalo o eventualnom ugrožavanju prava dece. Samo učešće starijih osoba bliskih sa ispitivanom dečjom populacijom, smatralo se dovoljnom garancijom, pa su se i dileme oko eventualnih etičkih ugrožavanja u istraživanju činile neosnovanim.

Novim istraživačkim pristupom učinjen je značajan korak u redefinisaju ovih istraživanja. Prihvaćeno je gledište prema kojem se smatra da su deca ravno-

pravni društveni akteri. Ova perspektiva je posebno podržana u Konvenciji Ujedinjenih nacija o pravima deteta, kojom se promovise ideja dečjeg prava na puno učešće u svim aktivnostima, uključujući i istraživanja.

Usvajanje nove sociološke paradigme „deca kao socijalni akteri”, što na planu istraživačke prakse ima za posledicu njihovo direktno uključivanje u istraživačku proceduru, otvara široko polje etičkih dilema i potrebu za razvijanjem posebne odgovornosti istraživača u području studija detinjstva. Metodolozi sugerišu uspostavljanje principa „etičke simetrije” u odnosima dece i odraslih i uzimanje u obzir specifične društvene i kulturne pozicije dece. Ostvarenje svih etičkih principa zahteva usvajanje etičkih kodova, refleksivnost i kolektivnu profesionalnu odgovornost.

Ključne reči: etički problemi, deca i mladi, subjekti istraživanja, odgovornost istraživača

Rad je proistekao iz projekta „Bezbednost i zaštita organizovanja i funkcionisanja vaspitno obrazovnog sistema u Republici Srbiji (osnovna načela, principi, protokoli, procedure i sredstva)”, broj 47017 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

1 sdjuric@fb.bg.ac.rs

Children in the New Research Paradigm: Ethical Implications

Sladana Đurić¹

University of Belgrade – Faculty of Security Studies

In the methodological literature, there is a high degree of agreement related to the fact that the responsibility of a researcher becomes much bigger and subsequently the potential violations more dramatic when research subjects are children, in addition to all the classic ethical dilemma that arise, there is a substantial lack of balance in social status between the researcher and the participant. Methodologists usually categorize the trends in researches relating to children through four so far established approaches: child as an object, child as a subject, child as a social actor and child as a participant and co-researcher. The first two approaches are usually linked to the traditional research approach, while the other two are considered to be contemporary.

In the traditional research model, based on the assumption that children are incompetent, unprotected beings, depending on adults, their experiences were analyzed primarily through the statements and attitudes of the adults from their immediate surroundings. Within such a research concept, eventual violation of children rights was not even given thought. The very participation of the elderly close to the examined children population was considered to be a sufficient guarantee, thus making the dilemma on possible ethical violations during the research redundant.

The new research approach represents a significant step in redefining these studies. The view has been accepted according to which children are considered equal social actors. This perspective is especially supported in the *UN Convention on the Rights of the Child – CRC*, promoting the idea of a child's right to fully participate in all activities, including research.

The adoption of new sociological paradigm „children as social actors”, having as a consequence, in the field of research practice, children's direct involvement in the research procedure, opens a wide field of ethical dilemmas and imposes the need to develop specific responsibilities of researchers in the field of childhood studies. Methodologists suggest the establishment of the principle of „ethical symmetry” in the relations between children and adults, as well as taking into account the specific social and cultural position of children. The realization of all ethical principles requires the adoption of ethical codes, reflexivity and collective professional responsibility.

Key words: ethical problems, children and youth, research subjects, the responsibility of researchers

This paper originated from the scientific project „Security and protection of organization and functioning of the educational system in the Republic of Serbia (basic precepts, principles, protocols, procedures and means)”, no. 47017 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ sdjuric@fb.bg.ac.rs

Studying with Disability

Robert Doričić, Sandra Bošković¹, Luka Đudarić
The Faculty of Medicine, The University of Rijeka

In Croatia the rights of people with disabilities as well as their right for higher education are governed by a number of regulations. However, numerous obstacles that students with disabilities encounter during their studying that are in connection with their disability and unequal treatment do not allow them to realise their right to study by their abilities. In accordance with the above stated, a project of organising the model for providing support to the students with disabilities was launched at the Faculty. One of the first tasks was to investigate the attitudes of students toward persons with disabilities and toward studying with disability at our University. Students of the Faculty of Medicine, the University of Rijeka (N=603), were investigated through an anonymous 14-item Likert scale questionnaire.

The students have stated the lack of discomfort near persons with disabilities (N=480, 80%) and a keen interest in attending a college course designed to get familiar with the needs of people with disabilities (N=504, 84%). They perceive disability in accordance with the medical model (N=447, 74%), and half of the examined students do not think that specific terminology is discriminatory (N=306, 51%) The majority thinks persons with disabilities could not study at all degree programs (N=243, 40%).

The students of our faculty have expressed positive attitudes toward persons with disabilities on emotional and cognitive levels of attitudes investigations. Negative attitudes relate only to the abilities for the persons with disabilities to study at all degree programs at the Faculty. Positive climate toward persons with disabilities among the student population at the Faculty should be utilized as an element of the successful implementation of the project of the model for providing help and to assure systematic support to the students with disabilities at our University.

Key words: model for providing help and support, attitudes, students, higher education

1 sandra.centar@gmail.com

Samopercepcija studenata o razlozima za studiranje na FASPER-u u izmenjenim obrazovnim i društvenim okolnostima u Srbiji

Marina Arsenović Pavlović¹, Slobodanka Antić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Pitanje razvoja profesionalne uloge i identiteta studenata FASPER-a je posebno važno u vremenima uvođenja inkluzivnog obrazovanja u praksu naše škole.

Cilj ovog rada je da utvrdi razloge za studiranje na FASPER-u kako ih navode sami studenti, kao i njihovu procenu kvaliteta informisanosti o uslovima u kojima će se realizovati njihov profesionalni život. Nalaze smo uporedili sa onim dobijenim u ispitivanju studenata Defektološkog fakulteta pre tri decenije. U radu je primenjen strukturirani upitnik. Ispitano je 152 ispitanika, a uzorak je reprezentativan u odnosu na pol, godinu i smer studija na FASPER-u.

Rezultati pokazuju da visok procenat studenata (73%) navodi pozitivno vrednovanje budućeg poziva kao razlog za studiranje FASPER-a: humanost, dinamičnost, zanimljivost, kreativnost, perspektivnost, rad sa decom i ljudima i pomoć hendikepiranima. Drugi rang zauzimaju odgovori u kojima se navodi zanimljivost nastavnih sadržaja (17%). Na trećem mestu je slučajan izbor bez jasnih razloga (4%). Među socijalnim uticajima koji su modelovali ovaj pozitivni odnos, 25% studenata navodi da je u najbližoj porodici neko defektolog i/ili prosvetni radnik. Podršku roditelja

za izbor ovih studija dalo je 62%, 14% je ravnodušno, 7% je promenilo mišljenje ka pozitivnijem, a 3% se još uvek protivi.

Kvalitet informisanosti o budućem pozivu, studenti većinom procenjuju kao neodgovarajući (60%) jer nimalo ili nedovoljno poznaju uslove rada, mogućnosti napredovanja i zapošljavanja, vrste i težinu poslova. Procenjujući težinu studija, 68% studenata smatra da ona odgovara njihovim sposobnostima. Važan nalaz je da je 63% studenata promenilo mišljenje o specijalnoj edukaciji posle studentske prakse, mada je približno jednak procenat promenio mišljenje u pozitivnom (48%) i negativnom pravcu (52%).

Nalazi ukazuju da se studenti danas, u odnosu na studente pre trideset godina, na ranijem uzrastu odlučuju za ove studije, imaju veću podršku socijalnog okruženja i značajno više njih bira fakultet zbog budućeg poziva a ne kao kompromis u odnosu na druge životne i studijske zahteve i želje.

Ključne reči: profesionalni razvoj, profesionalni motivi, vrednosti poziva; studije specijalne edukacije i rehabilitacije, studenti

¹ marina.arsenovic.pavlovic@gmail.com

Students' Self-perception of the Reasons for Studying FASPER in the Time of Educational and Social Changes in Serbia

Marina Arsenović Pavlović¹, Slobodanka Antić
*University of Belgrade – Faculty of Special
Education and Rehabilitation*

In the times of introducing inclusive education practices in our schools, the development of professional roles and identities of FASPER students is an especially important issue.

This study analyzes students' perception of the reasons for studying FASPER and their assessment of the quality of information they have on conditions in which they are going to realize their professional life. Our findings were compared with those obtained in a similar research three decades ago. The study included 152 subjects, and the sample was representative with respect to gender, year and course of study at FASPER.

The obtained results show that a high percentage of students (73%) reported positive aspects of future calls as reasons for studying FASPER: humanity, dynamism, curiosity, creativity, perspective, working with children and handicapped people and help. The second group of answers are those alleging interesting educational content (17%). In third place are the answers stating no clear reasons (4%). No doubt that the family is surely an important source of influence that models this positive attitude, for almost 25% of students claim that they have a close family member who is a special educator and/or a teacher. 62% of the students claim the support of parents in the selection of FASPER studies, 14% claim

that parents were indifferent, 7% that their parents changed opinion to a more positive one, and 3% of FASPER students have parents who are still opposed.

Most students evaluated the quality of information on future calls as inadequate (60%), because they have no, or insufficient, knowledge of working conditions, promotion opportunities, employment condition, etc. Students mostly assess that FASPER studies suit their abilities (68%). A very important finding is that 63% of students changed their opinion on special education after students' practice, although, to our surprise, it is approximately an equal percentage of students who changed their opinion in a positive (48%) and negative direction (52%). The findings indicate that students today, compared to those thirty years ago, decide to study FASPER at an earlier age, have more social support for that decision and significantly more of them chose the faculty for the sake of their future calls and not, as in previous generations, as a compromise in relation to other personal and academic preferences.

Key words: professional development, professional motives, values of the call, study for special education and rehabilitation, university level students

1 marina.arsenovic.pavlovic@gmail.com

Polne i uzrasne razlike u stavovima, zabrinutosti i proceni samoeфикаsnosti nastavnika u pogledu inkluzivnog obrazovanja

Ivona Milačić Vidojević
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*
Marija Čolić¹
Univerzitet u Beogradu – Filozofski fakultet
Nada Dragojević
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Cilj ovog rada je da se utvrdi da li postoji razlika u stavovima, zabrinutosti i samoeфикаsnosti nastavnika u pogledu inkluzivnog obrazovanja u odnosu na pol i uzrast nastavnika.

Uzorak se sastojao od 420 nastavnika, 345 žena i 75 muškaraca, starosti iznad 20 godina iz pet gradova u Srbiji. Ispitanici su prema starosti podeljeni u pet kategorija. U istraživanju smo koristili sledeće instrumente: Skala stavova prema inkluziji (Attitudes Towards Inclusive Education Scale, ATIES) Skala interakcije sa osobama sa ometenošću (Interaction with People with Disability Scale, IPD), Skala zabrinutosti u pogledu mogućnosti sprovođenja inkluzivnog obrazovanja (Concerns about Inclusive Education Scale, CIES), Skala samoeфикаsnosti u primeni inkluzivne prakse (Self-efficacy in Implementing Inclusive Practices Scale) i Upitnik o demografskim podacima.

Rezultati ukazuju da se ispitanici u uzrasnoj grupi od 20 do 30 godina osećaju najefikasnijim u primeni inkluzivne prakse ($AS=38,70$, $SD=1,58$). Žene koje imaju pozitivnije stavove prema inkluziji u isto

vreme su manje zabrinute, i osećaju se efikasnije u primeni inkluzivne prakse. Ženama je neprijatnije i teže se opuštaju u interakciji s osobama s ometenošću u poređenju s muškarcima. Zabrinutije su u pogledu mogućnosti sprovođenja inkluzivnog obrazovanja, kada se razmatraju materijalne i fizičke mogućnosti koje nudi škola, kao i u vezi dodatne podrške, bilo da se radi o strahu da neće biti uključeni stručni saradnici, ili da će im izostati direktno podučavanje. Muškarci se osećaju efikasnijim u sprovođenju inkluzivnog obrazovanja u odnosu na žene, kada je u pitanju sprovođenje discipline, ili pružanje dodatne podrške porodici deteta.

Ključne reči: inkluzivno obrazovanje, stavovi nastavnika, polne i uzrasne razlike

¹ svetkovina@yahoo.com

Gender and Age Differences in Attitudes, Concerns and Self-Efficacy Evaluation of Teachers Regarding Inclusive Education

Ivona Milačić Vidojević

University of Belgrade – Faculty of Special Education and Rehabilitation

Marija Čolić¹

University of Belgrade – Faculty of Philosophy

Nada Dragojević

University of Belgrade – Faculty of Special Education and Rehabilitation

The aim of this study was to explore whether there are differences between male and female teachers, and between teachers of different age, in their attitudes towards inclusion, in quality of their interaction with people with disability, in their concerns about inclusive education and in self-efficacy in inclusive education.

The sample included 420 teachers (F=345, M=75), from five Serbian towns. All participants were over 20 years of age, divided in five age groups. Instruments applied were: ATIES – Attitudes toward Inclusive Education Scale, IPD – Interaction with People with Disability Scale, CIES – Concerns about Inclusive Education Scale, Self-Efficacy in Implementing Inclusive Practices Scale and a questionnaire on demographic data.

The results indicate that the youngest group of teachers (aged 20-30) think of themselves as the most efficient in the process of inclusive education (M=38.70, SD=1.58). Female teachers with more positive attitudes toward inclusion feel more efficient and are less concerned about implementing

inclusive practice. They also feel more discomfort and are less relaxed in interaction with people with disability in comparison to male teachers. Women are more concerned than men about the possibility of implementing inclusive education, regarding material and physical facilities provided by schools, or regarding additional support, either out of fear that their direct training will not take place or that experts will not take part in trainings. Compared to female teachers, male teachers feel more efficient in conducting inclusive education, regarding maintenance of discipline and providing additional support to the child's family.

Keywords: inclusive education, teachers' attitudes, gender and age differences

1 svetkovina@yahoo.com

Razlike u stavovima prema agresivnom ponašanju između učenika sa lakom intelektualnom ometenošću i učenika iz opšte populacije

Miroslav Pavlović¹

Zavod za unapređivanje obrazovanja i vaspitanja,
Beograd

Teorije i istraživanja agresije govore o značajnoj povezanosti stavova prema agresiji i agresivnog ponašanja. Prema kognitivnim teorijama, stavovi i uverenja predstavljaju kognitivne strukture koje utiču na način procesiranja socijalnih informacija, dok empirijske studije potvrđuju da su pozitivni stavovi prema agresiji važan prediktor agresivnog ponašanja.

Cilj ovog istraživanja je utvrđivanje razlika u stavovima prema agresiji između učenika sa lakom intelektualnom ometenošću i učenika iz opšte populacije. Uzorak čini 100 učenika sa lakom intelektualnom ometenošću i 348 učenika redovnih škola, oba pola, uzrasta 12-18 godina. Za procenu stavova učenika korišćen je *Upitnik o stavovima prema vršnjačkoj agresiji* koji sadrži tri podskale: *Opravdanost agresije*, *Dobiti od agresije* i *Nemešanje*. Otkrivene su statistički značajne razlike između dve posmatrane grupe u skorovima na sve tri podskale. U odnosu na učenike iz opšte populacije, učenici sa intelektualnom ometenošću negativnije ocenjuju ispravnost, opravdanost i zasluženost agresije ($t=-5,14$; $df=446$; $p<0,001$), imaju negativnije stavove prema agresiji kao sredstvu za ostvarivanje ličnih ciljeva ($t=-7,84$; $df=446$; $p<0,001$) i pozitivnije stavove prema posredovanju u konfliktima među vršnjacima ($t=-5,01$; $df=446$; $p<0,001$).

Rezultati ovog istraživanja mogu biti od značaja za unapređivanje obrazovno-vaspitnog rada. Pozitivna uverenja i jasni standardi ponašanja smatraju se jednim od najznačajnijih protektivnih faktora. Stoga, školski programi fokusirani na razvijanje prosocijalnih stavova koji zabranjuju upotrebu agresije i kršenje pravila mogu biti delotvorni u prevenciji vršnjačkog nasilja. Nalazi da učenici sa intelektualnom ometenošću imaju socijalno poželjnije stavovima prema agresiji nego učenici iz opšte populacije mogu biti odraz specifičnosti realizacije obrazovno-vaspitnog procesa u ove dve vrste škola. Tako posmatrani, dobijeni rezultati ukazuju na značaj postupnog ovladavanja veštinama koje su potrebne za uspešno učestvovanje u socijalnom životu, čemu se posebno posvećuje pažnja u školama za decu ometenu u mentalnom razvoju.

Ključne reči: stavovi, agresivno ponašanje, intelektualna ometenost

¹ miroslav.pavlovic@zuov.gov.rs

Differences in Attitudes toward Aggressive Behavior between Students with Mild Intellectual Disability and Students from the General Population

Miroslav Pavlović¹
Institute for Improvement of Education, Belgrade

Theories and research on aggression illustrate an important relationship between attitudes toward aggression and aggressive behavior. According to cognitive theories, attitudes and opinions represent cognitive structures that influence the manner of social information processing, while empirical studies confirm that positive attitudes toward aggression are an important predictive element of aggressive behavior.

The goal of this research is to determine differences in attitudes toward aggression between students with mild intellectual disability and students from general population. The sample consists of 100 students with mild intellectual disability and 348 students from regular schools of both sexes aged from 12 to 18 years. The *Attitudes Toward Peer Aggression* questionnaire was used for evaluation of students' attitudes, comprising of the three subscales: *Aggression Legitimate*, *Aggression Pay* and *Stay Out*. Statistically significant differences in scores of all three subscales were discovered between the two observed groups. In comparison to students from the general population, the students with intellectual disability have more negative evaluation of the correctness, justification and deservedness of aggression ($t=-5.14$; $df=446$; $p<.001$), more negative attitudes toward aggression as the means for accomplishing personal goals ($t=-7.84$; $df=446$; $p<.001$) and more positive attitudes

regarding intermediation among peers ($t=-5.01$; $df=446$; $p<.001$).

The results of this research might be important for development of educational work. Positive beliefs and clear standards for behavior are considered one of the most important protective factors. Therefore, school programs focused on developing pro-social attitudes that forbid any kind of aggression and violation of rules may be effective in prevention of peer aggression. The findings that students with intellectual disability have socially more desirable attitudes toward aggression than students from the general population, may be a reflection of the specific realization of the educational process in these two types of schools. In this regard, the obtained results indicate the importance of gradual mastering the skills that are necessary for successful participation in social life, to which special attention is paid in schools for children with intellectual disability.

Key words: attitudes, aggressive behavior, intellectual disability

¹ miroslav.pavlovic@zuov.gov.rs

Opšte samopoštovanje i školski uspeh učenika sa lakom intelektualnom ometenošću

Marina Radić Šestić¹, Biljana Milanović Dobrota,
Vesna Radovanović

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Novije studije o samopoštovanju osoba sa intelektualnom ometenošću prezentuju kontradiktorne rezultate. S jedne strane, utvrđeni su znatno niži skorovi od osoba bez ometenosti, a sa druge strane preterano visoko samopoštovanje kod osoba sa lakom intelektualnom ometenošću (LIO). Istraživanja o uticaju školskih postignuća na samopoštovanje učenika pronašla su da učenici sa LIO u inkluzivnom okruženju imaju niži stepen samopoštovanja, jer percipiraju sebe u odnosu na tipične vršnjake. Zbog toga jedna grupa istraživača smatra da će učenici sa LIO imati viši stepen samopoštovanja u odeljenjima u kojima se nalaze vršnjaci sa sličnim sposobnostima tj. specijalnim odeljenjima ili školama za decu sa intelektualnom ometenošću.

Ovo istraživanje je sprovedeno sa ciljem da se utvrdi odnos samopoštovanja i školskog uspeha učenika sa lakom intelektualnom ometenošću u školi za obrazovanje dece i omladine sa intelektualnom ometenošću. Uzorkom je obuhvaćeno 180-oro učenika sa LIO oba pola, uzrasta od 15 do 20 godina. Iz školske dokumentacije preuzeti su podaci o opštem školskom uspehu ispitanika. Za određivanje globalnog nivoa samopoštovanja korišćena je prilagođena Rozenbergova skala samopoštovanja. Skala sadrži 10 kratkih i jednostavnih tvrdnji sa kojima ispitanik treba da iskaže stepen saglasnosti (u potpunosti se

slažem do uopšte se ne slažem). Ukupan skor se kreće od 0-30, a rezultati skale opšteg samopoštovanja su podeljeni u tri grupe: nisko, normalno (umereno) i visoko samopoštovanje. Većina učenika sa LIO je postiglo umereno ili nisko opšte samopoštovanje ($Z=-11,645$, $p\leq 0,000$) što je u suprotnosti sa mišljenjima istraživača koji zastupaju ideju o višem nivou samopoštovanja IO u manje zahtevnijim školskim sredinama. Takođe je utvrđen statistički značajan odnos između školskog uspeha i samopoštovanja učenika sa LIO ($H=15.416$, $p=0,001$), odnosno, učenici sa boljim školskim uspehom imali su veći stepen opšteg samopoštovanja.

*Ključne reči: samopoštovanje, školski uspeh,
učenici sa LIO*

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ marina.r-s@hotmail.com

General Self-Esteem and School Achievement of Students with Mild Intellectual Disability

Marina Radić Šestić¹, Biljana Milanović Dobrota,
Vesna Radovanović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Recent studies on self-esteem of people with intellectual disabilities present contradictory results. On one side, much lower scores are determined with people without disabilities, and on the other side, excessively high self-esteem in people with mild intellectual disability (MID). Research on the impact of school achievements on self-esteem of students has found that students with MID in inclusive environments have lower self-esteem because they perceive themselves in relation to typical peers. Therefore, one group of researchers believe that students with MID have higher self-esteem in classes where there are peers with similar abilities i.e. special classes or schools for children with intellectual disabilities.

In this regard, the research was conducted in order to determine the relationship between self-esteem and school achievement of students with mild intellectual disability in schools for children and youth with intellectual disabilities.

The sample included 180 children with MID, of both sexes, aged from 15 to 20. Data on the general success of the participants were taken from school records. Adapted Rosenberg self-esteem scale was used to determine the level of global self-esteem. The scale contains 10 short and simple statements where the

participants must show degree of agreement (from I agree completely to I disagree). The total score ranges from 0-30, and the results of the general self-esteem scale are divided into three groups: low, normal (moderate) and high self-esteem. Most students with MID have achieved a moderate or low general self-esteem ($Z=-11.645$, $p\leq.000$), which is contrary to the opinions of researchers who advocate the idea of a higher level of self-esteem ID in less demanding school environment.

There has also been established a statistically significant relationship between academic achievement and self-esteem of students with MID ($H=15.416$, $p=.001$), respectively, students with better school achievement have a higher level of general self-esteem. Accordingly, it is essential that educators develop self-esteem of this population so they could easily face the challenges in the education system.

*Key words: self-esteem, academic achievement,
students with MID*

This paper originated from the scientific project „Designig a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ marina.r-s@hotmail.com

Uticaj količnika inteligencije i socio-ekonomskog statusa na usvajanje sadržaja iz maternjeg jezika kod dece sa lakim intelektualnim smetnjama

Slavica Todorova
NVO „Agenda +“, Skoplje¹
Blagoja Nevčevski, Sonja Coković
POU „Idnina“, Skoplje
Sonja Božinovska, Marija Šuševska–Petrova
NVO „Agenda +“, Skoplje

Obrazovanje podrazumeva sticanje veština, ne samo akademskih već i životnih, koje osobi omogućavaju da se bolje prilagodi sredini u kojoj živi. Na proces učenja utiče nekoliko faktora, koji mogu biti: fizički, fiziološki, socijalni, faktori koji su u vezi sa materijalom koji se uči i psihološki faktori.

Cilj ovog rada je da se utvrdi povezanost količnika inteligencije, socio-ekonomskog statusa i usvojenosti nastavnih sadržaja maternjeg jezika kod dece sa lakim intelektualnim smetnjama.

Da bi se odgovorilo na zahtev teme, utvrdili smo koeficijent inteligencije uz pomoć WISK i KOHS testova kod 40 učenika Posebne osnovne škole „Idnina“ u Skoplju. Dobijeni rezultat uporedili smo sa stepenom usvojenosti nastavnih sadržaja iz maternjeg jezika kod tih učenika. Stepem usvojenosti nastavnih sadržaja utvrdili smo koristeći Skalu za procenu leksičkih sposobnosti i uz pomoć Skale za procenu pravopisnog nivoa, kao i prema uspehu učenika. Zatim smo to uporedili sa nivoom socio-ekonomskog statusa (koji je podeljen na visoki, srednji i nizak) i uspehom učenika.

Svi podaci dobijeni putem istraživanja su kvantitativno obrađeni Hi kvadrat i Fisher Exact testom.

U statistički značajnim razlikama, uzete su razlike nivoa značajnosti od $p < 0,05$.

Dobijeni rezultati pokazuju da postoji pozitivna korelacija između sposobnosti usvajanja znaja i koeficijenta inteligencije, kao i između sposobnosti usvajanja nastavnih sadržaja maternjeg jezika i socio-ekonomskog statusa ispitivane dece. Takođe, ovo istraživanje bi se moglo uzeti u obzir kada se budu pripremali nastavni planovi za inkluzivni obrazovni sistem.

Ključne reči: IQ, deca sa lakim intelektualnim smetnjama, maternji jezik, socio-ekonomski status

¹ slavicaprof@yahoo.com

The Influence of Intelligence Quotient and Socio-Economic Status on the Adoption of the Contents of the Mother Tongue in Children with Mild Intellectual Disability

Slavica Todorova
NVO „Agenda +“, Skoplje¹
Blagoja Nevčevski, Sonja Coković
POU „Idnina“, Skoplje
Sonja Božinovska, Marija Šuševska–Petrova
NVO „Agenda +“, Skoplje

Education means acquiring skills, not only academic but also skills of living that allow people to adapt better to the environment they live in. The process of learning is influenced by several factors, which may include: physical, physiological, and social factors, as well as those related to the material being taught and psychological factors.

The aim of this study was to determine the correlation between intelligence quotient, socio-economic status and adoption of mother tongue teaching content in children with mild intellectual disability.

To respond to the request of the subject, we found IQ with WISK and Kohs block design test in 40 students of the Special primary school „Idnina” in Skopje. The obtained results were compared with the level of acquisition of subject matter in the mother tongue of the pupils. The level of acquisition of the contents are determined using the Scale to evaluate the lexical abilities and with the help of the Scale for evaluating the orthographic level, and the success of students. Then we compared the level of socio-economic status (which was classified as high, medium and low) with the student’s success.

All data obtained from the quantitative studies have been analyzed by Hi square test and Fisher Exact. Statistically significant differences, with significance level of $p < .05$, were taken into account. The results show that there is a positive correlation between the ability to acquire knowledge and IQ, as well as between the ability of the adoption of mother tongue teaching content and socio-economic status of the examined children. Also, this research could be taken into account when the curricula for inclusive education system are designed.

Key words: IQ, children with mild intellectual disability, mother tongue, socio-economic status

1 slavicaprof@yahoo.com

Kreativne sposobnosti i nastava likovne kulture kod dece sa lakom intelektualnom ometenošću

Ljiljana Arbutina¹
Osnovna škola „Rade Drainac”

Kreativnost je višedimenzionalni problem, koji je i pored mnogobrojnih studija i istraživanja još uvek nedovoljno istraženo područje, naročito kada su u pitanju kreativne sposobnosti dece sa teškoćama u intelektualnom razvoju.

Naše istraživanje je bazirano na ispitivanju kvaliteta razvijenosti kreativnih sposobnosti kod dece s lakom intelektualnom ometenošću, posmatranih kroz analizu međusobnog odnosa i manifestacije kreativnosti i postignuća u okviru nastave likovne kulture.

Uzorak od šezdesetoro ispitanika s lakom intelektualnom ometenošću, uzrasta od devet do šesnaest godina, koji pohađaju osnovne škole u Beogradu ispitan je sledećim testovima:

- Kriterijumskim testom iz nastave likovne kulture,
- Urban-Jelenovim testom kreativnosti.

Nalazi istraživanja u ovom radu potvrđuju teorijsku pretpostavku da kreativne sposobnosti ne zavise od intelektualnih ograničenja dece sa lakom intelektualnom ometenošću i ukazuju na potrebu i važnost rane identifikacije i stimulacije razvoja kreativnih i stvaralačkih potencijala u skladu sa drugim psihofizičkim sposobnostima, karakteristikama ličnosti, potrebama i interesovanjima svakog učenika. Otkrivanje, praćenje, podrška odnosno blagovremena

adekvatna stimulacija kreativnih potencijala dovođi do stvaranja mogućnosti, ne samo za ekspresiju i realizaciju kreativnih karakteristika pojedinca, već i do razvoja kognitivnih i drugih sposobnosti kod ove dece.

Ključne reči: kreativnost, laka intelektualna ometenost, nastava likovne kulture

¹ ljiljanaarbutina@yahoo.com

Creative Abilities and Art Teaching in Children with Mild Intellectual Disability

Ljiljana Arbutina¹
Primary school „Rade Drainac”

Creativity is a multidimensional problem, that is still an insufficiently investigated area in spite of numerous studies and investigations, especially when it comes to creative abilities of children who lag in intellectual development.

Our research is based on a survey of quality of the development of creative abilities in children with mild intellectual disability, as observed through the analysis of mutual relations and manifestations of creativity through achievements in teaching art.

A sample of sixty participants with mild intellectual disability aged nine to sixteen, who attend elementary schools in Belgrade, has been investigated by the following tests:

- A criterion test of teaching art,
- Urban-Jellen Test of creativity.

The findings in this research confirm the theoretical assumption that creative abilities do not depend on intellectual limitations of those with mild intellectual disability and show the need and importance of early detection and encouragement of the development of creative and constructive potential in line with other mental and physical abilities, personality characteristics, needs and interests of each student. Detection, monitoring, support and timely adequate stimulation of creative potential leads to making opportunities not only

for the expression and realization of creative characteristics of the individual but also for self-realization and development of cognitive and other abilities of those children.

Key words: creativity, mild intellectual disability, art teaching

¹ ljiljanaarbutina@yahoo.com

Saradnicki odnosi zasnovani na kompetencijama pojedinca u vaspitno obrazovnom sistemu

Jasmina Karić¹, Goran Nedović
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Za uspešno funkcionisanje školske institucije neophodna je komunikacija i saradnja članova školskog kolektiva, škole, pojedinaca i institucija u njenom lokalnom i širem društvenom okruženju. Komunikacija se može posmatrati kao preduslov postojanja i funkcionisanja bilo koje društvene grupe i institucije, kao medij putem kojeg se ostvaruju grupne aktivnosti, ali i kao rezultat uspešnog grupnog i institucionalnog delovanja

Cilj našeg istraživanja bio je sticanje uvida u mišljenje roditelja i direktora prema participaciji roditelja u školskom životu kao i participativnoj praksi koja je prisutna u našim školama.

Uzorak su sačinjavali direktori 32 osnovne škole u Srbiji i 160 roditelja dece koja pohađaju iste škole.

U istraživanju je korišćen strukturisani intervju, koji je imao dve forme: jedna je bila namenjena roditeljima, dok je druga bila namenjena direktorima. Strukturisane intervjuje je napravio centralni istraživački tim na osnovu focus grupnih intervjuja sa roditeljima u regionu, kao i na osnovu relevantne literature o participaciji roditelja u školskom životu.

Generalno, rezultati pokazuju da se mišljenja roditelja i direktora ne slažu po pitanju participacije roditelja i participativne prakse u školama, njihova mišljenja su različita i po pitanju faktora koji utiču

na implementaciju principa participacije roditelja. Mišljenje roditelja i direktora škola je zajedničko jedino po pitanju njihovih uloga u obrazovnom sistemu, i pored opštih principa *Zakona o osnovama sistema obrazovanja i vaspitanja* koji ukazuju na neophodnost i značaj efikasne saradnje sa porodicom i uključivanje roditelja u vaspitno-obrazovni proces, uspešne implementacije nema. Da bismo unapredili saradnju porodice i škole neophodno je paralelno delovanje na nekoliko različitih nivoa.

Ključne reči: saradnicki odnosi, partnerstvo, komunikacija, roditelj, škola, dete

¹ jkaric@beotel.net

Collaborative Relationships Based on the Competence of Individuals in Educational System

Jasmina Karić¹, Goran Nedović
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Communication and collaboration of the staff, school, individuals and institutions in the local and wider social surroundings are necessary for a successful functioning of a school. Communication can be seen as a prerequisite for the existence and functioning of any social group and institution, as a medium through which group activities are performed, and also as a result of a successful group and institutional activity.

The aim of this research was to gain insight into the principals' and parents' opinions on the participation of parents in school life and the current participatory practice in our schools.

The sample comprised of principals of thirty-two primary schools in Serbia, and one hundred and sixty parents of pupils from these schools.

In the research a form of structured interview was used. There were two types of interviews – one type was intended for the parents and the other for the principals. These were made by a central research team on the basis of focus group interviews in the region and relevant reference literature on the parents' participation in school life.

The results generally show that parents' and principals' opinions differ on the issue of parents' participation and the participatory practice in school.

They also differ in terms of factors influencing the implementation of the principle of parents' participation. They share the same opinion only in the matter of their roles in the educational system. Even with the common principles of the *Law on the principles of the educational system* which indicate the necessity and importance of the effective collaboration with the family and the inclusion of parents in the educational process, there is no successful implementation. In order to improve the collaboration of family and school it is necessary to act at several different levels at the same time.

Key words: collaboration relationships, partnership, communication, parent, school, child

1 jkaric@beotel.net

Specifičnosti u obrazovanju i vaspitanju dece sa ometenošću

Vesna Radovanović¹, Jasmina Karić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Već nešto više od četiri decenije (od sredine sedamdesetih godina prošlog veka), na svetskoj političkoj sceni su u većoj ili manjoj meri aktuelna pitanja i tendencije socijalnog modela u tretmanu ometenosti. Strategije i planovi, ka njihovoj društvenoj inkluziji i rad na ostvarenju ravnopravne socijalne participacije, predstavljaju jasne ciljeve kada se ima u vidu nezanemarljiv podatak o učestalosti njihove pojave. Prema procenama organizacija Ujedinjenih Nacija (UN) i Svetske zdravstvene organizacije (SZO), osobe sa ometenošću čine 10% svetske populacije. Permanentno egzistiranje ometenih lica u ljudskom društvu, stvorilo je objektivnu potrebu da se i ona obuhvate staranjem, a zatim i vaspitanjem, kako bi se na njihovim latentnim mogućnostima izgradila jedinstvena psihofizička ličnost, adekvatna potrebi društva.

U uslovima tranzicije i strukturalne krize našeg društva, u određenom momentu, došlo je do neprofesionalnog i neznalačkog izjednačavanja uloge učitelja i defektologa, u procesu obrazovanja i vaspitanja dece sa ometenošću.

Cilj našeg rada je da kroz teorijski prikaz specifičnosti obrazovanja i vaspitanja dece sa ometenošću, ukažemo na neophodnost diferencirane nastave u radu sa ovom kategorijom dece. Na osnovu dostupne i relevantne literature, prikazane su specifičnosti u

obrazovanju i vaspitanju dece sa senzornom, intelektualnom, telesnom ometenošću, kao i karakteristike obrazovanja i vaspitanja dece iz marginalnih socijalnih grupa. Istaknute su postojeće barijere, didaktički principi koji se koriste u radu, kao i nastavna sredstva, metode rada i organizacija nastave.

Specifičnosti obrazovanja osoba sa ometenošću, ogledaju se u specijalnim metodološkim pristupima, intenziviranju principa diferencijacije i individualizacije, kao i u jednom potpunijem pristupu u odnosu na redovan obrazovni sistem, koji osim vaspitno-obrazovnog, ima i karitativni i korektivni karakter.

Cljučne reči: metodika vaspitanja i obrazovanja, dete sa ometenošću

¹ radovanovic3@yahoo.com

Specificities in the Education of Children with Disability

Vesna Radovanović¹, Jasmina Karić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

For over four decades (since mid 1970's) the questions and tendencies of applying the social model in the treatment of disabilities have been present on the world political scene to a greater or a lesser extent. Strategies and plans for their social inclusion and the work on achieving equal social participation stand for clear goals given the non-negligible data on how frequent they have become. According to the estimates of the United Nations and the World Health Organization, people with disabilities comprise 10% of the world population. Permanent existence of people with disabilities in the society has created the objective need for them to be included in the care programme and education in order to be able to build a unique psycho-physical personality on their latent possibilities, suitable to the needs of the society.

Due to the conditions of transition and the structural crisis of our society, at one moment the roles of teachers and special education teachers in the process of education of children with disabilities were made equal in an unprofessional and ignorant way.

The aim of this research is to point out the necessity of a differentiated education for this category of children through a theoretical review of the specificities of education of children with

disabilities. Based on the available and relevant reference literature the specificities of the education of children with sensory, intellectual, physical disability are presented as well as the characteristics of the education of children in marginalised groups. The existing barriers and didactic principles used are shown, along with the educational means, work methods and organisation of educational activities.

The particularities of education of people with disabilities are reflected in special methodological approaches, intensification of the differentiation and individualisation principles, and in a more wholesome approach in relation to the regular educational system which, in addition to being educational, is also charitable and corrective.

Key words: educational methodology, child with disability

1 radovanovic3@yahoo.com

Volonterstvo gimnazijalaca kod učenika sa smetnjama u razvoju

Erna Žgur¹

*Center za izobrazovanje, rehabilitaciju in usposabljanje
Vipava, Univerza v Ljubljani, Pedagoška fakulteta*

U radu je predstavljeno istraživanje dobrovoljnog socijalnog rada među đacima i učenicima. Volontiranje može pružiti mogućnost uspostavljanja prisnijih međusobnih i prijateljskih odnosa, a istovremeno i mogućnost upoznavanja različitosti. U članku je predstavljen tok i praćenje volontiranja kod učenika sa smetnjama u duševnom razvoju iz Centra za obrazovanje, rehabilitaciju i usavršavanje Vipava (Cirius Vipava) i đaka Škofijske gimnazije Vipava (ŠKV) kroz duži vremenski period.

Istraživanje je obuhvatilo 574 dobrovoljaca (83% devojaka i 17% dečaka) iz ŠGV, starosti između 15 i 18 godina, koji su obavili 11320 sati dobrovoljnog rada u Ciriusu Vipava. Iz Cirius Vipava je u volontiranje bio uključen 681 učenik sa smetnjama u duševnom razvoju, od toga je 481 učenik (49% devojaka i 51% dečaka, uzrasta između 7 i 18 godina) bio iz prilagođenog programa sa nižim obrazovnim standardom i 200 učenika (43% devojaka i 57% dečaka uzrasta između 7 i 21 godine) iz posebnog programa.

Rezultati Hi-kvadrat testa su pokazali da se za dobrovoljni rad sa učenicima u posebnom programu odlučuje veći broj devojaka. Ustanovljeno je takođe, da se za volonterstvo odlučuje veći broj volontera u nižim razredima. Uključenost učenika iz prilagođenog programa u volonterstvo je veća, jer oni iskazuju manje smetnji i lakše komuniciraju sa vo-

lonterima. Na osnovu praćenja dobrovoljnog rada u istraživačkom periodu, ustanovili smo da se za volonterstvo svake godine odlučuje približno isti broj dobrovoljaca, mada koeficijent njihovog opterećenja sa volonterstvom statistički nije značajan.

Dobrovoljni rad učenicima sa smetnjama u duševnom razvoju predstavlja dodatan vid druženja. Volonterstvo takođe sa sobom donosi više raznovrsnih socijalnih kontakata i na taj način učenicima obogaćuje školsku svakodnevicu.

Ključne reči: dobrovoljni socijalni rad, lica sa posebnim potrebama, gimnazijalci

¹ erna.zgur@cirius-vipava.si

Volunteering of High School Students with Children with Intellectual Disability

Erna Žgur¹

*Centre for Education, Rehabilitation and Training,
Vipava, University of Ljubljana, Faculty of Education*

The paper presents findings of eleven years of volunteering social work with children with intellectual disability, educated at the Education, Rehabilitation and Training Center Vipava (Cirius Vipava). Subjects of the research were organisation and course of volunteering among children with special needs from Cirius Vipava and students from Diocesan high school. Volunteering is an opportunity for a better social interaction for people who have problems with active integration into society.

Statistic review of volunteering has been implemented since 1999. 574 volunteers/students (83% female and 17% male between 15 and 18 years of age) were included in the research, and they did 11320 hours of volunteering social work. 681 children from Cirius were included into the volunteering process, 481 (49% female and 51% male between 7 and 18 years of age) from the program with lower educational standard and 200 (43% female and 57% male between 7 and 21) from the special program.

Hi-square test results show that more girls decide to work as volunteers and that the number of volunteers is higher at the beginning of the studies. Twelve years of monitoring volunteering show that almost the same number of volunteers decide to volunteer every year, and their coefficient of the load in volunteering is statistically insignificant.

Volunteering allows students and children with special needs to get to know each other and get equally included in various activities despite their differences.

Key words: volunteering, persons with special needs, students

1 erna.zgur@cirius-vipava.si

Inkluzivno obrazovanje

Marta Dedaj¹

Osnovna škola „Bratstvo“, Bečej

Reforma obrazovno-vaspitnog sistema podrazumeva inkluziju kao integralnu komponentu celokupnog obrazovnog sistema. Suština inkluzivnog obrazovanja je promena škole, na taj način da svaki učenik napreduje prema svojim mogućnostima. Inkluzija je proces izlaženja u susret potrebama učenika i korišćenje svih sredstava kako bi se stvorile mogućnosti da učenici uče i pripreme se za samostalan život. Postavlja se pitanje kako se za svakog učenika može obezbediti optimalno obrazovanje u skladu sa njegovim potrebama i mogućnostima? Inkluzija zahteva timski rad i podelu odgovornosti svih, na različitim nivoima. Saglasno globalnim promenama u obrazovanju, specijalne škole imaće i servisnu ulogu. U radu će biti više reči o inkluzivnom razvoju škole i transformaciji specijalnih škola u servisne centre. Vizija je da servisni centri postanu sastavni deo inkluzivnog obrazovanja za decu/učenike sa smetnjama u razvoju. U inkluzivnom razvoju škola poseban značaj pridaje se multidisciplinarnom pristupu, gde bi stručnjaci iz relevantnih područja delovali u skladu sa svojim kompetencijama i iskustvima. Ono što škole, odnosno, servisni centri nude su odgovarajuće usluge deci, njihovim roditeljima, učiteljima, nastavnicima u tipičnim školama. Na ovaj način, prepoznavajući decu kojoj je neophodna dodatna društvena pomoć i podrška, škola stvara uslove za rad koji se prilagođavaju sposobnostima i zahtevima detetovih mogućnosti. Cilj inkluzivnog

obrazovanja i svrha pružanja podrške jeste povećavanje uključenosti, napredovanja i samostalnosti deteta. Može se reći da inkluzija predstavlja pomak u humanizaciji škole i dodatni profesionalni izazov. Kako bi započete promene bile uspešnije potrebne su sledeće promene unutar tipične i specijalne škole: dodatna edukacija učitelja i nastavnika, zapošljavanje specijalnih edukatora, formiranje servisnih centara, prilagođavanje planova i programa, opremanje škole potrebnim didaktičkim sredstvima i osiguranje pristupačnosti.

Ključne reči: inkluzija, inkluzivno obrazovanje, deca/učenici sa smetnjama u razvoju

¹ komade@neobee.net

Inclusive education

Marta Dedaj¹

Primary Special School „Bratstvo”, Bečej

The reform of educational system implies inclusion as an integral component of the entire education system. Inclusive education is principally concerned with the change of school i.e. placement of special education students in regular school, enabling them to advance according to their capabilities. Inclusion is about meeting the needs of students and using all means at our disposal in order to educate and prepare special education students for independent living. The issue raises the question of how to provide students with optimal education suited to meet their needs and abilities. Inclusion requires team work and shared responsibilities among all participants at different levels. In line with global changes in education, special schools will become service centers. This project will give details about inclusive school development and transformation of special schools into service centers. Thus, the main idea would be to integrate service centers into the system of inclusive education for students with disabilities. In this inclusive development of schools, special attention is given to multidisciplinary approach where experts in relevant areas would act according to their competence and experience. What schools i.e. service centers offer are appropriate services to children, their parents and teachers in typical schools. In this way, recognizing the children in need of additional social help and support, the school creates working conditions

adjusted to the abilities and to the demands of the child's capabilities. The goal of inclusive education and the purpose of giving support is the increase of involvement, advancement and independence of a child. It can be argued that inclusion represents progress in the humanization of the school and an additional professional challenge. In order to make these initialized changes more successful, some changes need to be made within the typical and the special school: additional teacher training, employment of special educators, establishing special centres, adjustments to the curriculum, equipping schools with necessary didactic tools and ensuring accessibility.

Key words: inclusion, inclusive education, children/ students with disabilities

1 komade@neobee.net

ADHD and Problems with Inclusion

Svetlana Mioković Tomeska¹
OOU „Kliment Ohridski“, Prilep

Often when there is a problem to be solved, people qualified for working with children with special educational needs ask themselves about the reasons and where to look for solutions. They are often in conflict with the parents who cannot accept the fact that their child is hyperactive and almost always the cooperation is ended by parents.

A recurrent problem in regular schools is the problem with disruption of attention and uneasiness. The reasons for these disruptions are the following:

The influence of the social surrounding which imposes more and more demands upon children. On the other hand tolerance, compassion and help in general are less present in the family. The necessary help that should be offered to children is very often left out.

Teachers quite often do not know that they work with children with special educational needs caused by hyperactivity and lack of attention. Therefore, these children are described inadequately, though at certain moments they can display exceptional abilities and remarkable skills.

Not only teachers but also qualified staff (psychologist, pedagogue, person qualified for working with children with special educational needs) as well as other employees in a school

have unpleasant experience with children with attention deficit hyperactivity disorder (ADHD).

It is crucial for a school, especially for teachers, to understand and accept the specific functioning of children with ADHD, a condition that very often affects the educational performance of these students as well as their routine tasks and responsibilities.

A hyperactive child is a student with many demands, someone who can study successfully in an environment that supports the individual differences as part of an adjustable and structural approach. A child with this disorder responds well to the attention and support given by his teachers. Furthermore, this student is highly motivated and as a result of this their school results are good. Teachers who have experience in working with these students know that with maximum effort they can get minimal results.

Key words: ADHD, school, cooperation, tolerance

¹ svetpp@yahoo.com

Timski rad u vaspitno-obrazovnom procesu učenika uključenih u inkluzivno obrazovanje

Marija Davčevska¹, Sneža Stojanovska,
Dobriła Temelkova, Zana Gorgieva,
Zaga Kolodezni, Mirjana Petruševska
Specijalna osnovna škola „Maca Ovčarova” – Veles

Tokom 2010/11. godine razvojni tim Specijalne osnovne škole Maca Ovčarova – Veles realizovao je projekat „Potreba i značaj specijalnih usluga obrazovanja nastavnika u redovnim osnovnim školama u tri opštine Veles, Časka i Gradsko”. Obuhvaćeno je 144 ispitanika (nastavnici, stručni saradnici) i sproveden je upitnik sa 12 pitanja. Iz izvršenih analitičkih istraživanja, u ovom naučno-istraživačkom radu naglašena su sledeća dva ključna pitanja: Da li vam je potrebna stručna pomoć iz tima i koja pomoć vam je potrebna? Zaključak je da je neophodno proširenje delatnosti – saradnja redovnih osnovnih škola sa Specijalnom osnovnom školom „Maca Ovčarova – Veles. Od ukupnog broja ispitanika, 131 je odgovorio da im je potrebna pomoć u direktnom radu s decom koja imaju teškoće u učenju, podrška tima u redovnim osnovnim školama zahteva direktan rad sa decom koja imaju teškoće u učenju i timski rad u redovnim osnovnim školama (131 odgovorilo pozitivno). Na osnovu navedenog, tim (posebni vaspitači, logoped i psiholog) Specijalne osnovne škole „Maca Ovčarova 2011/12. započeo je individualni tretman učenika uključenih u redovni sistem obrazovanja u pet opštinskih škola. U ovom radu biće predstavljeni ciljevi, zadaci i način rada tima, individualni tretman šest učenika uključenih u redovni sistem obrazovanja i njihovo postignuće. Tim

sa svojim pristupom može da doprinese u promovisanju celokupnog razvoj ličnosti uključenih u redovni sistem obrazovanja i ojača saradnju sa školama i lokalnom zajednicom i to je jedan od važnih faktora u procesu inkluzivnog obrazovanja.

Ključne reči: timski rad, učenici uključeni u redovni sistem obrazovanja, inkluzivno obrazovanje

1 davcevskamarija@yahoo.com

Teamwork in the Educational Process of Students Involved in Inclusive Education

Marija Davčevska¹, Sneža Stojanovska,
Dobriła Temelkova, Zana Gorgieva
Zaga Kolodezni, Mirjana Petruševska
Special Primary School „Maca Ovčarova” – Veles

During the year 2010/11 the project-development team of the Special Elementary School „Maca Ovčarova” in Veles implemented the project „The Need and Importance of Special Trainings of Teachers in Regular Primary Schools in Three Municipalities – Veles, Časka and Gradsko. It included 144 participants (teachers, professional associates) and a questionnaire with 12 questions was conducted. From the performed analytical research, this scientific-research paper emphasizes the following two key questions: Do you need professional help from the multidisciplinary team and what kind of help is needed. The conclusion is that extended activities are necessary in cooperation of mainstream primary schools with SES „Maca Ovčarova” in Veles. Of all participants, 131 answered that they needed help in working with children with learning difficulties, and that the support of the team is required in mainstream primary schools. Based on the foregoing, the multidisciplinary team (special educators, a speech therapist and a psychologist) of SES „Maca Ovčarova”, started individual treatments of students included in the regular education system in five municipal schools in the school year 2011/12. This paper will present the objectives, tasks and methods of work of the team, as well as the individual

treatment of six students involved in the mainstream education and their achievements.

By using this approach, the multidisciplinary team can contribute in promoting the overall development of personality of students included in the regular education system and strengthen cooperation with schools and local community, and this is one of the important factors in the process of inclusive education.

Key words: team work, students involved in regular school, inclusive education

¹ davcevskamarija@yahoo.com

Izrada lokalnog akcionog plana za osobe sa invaliditetom u Opštini Veles od 2011. do 2015. godine, sa posebnim osvrtom na inkluziju

Tanja Bogatinova¹

Posebna Osnovna škola „Maca Ovčarova” – Veles

Slavco Cadiev

Savet Veća Opštine Veles

Opština Veles u saradnji sa NVO Centrom za integracijsku rehabilitaciju – Vigotski u razdoblju od maja, 2011. do oktobra 2011. stvorili su Lokalni akcioni plan za osobe s invaliditetom za 2011-2015. g. Posebna Osnovna škola „Maca Ovčarova” dala je poseban doprinos, posebno u oblasti planiranja edukacije i rehabilitacijskog tretmana.

U stvaranje ovog plana uključeni su bili: osobe s invaliditetom, kao direktni korisnici preko svojih predstavnika građanskih organizacija, i porodice dece s posebnim obrazovnim potrebama i smetnjama u razvoju, predstavnici javnih institucija, Sednici Veća Opštine, mediji, biznis sektora.

Lokalni Akcioni plan (LAPLI) je usvojen na 47. Sednici Veća Opštine Veles 31.10.2011. LAPLI je alat za razvoj i implementaciju konkretnih koraka koji vode ka poboljšanju položaja osoba s invaliditetom na lokalnom nivou. LAPLI nosi nove strategije, uvide i preporuke na osnovu detaljne analize svake prioritete oblasti – obrazovanje, kulturu, medicinske usluge, rehabilitaciju i sport, pristupačnost usluga, podizanje svesti, zapošljavanje i razvoj politike. Konkretno, pažnja je posvećena području obrazovanja ili stanja dece uključene u redovne škole. Na osnovu SWOT skrining analize inkluzivnog obrazovanja u Opštini Veles, pripremljen je i Plan za prak-

tičnu primenu, u cilju prevazilaženja nedostataka i slabosti i stvaranja osnovnih uslova i mogućnosti za unapređenje inkluzivne prakse. Svaki cilj je razvijen sa širokim strateškim aktivnostima, rokovima i odgovornim institucijama na lokalnom nivou i pokazatelja uspeha. U prioritetnoj oblasti kreiranju politika planirano je formiranje koordinacionog tela u okviru opštine Veles, koje će izvršiti procenu i praćenje strateških aktivnosti.

U oblasti obrazovanja prioritet je dat poboljšanju uslova za učenje i podučavanje dece sa posebnim obrazovnim potrebama i smetnjama u razvoju uključenih u redovnu školu i tri strategije za razdoblje od 5 godina, odnosno: edukovati nastavnike za praktičan rad s decom s posebnim obrazovnim potrebama i razvojnim pitanjima (radionice sa nastavnicima iz redovne škole); nabavka opreme i nadzor u redovnim školama (audio-vizuelni individualno u skladu sa razvojnim potrebama učenika); podrška za kampanju lobija i sveobuhvatnog istraživanja integracije dece sa posebnim obrazovnim potrebama i smetnjama u razvoju u redovnim školama, u smislu poštovanja pravnog nacionalnog zakonodavstva i međunarodnih propisa.

U okviru preostalih sedam prioriteta područja razmatrana su pitanja koja se odnose na podizanje svesti javnosti, pristupačnost i usluge podrške.

Ključne reči: Lokalni Akcioni Plan, deca s posebnim obrazovnim potrebama i smetnjama u razvoju, inkluzija

¹ tanjasv2002@hotmail.com

Development of the Local Action Plan for People with Disabilities in the Municipality of Veles (Time Period: 2011 – 2015), Special Focus on Inclusion

Tanja Bogatinova¹
Special Primary School „Maca Ovcharova”
Slavco Cadiev
Council of the Municipality of Veles

The Municipality of Veles in cooperation with the NGO Center for Integrative Rehabilitation – Vigotsky in the period from May 2011 to October 2011 created a Local Action Plan for People with Disabilities for the period from 2011 to 2015. The Special Primary School gives a special contribution in the field of planning of the educational process and rehabilitation treatment.

The creation of this plan included: people with disabilities, civic organizations, families of children with special educational needs and disabilities, representatives of public institutions, the Municipal Council, the media and the business sector.

The Local Action Plan (LAPLI) was adopted at the 47th Session of the Council of the Municipality of Veles on 31st October 2011. LAPLI is a tool for development and implementation of concrete steps that lead to the improvement in the situation of persons with disabilities at local level. LAPLI brings new strategies, insights and recommendations based on the detail analysis of each priority area – education, culture, medical care, rehabilitation and sport, accessibility of services, awareness raising, recruitment and development policy. In particular, attention was paid to the field of education or the state of children involved in inclusion.

Based on the SWOT analysis of screening for inclusive education in the Municipality of Veles, the Plan has been prepared for practical application, in order to overcome the shortcomings and weaknesses, and to create basic conditions and opportunities for the promotion of inclusive practice. Each objective was developed with broad strategic activities, deadlines, institutions responsible at local level and indicators of success. The priority in the area of policy planning is given to the formation of a coordinating body within the Municipality of Veles, that will assess and monitor strategic activities. In the field of education the priority is given to improving the teaching and learning process of children with special educational needs and disabilities included in regular schools.

The team is planning the following three strategies for the period of 5 years: to educate teachers for practical work with children with special educational needs and development issues (workshops with teachers from regular schools), procurement of audio-visual equipment and surveillance in regular schools (in accordance with the developmental needs of students), support to the lobbying campaign and comprehensive survey of the integration of children with special educational needs and disabilities into mainstream schools in terms of legal compliance of national legislation and international regulations.

Within the remaining seven priority areas, issues were discussed that were related to raising public awareness, accessibility and support services.

Keywords: Local Action Plan, children with special educational needs and disabilities, inclusion

¹ tanjasv2002@hotmail.com

Implementacija standarda efektivne inkluzivne škole u redovnim školama u gradu Velesu

Živka Panova Sazdova¹, Zaga Kolodezni,
Tanja Bogatinova, Mirjana Petruševska
Specijalna osnovna škola „Maca Ovčarova” – Veles
Žana Đorgievska
*Centar za podršku licima sa intelektualnim
poteškoćama „Poraka” – Veles*
Sanja Stojanova
*Dnevni centar za lica sa intelektualnim
poteškoćama u razvoju – Veles*

Projektno-razvojni tim Posebne osnovne škole „Maca Ovčarova” iz Velesa, u periodu 2010 – 2011 godine sproveo je studiju „Potreba i značaj servisnih defektologa u redovnim školama u tri opštine. Rezultati su pokazali da je proces inkluzije pokrenut u svim školama, ali u relativno malom procentu (36,1%). Takođe, istraživanje i diskusije pokazuju da ukupan vaspitno-obrazovni kadar, stručne službe i direktori devet škola nisu dovoljno upućeni u proces inkluzije. Kao poteškoće u inkluzivnoj praksi su se izdvojili: nedovoljna edukovanost i informisanost nastavnog kadra iz redovnih škola o karakteristikama i sadržajima procesa inkluzije, načina modifikacije uslova i sredstava rada, kao i primene odgovarajućih standarda za efektivne inkluzivne škole.

Predmet našeg istraživanja bio je da se utvrdi u kojoj meri se sprovode standardi efektivne inkluzivne škole u svih pet redovnih osnovnih škola u gradu Velesu.

Podaci su dobijeni na osnovu Intervjua sa direktorima pet škola (pitanja grupisana u tri oblasti: Školski

prostor, Nastavno osoblje i Saradnja sa relevantnim institucijama), intervju sa stručnim saradnicima (pedagozi i psiholozi) – (pitanja grupisana u sledećim oblastima: Nastavno osoblje, Komisija za upis u prvi razred, Učenici sa POP, Saradnja sa roditeljima učenika uključenih u inkluzivno obrazovanje, Saradnja sa drugim institucijama) i Upitnika sa ukupno 13 pitanja namenjenog vapično-obrazovnom kadru od prvog do osmog razreda (75 učitelja i 75 predmentih nastavnika).

Rezultati istraživanja su prikazani u tabelama i grafički, u odnosu na svako od pitanja u Upitniku, a odgovori iz Intervjua su predstavljeni u obliku citata i video snimaka.

Iz ovog istraživanja izvedeno je više predloga i zaključaka, a kao prioritetni izdvojeni su sledeći: za funkcionisanje efektivne inkluzivne škole potrebni su saradnja, pomoć i podrška specijalnih pedagoga i drugih stručnjaka iz oblasti obrazovanja i rehabilitacije dece sa POP. Za uspešnu implementaciju standarda za efektivne inkluzivne škole, neophodno je da se postigne puna saradnja između redovnih osnovnih škola i specijalnih škola, kao nosilaca inkluzivnog procesa i pripadnika nastavnog osoblja, učenika uključenih u inkluzivno obrazovanje i njihovih roditelja i drugih aktera u procesu inkluzije.

Ključne reči: standardi za efektivne inkluzivne škole, proces inkluzije

1 z_panova@yahoo.com

Implementation of the Standards for Effective Inclusive School in Mainstream Primary Schools in Veles

Živka Panova Sazdova¹, Zaga Kolodezni,
Tanja Bogatinova, Mirjana Petruševska
Special elementary school „Maca Ovčarova” – Veles
Žana Đorgievska

Center for support of the persons with intellectual disabilities „Poraka” – Veles

Sanja Stojanova

Day care center for persons with intellectual disabilities – Veles

The project-development team from the Special primary school „Maca Ovčarova” from Veles in the period 2010-2011, conducted a research „The need and importance of service educators in mainstream schools” in three municipalities. The results indicate that the process of inclusion has started in all schools but in a relatively small percentage (36.1%). Also, the research and discussions indicate that the overall teaching staff, professional services and headmasters of the nine schools are not sufficiently familiar with the process of inclusion. The following difficulties in inclusive practice were singled out: insufficient awareness and training of teaching staff in mainstream primary schools on the characteristics and contents of the process of inclusion, the ways of modification of conditions and resources for work, and the application of standards for effective inclusive school.

The subject of our research was to determine to what extent the standards for effective inclusive school were implemented in one of the primary schools in the Municipality of Veles.

The data were obtained from interviews with headmasters of five schools (questions grouped in 3 areas: the school space, teaching staff and cooperation with relevant institutions), from interviews with professional staff (pedagogues and psychologists); those questions were grouped into the following areas: teaching staff, first grade enrollment commission, students with special educational needs, cooperation with parents of students with special educational needs, cooperation with other institutions. The last was a questionnaire with a total of 13 questions for teaching staff from first to eighth grade, i.e. 75 teachers and 75 subject teachers in total.

Research results are presented in tables and graphs in relation to each of the questions in the questionnaire and the responses from the interviews are presented in the form of quotes and video clips.

Several conclusions and proposals emerged from the research, and we believe that the most important is the following: cooperation, assistance and support from special educators and other professionals in the field of education and rehabilitation of children with special educational needs is necessary for effective functioning of inclusive school.

For a successful practical implementation of standards for effective inclusive school it is necessary to achieve full cooperation between mainstream schools and special schools as carriers of the inclusive process and supporters of teaching staff, students with special educational needs and their parents and other entities involved in the process of inclusion.

Key words: standards for effective school inclusion, process of inclusion

¹ z_panova@yahoo.com

Mapiranje dece koja se nalaze van obrazovno-vaspitnog sistema – „Da svako dete postane đak”

Gordana Nikolić¹

Univerzitet u Novom Sadu – Pedagoški fakultet, Sombor

Zorica Popović

Zavod za unapređivanje obrazovanja i vaspitanja,

Beograd

Škole za obrazovanje učenika sa smetnjama u razvoju u okviru nove zakonske regulative prepoznate su i kao resursni centri, odnosno centri za podršku deci i učenicima, roditeljima, nastavnicima ili drugim lokalnim/regionalnim ciljnim grupama. Istraživanja, kao i konstatacije u okviru različitih dokumenata, u svetu i kod nas, ukazuju na visok procenat dece sa smetnjama u razvoju koja su van sistema obrazovanja i vaspitanja, ali i rehabilitacionih programa. U cilju utvrđivanja broja neuključene dece u obrazovni sistem, u okviru projekta UNICEF-a i Zavoda za unapređenje obrazovanja i vaspitanja, realizovane su aktivnosti poznate pod nazivom mapiranje. Mapiranje je proces identifikovanja dece koja nisu uključena u obrazovni sistem. U ovom radu biće prikazan deo rezultata istraživanja koje je sprovedeno u šest opština jugoistočne Srbije. Problem istraživanja je utvrđivanje broja neuključene dece u obrazovni i rehabilitacioni program u izabranim opštinama. Metodologija istraživanja je bazirana na istraživanju akcionog tipa koje je podrazumevalo definisanje instrumenta za mapiranje, koncipiranje i realizaciju obuke za realizatore postupka mapiranja i aktivnosti mapiranja u dva povezana procesa. Jedan proces je uključivao mapiranje u okviru ustanova za decu i mlade, a drugi takozvano mapiranje „od vrata do

vrata”. Dobijeni rezultati su pokazali da je u svakoj od šest opština tim za mapiranje identifikovao decu školskog uzrasta koja nisu uključena u obrazovni sistem. Zaključci koji su izvedeni nakon analize podataka dobijenih od timova za mapiranje, pokazuju da značajan broj neuključene dece u obrazovni sistem čine deca sa smetnjama u razvoju ili ona koja odrastaju u neadekvatnim uslovima. Istraživanjem je potvrđeno da škole za decu sa smetnjama u razvoju značajno mogu da doprinesu uključivanju dece sa složenim smetnjama u obrazovanje u rehabilitacione programe.

Ključne reči: uključivanje, mapiranje, tim, proces, deca sa smetnjama u razvoju

¹ gordana.nikolic@zuov.gov.rs

Mapping the Children Outside The Education System – „Let Every Child Become a Student”

Gordana Nikolić¹

University of Novi Sad – Faculty of Pedagogy, Sombor

Zorica Popović

Institute for the Improvement of Education, Belgrade

New legislation recognized schools for the education of pupils with developmental disabilities as resource centers for the support of children and pupils, their parents, teachers and other local/regional target groups as well. A significant number of studies, or conclusions found in various documents around the world and our country (UNICEF, 2001), show a high percentage of children with disabilities who find themselves outside the education system and rehabilitation programs as well. In order to determine the number of non-participants in the education system, as part of UNICEF and Institute for the Advancement of Education projects, certain activities were carried out, in the professional circles known as mapping. Mapping is the process of identifying children who do not attend schools. As part of this project, a survey was conducted, which carried out mapping activities in six municipalities in Southeastern Serbia. The aim of the research was to determine the number of children not participating in the education and rehabilitation program in selected municipalities. The research methodology was based on the type of action research that involved the definition of an instrument for mapping, design and implementation of training for mappers and assignment of the mapping activity through two

related processes. One process involved mapping in institutions for children and youth, while the other involved mapping „from door to door“. The results obtained from the field, after a six months period, show that in each of the six municipalities the team of mappers identified a minimum of seven to a maximum of 25 children of school age, who are not attending any of the schools in the municipality. The conclusions, drawn after analyzing data obtained from the mapping teams, indicate a significant number of children not included in the educational system and that a large number of mapped children have complex developmental disabilities or are being raised in unsuitable conditions. Over 50% of mapped children spend time in day care or reside in closed institutions. The study confirmed that special schools can significantly contribute to the inclusion of children with complex disabilities in education and rehabilitation programs.

Key words: inclusion, mapping, team, process, children with developmental disabilities

¹ gordana.nikolic@zuov.gov.rs

Intrinzična motivacija i postignuća iz biologije kod dece s blažim intelektualnim teškoćama

Aleksandra Đurić Zdravković¹,
Mirjana Japundža Milisavljević
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Intrinzična motivacija opisuje prirodnu sklonost ka učenju iz radoznalosti, želju za izazovom, kompetencijom i samoopredeljenjem. Istraživanja pokazuju da je intrinzična motivacija dobar prediktor akademskih performansi dece.

U savremenim radovima naglašava se problem nedostatka većeg broja studija koje bi sagledavale prirodnu motivaciju dece s blažim intelektualnim teškoćama (BIT). Iznose se rezultati istraživanja koji ukazuju na sniženu intrinzičnu motivaciju ove dece u odnosu na decu tipične populacije.

Cilj rada je utvrđivanje povezanosti intrinzične motivacije u odnosu na savladanost programskih sadržaja nastavnog predmeta Biologija kod dece s BIT. U ovom istraživanju odlučili smo se za korelate intrinzične motivacije i programskih sadržaja biologije, jer ovaj nastavni predmet obiluje arsenalom sadržaja prirodnih pojava i objekata, čije obavezno demonstriranje pri obradi, budi učeničko interesovanje i radoznalost. Postignuća u okviru ovog nastavnog predmeta kod dece s BIT nisu široko ispitivana.

Uzorak ovog istraživanja uključuje 120 učenika, oba pola, količnika inteligencije od 50 do 69, kalendarskog uzrasta od 12 do 15 godina i školskog uzrasta od V do VIII razreda. Iz uzorka su izuzeti učenici s neurološkim, psihijatrijskim, senzornim, izraženim

emocionalnim i višestrukim smetnjama. U svrhu procene intrinzične motivacije korišćen je suptest *Upitnika akademske samoregulacije* (Deci, Hodges, Pierson, & Tomassone, 1992). Upitnik je prilagođen učenicima s BIT. Za procenu savladanosti programskih sadržaja biologije konstruisan je test znanja.

Veza između stepena intrinzične motivacije i postignuća na *Kriterijumskom testu znanja iz biologije* ispitana je pomoću *Pirsonovog koeficijenta linearne korelacije*. Dobijena je signifikantna vrednost korelacije od $r=0,25$, $p<0,05$, te zaključujemo da prisustvo intrinzične motivacije podrazumeva bolje rezultate na testu znanja iz biologije.

Razmatrajući moguće načine tretiranja intrinzične motivacije u okviru nastavnog predmeta Biologija, ističemo stav prethodnih istraživača, koji se poklapa sa našim i odnosi na činjenicu da se intrinzična motivacija postiže intenzivnom participacijom dece u interesantnim i atraktivnim aktivnostima pri savladavanju i vežbanju gradiva. Tokom istraživanja utvrdili smo da je korelacija ovih varijabli izražena kod učenika u čijim se razredima nastava biologije plasira stalnim korišćenjem prirodnih vizuelnih sredstava, maketa, eksperimenata, interaktivnih oblika izvođenja i korišćenjem metoda aktivne nastave.

Ključne reči: intrinzična motivacija, sadržaji biologije, deca s BIT

Rad je proistekao iz projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ aleksandra.djuric.aa@gmail.com

Intrinsic Motivation and Achievement in Biology in Children with Mild Intellectual Disability

Aleksandra Đurić Zdravković¹,
Mirjana Japundža Milisavljević
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Intrinsic motivation describes a natural inclination towards learning out of curiosity, desire for challenge, competence and self-determination. Research shows that intrinsic motivation is a good predictor for academic performance of children.

Up-to-date papers emphasize the lack of a larger number of studies that also considered the nature of motivation in children with mild intellectual disabilities (MID). Certain studies indicate reduced intrinsic motivation of these children compared to children of typical population.

The aim of this research is to determine the relations between intrinsic motivation and the curricular content of Biology in children with MID. In this study, we chose correlates for intrinsic motivation and syllabus, because biology has a rich arsenal of content on natural phenomena and objects, always followed by demonstrations which create students' interest and curiosity. Achievements in this subject are not widely studied for children with MID.

A sample of this study involves 120 students of both sexes, the intelligence quotient of 50 to 69, aged 12 to 15, fifth to eighth grade, with no neurological, psychiatric, sensory, apparent emotional and multiple disorders. Subtest Questionnaire of Academic Self-Regulation (Deci, Hodges, Pierson, & Tomasson,

1992) was used in order to assess intrinsic motivation. The questionnaire was adapted for students with MID. For the evaluation of mastering biology curricular content a criterion test of knowledge was made.

The connection between the degree of intrinsic motivation and achievement test on the demonstrated knowledge of biology was examined using Pearson Correlation Coefficient. The resulting value is a significant correlation of $r=.25$, $p < .05$. We conclude that the presence of intrinsic motivation means better performance on tests of knowledge in biology.

In considering possible ways of treating intrinsic motivation within Biology, we point out the view of previous researchers and agree that intrinsic motivation is achieved by intensive participation of children in interesting and attractive activities for mastering and practicing the material. During research we found that the correlation between these variables is more common for students who learn biology by constantly using natural visual aids, models, experiments, interactive forms of construction and active teaching methods.

Key words: intrinsic motivation, content of biology, children with MID

This paper originated from the scientific project „Designig a protocol for assessing the educational potentials of children with disabilities as a criterion for development of individual educational programs”, no. 179025 (2011-2014), the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

¹ aleksandra.djuric.aa@gmail.com

Problemski zadaci u nastavi matematike kod dece sa lakom intelektualnom ometenošću

Mirjana Japundža Milisavljević¹,
Aleksandra Đurić Zdravković
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Problemski zadaci koji su sastavni deo nastave matematike predstavljaju skup poznatih i nepoznatih podataka koji su definisani u određeni odnos. Nepoznata vrednost u zadacima treba da se ustanovi na osnovu poznatih podataka. Veoma je značajno da se veličine, koje su predstavljene rečima izraze matematičkim simbolima na pravi način. Problemski zadaci povezuju sadržaje matematike i saznanja o svakodnevnom okruženju i pri njihovom rešavanju neophodno je bazirati se na vlastito iskustvo.

Cilj rada se odnosi na utvrđivanje uspešnosti rešavanja različitih aritmetičkih problemskih zadataka kod dece s lakom intelektualnom ometenošću (LIO) kao i na utvrđivanje odnosa između tačno rešenih aritmetičkih zadataka i pola ispitanika. Ukupno trideset šest učenika uzrasta od 10 do 14 godina rešavalo je po pet zadataka promene, kombinovanja i upoređivanja. U skladu sa postavljenim ciljem istraživanja primenjene su metode neparametrijske statistike.

Pri rešavanju problemskog aritmetičkog zadatka uspešni učenici našeg uzorka su koristili takozvani smisleniji pristup koji podrazumeva konstruisanje modela na osnovu situacije koja je opisana u zadatku. Plan rešavanja se bazira na tom modelu. Nasuprot njima neuspešni učenici su plan rešavanja bazirali na

brojevima i ključnim rečima koje su bile izdvojene iz konteksta zadatka, odnosno koristili su pristup prečicom. Ukupno trinaest ispitanika našeg uzorka uspešno je rešilo aritmetičke zadatke promene (36,1%), sedam ispitanika tačno rešava zadatke tipa kombinovanja (19,4%), dok samo tri ispitanika tačno rešava zadatke upoređivanja (8,3%). Nije dobijena statistički značajna korelacija kada je u pitanju procena uspešnosti pri rešavanju aritmetičkih zadataka kod učenika s LIO različitog pola ($p=0.124$).

Tokom samog istraživanja uočena je neophodnost potrebe za diferenciranjem nivoa zahteva pri definisanju aritmetičkog problemskog zadatka koji obuhvata stepen preglednosti, stepen apstrakcije, stepen formalizacije, stepen poznavanja nepoznatih i poznatih podataka kao i stepen kompleksnosti zadatka.

Ključne reči: intelektualna ometenost, problemski aritmetički zadaci.

Rad je nastao u okviru projekta „Socijalna participacija osoba sa intelektualnom ometenošću“ (br. 179017), koji finansira Ministarstvo prosvete i nauke Republike Srbije.

1 mjkiikilj@gmail.com

Problem-solving Tasks in Mathematics in Children with Mild Intellectual Disability

Mirjana Japundža Milisavljević¹,
Aleksandra Đurić Zdravković
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Problems-solving tasks are an integral part of teaching mathematics and represent a set of known and unknown data defined by certain relationships. Unknown value in a task should be calculated on the basis of known data. It is very important that values described by words are expressed correctly by mathematical symbols. Problem-solving tasks associate the content of mathematics with the knowledge of everyday surroundings and personal experience is necessary in solving this kind of tasks.

The paper aims to determine the efficiency level in solving various arithmetic problems by children with mild intellectual disability, as well as the relation between correctly solved arithmetic tasks and gender of the respondents. A total of 36 students, aged 10 to 14 years, were solving five tasks each, which included problems of change, combination and comparison. In accordance with the objective of the research, non-parametric statistical methods were applied.

In solving the arithmetic task, successful participations of our research used the so-called *Meaningful approach*, which involves constructing a model based on the situation described in the task. The plan of solving is based on that model. In contrast to them, unsuccessful students based their solution

plans on numbers and key words that were extracted from the context of the task, which means they used *Shortcut approach*. A total of 13 subjects (31.6%) of our sample solved arithmetic problems of change, 7 subjects (19.4%) solved combination problems and only 3 subjects (8.3%) solved comparison problems. There was no statistically significant correlation when it comes to the evaluation of efficiency in solving arithmetic tasks in students with MID of different gender ($p=.124$).

During the research we found the necessity of the need for differentiation of levels demand required in the definition of arithmetic problem-solving tasks, which consists of visibility, abstraction, formalization, complexity and the level of knowledge of the known and unknown data.

Key words: intellectual disability, arithmetic problem-solving tasks

This abstract results from the project „Social Participation of Persons with Intellectual Disability” financed by the Ministry of Education and Science, Republic of Serbia (No. 179017).

¹ mjkkilj@gmail.com

Inkluzivna družionica: „Na ćilimu mašte”

Biljana Sekulić¹, Marija Slavković
Osnovna škola „Sava Jovanović Sirogojno“, Zemun

Osnovna ideja inkluzivne radionice: „Na ćilimu mašte”, jeste druženje između dece sa intelektualnom ometenošću i dece iz masovne populacije, kao i njihovih roditelja.

Glavni cilj pomenute družionice jeste uvođenje inovativnih tehnika, za koje se grupa defektologa edukovala na seminaru „Alternativni postupci i reciklirani materijal u nastavi likovne kulture”.

Korisnici usluga inkluzivne radionice bili su 14-ro dece sa intelektualnom ometenošću, različitog stepena ometenosti iz OŠ „Sava Jovanović Sirogojno”, hronološke dobi od 7 do 17 godina i 10-ro dece iz masovne populacije, hronološke dobi od 7 do 10 godina.

Inkluzivna družionica „Na ćilimu mašte”, održana je u maju 2011. godine u trajanju od 60 minuta.

Dinamika inkluzivne radionice bazirana je na smenjivanju dve inovativne tehnike rada: zgrafito i tehnike pećatiranja. Navedena grupa dece je zajednički radila i odabirala tehnike rada uz pomoć i korekciju od strane prisutnih šest defektologa. Zgrafito tehnika je izazvala veliko oduševljenje kod dece sa intelektualnom ometenošću, jer su pri izvođenju navedene tehnike mogla da koriste sve svoje sposobnosti i da prikažu svoju kreativnost koristeći materijal koji zahteva zgrafito tehnika. Pri tehnici pećatiranja deca su učestvovala u samom procesu osmišljavanja i izrade pećata od razlićitih recikliranih materijala.

Dobijeni produkti rada (pećati) deci su poslužili da zadovolje svoju maštu tako što su slobodno otiskivala pećate na papirima većeg formata, zatim ih sekla i slagala u celinu.

Po završenoj inkluzivnoj družionici, deca su uz pomoć roditelja popunila evaluacioni list, gde se mogao dobiti uvid o pozitivnom stepenu usvojenosti znanja, želje za radom, druženjem i isticanjem najzanimljivijih segmenata rada.

Zaključili smo da je potrebno kod dece sa intelektualnom ometenošću i dece iz masovne populacije, raditi na zajednićkoj edukaciji veština, uvođenjem inovativnih tehnika. Inovativne tehnike rada bi trebalo da budu zanimljive deci iz masovne populacije, a deci sa intelektualnom ometenošću da pomognu da se približe mogućnostima i sposobnostima dece iz masovne populacije.

Ključne reći: inkluzivna družionica, deca sa intelektualnom ometenošću, deca masovne populacije, inovacije

1 bln2sekulic@gmail.com

Inclusive Workshop „On the Imagination Carpet”

Biljana Sekulić¹, Marija Slavković
Primary school „Sava Jovanović Sirogojno“, Zemun

The basic idea of the inclusive workshop named „On the Imagination Carpet” is the socialization of children with intellectual disabilities with children from general population, as well as their parents.

The main aim of the inclusive workshop is the introduction of innovative techniques in which a group of special education teachers was trained at the seminar named „Alternative Methods and Recycled Materials in Art Classes”.

The beneficiaries of the inclusive workshop were fourteen children with different degrees of intellectual disability from primary school „Sava Jovanović Sirogojno”, aged between 7 and 17 years, and ten children from general population aged between 7 and 10 years.

The inclusive workshop „On the Imagination Carpet” was organized in May 2011 and lasted 60 minutes.

The dynamics of the inclusive workshop was based on the alternation of two innovative techniques: sgraffito and stamping technique. The above mentioned group of children worked together and chose working techniques with the help and correction of the six special education teachers present. Sgraffito technique generated great enthusiasm among children with intellectual disabilities because when performing this technique they could use all their skills and demonstrate their

creativity using materials required for sgraffito technique. In the case of stamping technique the children were involved in the very process of designing and making stamps from various recycled materials. The obtained products (stamps) enabled the children to satisfy their imagination by freely stamping sheets of paper of larger size, cutting them and arranging the obtained pieces of paper.

When the inclusive workshop ended, children filled in an evaluation form with the help of their parents, which gave information about positive degree of gained knowledge, desire to work, socialize and highlight the most interesting segments of work.

We concluded that it was necessary for children with intellectual disabilities and children from the general population to work on joint skill training by introducing innovative techniques. The innovative working techniques should be interesting to children from general population and should help the children with intellectual disabilities to get closer to the abilities and skills of children from the general population.

Key words: inclusive workshop, children with intellectual disabilities, children from general population, innovations

¹ bln2sekulic@gmail.com

Inkluzivna praksa i samoeфикаsnost budućih specijalnih edukatora

Branislav Brojčin¹, Slobodan Banković,
Nenad Glumbić
*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Samoeфикаsnost upućuje na verovanja osobe u pogledu sopstvenih kapaciteta, koja određuju kako će se osoba osećati, razmišljati, motivisati sebe i kako će se ponašati u datom kontekstu. Nastavnici moraju verovati da njihovo ponašanje može uticati na obrazovanje njihovih učenika. Oni moraju biti svesni svojih sposobnosti da donesu ključne odluke, koje će imati uticaj na njihove profesionalne uloge i na postignuća njihovih učenika. Bez obzira na oblik podrške koju će pružati detetu, roditeljima i redovnom nastavniku buduća specijalna edukatori moraju biti uvereni da vladaju znanjima i veštinama potrebnim za rad u inkluzivnom okruženju.

Cilj ovog istraživanja je da ustanovi kako studenti završne godine akademskih studija FASPER-a, studentskog programa Specijalna edukacija i rehabilitacija osoba sa teškoćama u mentalnom razvoju, procenjuju sopstvenu kompetentnost u pogledu veština važnih za inkluzivno obrazovanje.

Uzorak čini 31 student FASPER-a. Oni su na kraju 8. semestra popunjavali skalu „Uspešnost nastavnika u inkluzivnoj praksi”.

Dobijeni rezultati pokazuju da se studenti osećaju kompetentim u pogledu veština potrebnih za rad u inkluzivnom obrazovnom okruženju (prosečan skor 4,55 od maksimalnih 6). Ispitanici su posebno uvere-

ni u sopstvene sposobnosti da sarađuju sa roditeljima, nastavnicima i drugim osobama uključenim u inkluzivni proces, dok nešto manje samopouzdanja imaju kada su u pitanju nastava i upravljanje ponašanjem u inkluzivnom razredu.

Rad pokazuje da se ispitivani studenti osećaju spremnim da preuzmu odgovarajuću ulogu u procesu inkluzivnog obrazovanja i sagledava aspekte njihovog obrazovanja koje u ovom pogledu treba nadalje unapređivati.

*Ključne reči: inkluzivno obrazovanje,
samoeфикаsnost, studenti*

Apstrakt predstavlja rezultat rada na projektu „Socijalna participacija osoba sa intelektualnom ometenošću”, broj 179017 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ branislav06@gmail.com

Inclusive Practices and Self-Efficacy of Future Special Educators

Branislav Brojčin¹, Slobodan Banković,
Nenad Glumbić
*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Self-efficacy is related to beliefs in one's own capacities, which determine the way a person tends to feel, think, motivate him-or herself or behave in certain context. Teachers must believe that their behaviour can affect education of their students. They have to be aware of their strengths to make key decisions, which further impact their professional roles and students' achievements. Future special educators have to be convinced that they have the knowledge and skills needed for working in inclusive setting, irrespective of the model of support provided for children, parents and regular schools teachers.

The objective of this research is to determine how fourth-year students from the Department of Special Education and Rehabilitation of the Persons with Mental Disabilities (Faculty of Special Education and Rehabilitation, FASPER), perceive their own competences regarding the skills necessary for inclusive education.

The sample consisted of 31 students, who were asked, at the end of the school year, to fulfil the scale known as The Teacher Efficacy for Inclusive Practices.

The obtained results show that students feel themselves competent in respect to the skills needed for working in inclusive environment (the average

score was 4.55 out of 6). The students were especially convinced in their abilities to cooperate with parents, teachers and other persons involved in inclusive process. They were somewhat less confident in organizing education process and behaviour management within the inclusive classroom.

Obtained results indicate that the interviewed students feel capable of taking an adequate role in the process of inclusive education and point to certain aspects of their education which should be improved.

*Key words: inclusive education,
self-efficacy, students*

This abstract results from the project „Social Participation of Persons with Intellectual Disability” financed by the Ministry of Education and Science, Republic of Serbia (No. 179017).

¹ branislav06@gmail.com

Tema:

*Modeli pružanja podrške odraslim osobama sa
smetnjama i poremećajima u razvoju*

Supporting Services for Adults with Disabilities

Graduate with Disability and Competitive Employment: a Preliminary Study

Barbara Cordella

*Dynamic and Clinical Psychology Department,
Medicine and Psychology Faculty, Sapienza
University of Rome*

Francesca Greco¹

*Social Science Department, Faculty of Political Science,
Sociology and Communication, Sapienza
University of Rome*

Floriana Romano

*Institute for specialization in self psychology and
relational psychoanalysis of Rome*

The reinstatement of people with disability is a challenge for the Italy nowadays. Specific laws has been approved to support and facilitate the learning process and employment of people with disability. The Sapienza University of Rome has developed specific services to grant disabled students equal opportunities of study, helping the learning of useful skills to enhance employment, therefore it offers an option to the mandatory placement set by Italian laws. Nevertheless agencies working for disabled graduates selection and placement, highlights their difficulty in recruiting them. To understand this phenomenon this research aims to explore students with disability's reason for college choice and the expectations on the use of acquired skills.

Four students with visual disability underwent an in-depth face-to-face interviewed to explore the representation of their vocational training process and their expectation in using it. Interviews were

audio recorded and integrally transcribed. Transcripts underwent a text analysis to detect relevant thematic dimensions emerging from subjects' narrations.

Narrations show that the choice to register at the University is based on personal interests to fulfil one-self passion. Nevertheless it is dissociated from a professional project aiming to enhance economical income. Interviewees mostly expect to use acquired skills to set up free services to improve people quality of life. Moreover the degree is considered as a tool to set exchange relationships aiming to facilitate social reinstatement and to improve their social network reduced by disability.

Narrations show that the choice to start professional training is based on personal interests not taking into account the possibility to be employed, probably because an income is granted by Welfare. This choice is enhanced by the present economical crisis which makes it harder to find employment.

*Key words: disability, graduate, employment,
social reinstatement*

¹ francesca.greco@uniroma1.it

Ka proširenoj participaciji u visokom obrazovanju u Srbiji: Slučaj studenata sa posebnim obrazovnim potrebama

Mirko Filipović¹

*Univerzitet u Beogradu – Fakultet za specijalnu
edukaciju i rehabilitaciju*

Isidora Jarić

Univerzitet u Beogradu – Filozofski fakultet

Tokom poslednje decenije sistem visokog obrazovanja u Srbiji je prošao kroz relativno intenzivan process transformacije. Jedan od pratećih fenomena ovog procesa je trend porasta procentualnog učešća mladih, starosti između 20 i 24 godine, u visokom obrazovanju. Primera radi 2007. godine procentualno učešće studenata unutar ove starosne kohorte unutar opšte populacije bilo je 29%, da bi u 2010. godini ono poraslo na čak 39,4%. Iako na prvi pogled, ovi relativni brojevi ukazuju na trend proširivanja mogućnosti za učešće u visokom obrazovanju za pripadnike različitih marginalizovanih grupa, empirijski podaci o strukturi aktuelne studentske populacije (podaci za školsku 2010/2011. godinu) nude dramatično drugačiju sliku. Prema podacima zvanične statistike za školsku 2010/2011. godinu visoko obrazovanje u Srbiji upisalo je samo 1197 studenata koji spadaju u kategoriju studenata sa posebnim obrazovnim potrebama (na svim nivoima visokog obrazovanja i godinama studija unutar njih), odnosno svega 0,5% od ukupne studentske populacije. U tom smislu ovaj rad pokušava da istraži i analizira aktuelno stanje i primenjivost koncepta proširene participacije u uslovima visokog obrazovanja u Srbiji kroz analizu položaja studenata sa posebnim obrazovnim potrebama u okviru aktuelnog

sistema visokog obrazovanja u Srbiji. Ovaj rad pokušava da skrene pažnju na problem socio-strukturalnog zatvaranja oblasti visokog obrazovanja za pripadnike različitih marginalizovanih grupa i, među njima, posebno studenata sa posebnim obrazovnim potrebama. Analiza se zasniva na podacima zvanične statistike (podaci koji se prikupljaju pomoću ŠV20 obrazaca, čije popunjavanje je deo zvanične upisne procedure za svakog pojedinačnog studenta na svim nivoima studija i godinama studija), i alternativnih podataka i evidencija Udruženja studenata sa hendikepom iz Beograda, Kragujevca, Niša i Novog Sada. Ovi alternativni podaci su zanimljivi, ne zato što oni nude kompletniju sliku stanja u visokom obrazovanju po ovom pitanju, već zato što otvaraju zanimljiva pitanja u vezi sa definisanjem pojma studenata sa posebnim obrazovnim potrebama.

*Ključne reči: visoko obrazovanje, proširena
participacija, studenti sa posebnim obrazovnim
potrebama, Srbija*

Apstrakt predstavlja rezultat rada na projektu „Unapređivanje kvaliteta i dostupnosti obrazovanja u procesima modernizacije Srbije” (evidencioni broj 47008), čiju realizaciju finansira Ministarstvo prosvete i nauke Republike Srbije.

¹ mirko04@sbb.rs

Towards Widening Participation in Higher Education in Serbia: the Case of Students with Special Educational Needs

Mirko Filipović¹

*University of Belgrade – Faculty of Special Education
and Rehabilitation*

Isidora Jarić

Faculty of Philosophy – University of Belgrade

During the last decade higher education system in Serbia has undergone relatively intense process of transformation. One of the phenomena accompanying this process is the increasing trend of percentage share in higher education of the specific age cohort (20-24 years). For example in 2007 the share of student population in general population age cohort 20-24 years were 29% and in 2010 39.4%. Although at first glance these relative numbers indicate the trend of expanding opportunities for participation in university education for the members of diverse marginalized groups, the empirical data related to the structure of current student population (data for school year 2010/2011) offered a dramatically different picture. According to official statistical data in school year 2010/2011 higher education in Serbia enrolled only 1197 students (at all levels of higher education) or only 0.5% of student population. In that sense the presented analysis will explore and challenge the concept of widening participation in HE through the analysis of the position of students with special educational needs within higher education system in Serbia, trying to draw attention to the problem of socio-structural inaccessibility of higher education to members of diverse marginalized groups, especially students with special educational

needs. The analysis was based on the data provided by official statistics (the data collected using the SV 20 questionnaire. SV20 questionnaire is the instrument that each student needs to fill in as a part of official procedure of enrollment of each academic year in higher education institutions and at all three levels of studies), and alternative data and records of the Association of Students with Disabilities in Belgrade, Kragujevac, Nis and Novi Sad. These alternative data are interesting not because they are offering a more complete picture of the situation in higher education in this matter, but because they open up interesting questions related to defining who the students with special educational needs are.

*Key words: higher education, widening participation,
students with special educational needs, Serbia*

This paper originated from the scientific project „Improving the quality and accessibility of education in modernization processes in Serbia”, no. 47008, the implementation of which is financed by the Ministry of Education and Science, Republic of Serbia.

1 mirko04@sbb.rs

Savremeni oblici podrške osobama sa invaliditetom i njihovim porodicama

Modern Forms of Support to People with Invalidity and Their Families

Mirjana Jovanović¹

Klinika za neurologiju i psihijatriju za decu i omladinu

Svetlana Slavnić

Univerzitet u Beogradu – Fakultet za specijalnu

edukaciju i rehabilitaciju

Vedrana Milić–Rašić

Klinika za neurologiju i psihijatriju za decu i omladinu

Mirjana Jovanović

Child and Adolescent Neurology and Psychiatry

Clinic, Belgrade

Svetlana Slavnić

University of Belgrade – Faculty of Special Education

and Rehabilitation

Vedrana Milić–Rašić

Child and Adolescent Neurology and Psychiatry

Clinic, Belgrade

Osnivanje raznih oblika podrške više ne predstavlja pitanje milosrđa, već ostvarenje osnovnih principa ljudskih prava, zagarantovanih mnogim, kako međunarodnim dokumentima, tako i onim iz oblasti domaćeg zakonodavstva.

Pored razvoja postojećih oblika podrške namenjenih osobama sa invaliditetom i članovima njihovih porodica, u Srbiji postoji potreba i za osnivanjem nekih novih servisa podrške za pripadnike ove populacije.

Cilj ovog rada je da istakne značaj novih oblika podrška osobama sa invaliditetom, posebno obrađujući „stanovanje uz podršku“ kao alternativnog, a u isto vreme i manje restriktivnog oblika zaštite za ove osobe. U radu će, takođe, biti razmatrani i drugi oblici podrške kao što su: obuka za samostalan život i usluga predaha.

Stanovanje uz podršku i obuka za samostalan život, dodatno su doprinele podsticanju osamostaljivanja osoba sa invaliditetom, dok usluga predaha pruža mogućnost da se roditelji, odnosno, staratelji, povremeno odmore od uloge pružaoca nege.

Ključne reči: deca, porodica, socijalna zaštita, podrška

The foundation of different forms of support is not anymore a question of mercifulness, but it is the achievement of human rights guaranteed through various national and international legal documents.

Besides further development of the existing forms of support to people with invalidity and their families in Serbia, there is a need to establish new services of support for this population.

The aim of this work is to point out the importance of new forms of support to people with invalidity, especially through appropriate „living with assistance“ as an alternative and less restrictive way of support. In this work, other forms of support will be also considered such as training for independent living and „rest service“.

„Supported housing“ and trainings for independent living stimulate independence among people with invalidity, while „rest service“ allows family members or caregivers to take an occasional break from the role of care providers.

Key words: children, family, social protection, support

¹ mirjana.jeli@gmail.com

Ostvarivanje životnih navika osoba sa motoričkim poremećajima

Gordana Odović¹

Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju

Ivana Sretenović

Savez za cerebralnu i dečiju paralizu Srbije

Jelena Stanisavljević

Savez za cerebralnu i dečiju paralizu Beograda

Iz perspektive Kvebeške klasifikacije, važno je razlikovati opštu pojavu „nesposobnosti” kao dela stvarnosti koji određuje različite upotrebe ove klasifikacije, od pojma „situacije hendikepa”, definisanog kao merenje ostvarivanja životnih navika i jedna od konceptualnih oblasti sveukupne pojave. Puna participacija osoba sa invaliditetom u društvu podrazumeva ostvarivanje životnih navika i ostvarivanje prava zasnovanih na jednakim mogućnostima za sve.

Cilj rada je bila procena ostvarivanja životnih navika osoba sa motoričkim poremećajima sa fokusom na vrstu potrebne pomoći za njihovo ostvarivanje. Uzorak je formiran od 60 osoba sa motoričkim poremećajima (30 sa cerebralnom paralizom i 30 sa mišićnom distrofijom). Istraživanje je izvršeno tokom aprila i maja 2012. godine u Savezu za cerebralnu i dečiju paralizu Beograda, Savezu za cerebralnu i dečiju paralizu Srbije i Savezu distrofičara Srbije. Za ispitivanje je korišćena Skala za procenu životnih navika (Fougeyrollas et al., 1998) deo koji se odnosi na svakodnevne aktivnosti. Za statističku obradu rezultata primenjena je korelaciona analiza, t – test,

a pouzdanost testa ispitana je metodom Cronbach alfa – koeficijent.

Rezultati pokazuju da je osobama sa motoričkim poremećajima za ostvarivanje navika u oblasti svakodnevnih aktivnosti uglavnom potrebna dodatna pomoć drugih ili upotreba tehničkih pomagala, a samostalnost u obavljanju pokazana je samo na većini ajtema u oblasti komunikacije. Poređenjem ispitanika prema dijagnozi (cerebralna paraliza ili mišićna distrofija) primenom t – testa, utvrđeno je da vrsta dijagnoze utiče na postojanje potrebe za pomoći u ostvarivanju životnih navika. Statistički značajna razlika postoji u smislu manje zavisnosti od drugih u ostvarivanju navika osoba sa cerebralnom paralizom u oblasti ishrane (p=0,000), stanja tela (p=0,010), stanovanja (p= 0,000) i pokretljivosti (p=0,011).

Na osnovu rezultata može se zaključiti da je za ostvarivanje većine životnih navika osoba sa motoričkim poremećajima potrebna pomoć drugih. Dosašnja praksa „društvene brige” bila je uglavnom usmerena na „transfere” osobama sa invaliditetom dok njihov svakodnevni život nije bio u fokusu društvenog interesovanja za sistematsko praćenje i formiranje različitih servisa podrške osobama sa invaliditetom i njihovim porodicama.

Ključne reči: životne navike, motorički poremećaji, cerebralna paraliza, mišićna distrofija

¹ gordanaodovic@gmail.com

Accomplishment of Life Habits in People with Physical Disabilities

Gordana Odović¹

University of Belgrade – Faculty of Special Education and Rehabilitation

Ivana Sretenović

Association for Cerebral and Child Paralysis of Serbia

Jelena Stanisavljević

Association for Cerebral and Child Paralysis of Belgrade

From the perspective of Quebec classification, it is important to distinguish the general appearance of „disability” as a part of reality that determines different uses of the classification and term „handicap situation”, defined as the measurement of life habits accomplishment and one of the conceptual areas of overall appearance. The full participation of persons with disabilities in society involves the accomplishment of life habits and rights based on equal opportunities for all.

The aim of this research was the assessment of life habits accomplishment in people with physical disabilities with special focus on the type of assistance needed for that accomplishment. The sample consisted of 60 individuals with physical disabilities (30 with cerebral palsy and 30 with muscular dystrophy). The study was conducted during April and May 2012 at the Association for Cerebral and Child Paralysis of Belgrade, Association for Cerebral and Child Paralysis of Serbia and Association for Muscular Dystrophy of Serbia. Life Habits Assessment (Fougeyrollas et al., 1998) part related to daily activities was used for this examination. Correlation analysis and T – test

were applied for statistical analysis of the results. Test reliability was examined by Cronbach’s alpha – coefficient.

The results indicate that people with physical disabilities generally need additional assistance of other people or the use of technology for accomplishment of life habits in daily activities. Independence in life habits accomplishment was demonstrated only in most items in the communication field. Comparison of respondents according to diagnosis (cerebral palsy or muscular dystrophy) using t-test showed that type of diagnosis has an impact on the need for assistance in life habits accomplishment. A statistically significant difference exists in terms of more independence in accomplishment of life habits of people with cerebral palsy in the areas of nutrition ($p=0,000$), fitness ($p=0,010$), housing ($p=0,000$) and mobility ($p=0,011$).

On the basis of these results we can conclude that most people with physical disabilities need assistance for life habits accomplishment. The previous practice of „social concern” was mainly focused on „transfers” to persons with disabilities but their daily life was not in the focus of social interest for systematic monitoring and establishment of various support services to persons with disabilities and their families.

Key words: life habits, physical disabilities, cerebral palsy, muscular dystrophy

¹ gordanaodovic@gmail.com

Obuke za osobe sa invaliditetom – mere i aktivnosti profesionalne rehabilitacije

Jelica Petrović, Emilija Spasojević¹
Preduzeće za profesionalnu rehabilitaciju i zapošljavanje osoba sa invaliditetom, „Kosmos” d.o.o. Beograd

Preduzeće „Kosmos” d.o.o. Beograd u okviru sprovođenja mera i aktivnosti profesionalne rehabilitacije osoba sa invaliditetom, u saradnji sa Nacionalnom službom za zapošljavanje, realizuje obuke za nezaposlena lica. U skladu sa Odobrenjem Ministarstva ekonomije i regionalnog razvoja Preduzeće je kreiralo modularne programe različitih zanimanja. Obuke se realizuju u namenski opremljenom prostoru preduzeća, u Centru za implementaciju i socijalizaciju osoba sa invaliditetom, kroz časove teorijske i praktične nastave.

U ovom saopštenju prezentovaćemo rezultate rada od 2009. godine. Posebno će biti izložene metode rada na časovima obuke, načini motivacije za rad polaznika, individualno i grupno funkcionisanje kandidata, usvajanje i primena socijalnih veština u učionici i proizvodnom pogonu, motivacija za traženje posla i zapošljavanje i metode pružanja podrške polaznicima od strane stručnog tima preduzeća. Na osnovu dosadašnjeg iskustva, a prema evaluacionim parametrima, pokazalo se da Obuke doprinose radno-socijalnom aktiviranju dugoročno nezaposlenih OSI, da su programi rada kompatibilni mogućnostima polaznika, da promena dinamike i metodologije rada rezultiraju uspehom na kontrolnim proverama teoretskog i praktičnog znanja, kao i da stečene veštine omogućavaju lakše zaposlenje bez dugog adaptacionog perioda u otvorenoj privre-

di i/ili preduzećima za profesionalnu rehabilitaciju i zapošljavanje osoba sa invaliditetom.

Ključne reči: obuke, osobe sa invaliditetom, zapošljavanje

¹ centar@kosmosprint.com

Training Programs for Persons with Disabilities – Measures and Activities of Professional Rehabilitation

Jelica Petrović, Emilija Spasojević¹
*The Company for Professional Rehabilitation and
Employment of Persons with Disabilities – „Kosmos”
Ltd. Belgrade*

As a part of the implementation of measures and activities for professional rehabilitation of persons with disabilities, the company „Kosmos” Ltd. from Belgrade, together with The National Employment Service, organizes training programs for unemployed people. In accordance with the approval of the Ministry of Economy and Regional Development, the company has created modular programs for various professional skills. Trainings are carried out in specially equipped premises of the company, the Center for Implementation and Socialization of People with Disabilities, through theoretical lessons and practical trainings.

In this report we will present the results of our work since 2009. Special emphasis will be placed on the methods of training classes, methods of motivation of trainees, individual and group functioning of candidates, the adoption and implementation of social skills in the classroom and production facilities, the motivation for job search and employment and methods of providing support to the trainees by an expert team of the company. On the basis of previous experience and in accordance with evaluating parameters, it is safe to say that The Training Programs benefit the working-social activation of the long-term unemployed PWD, that the work programs are compatible with the

trainees’ potential, that the change of dynamics and work methodology brings successful results in theoretical and practical knowledge testing, as well as that the acquired skills facilitate employment without a long adaptation period in an open economy and/or companies for professional rehabilitation and employment of persons with disabilities.

Key words: training programs, persons with disabilities, employment

¹ centar@kosmosprint.com

CIP - Каталогизација у публикацији
Народна библиотека Србије, Београд

376.1-056.26/.36-053.2(048)

316.624(048)

376.1-053.26/.36(048)

МЕЂУНАРОДНИ научни скуп Специјална едукација
и рехабилитација данас (6 ; 2012 ; Београд)

Zbornik radova = Abstract Book / VI
međunarodni naučni skup Specijalna edukacija
i rehabilitacija danas, Beograd, 14. - 16.
septembar 2012. = #The #Sixth International
Scientific Conference Special Education and
Rehabilitation Today, Belgrade, September,
14. - 16. 2012. ; [urednici; editors Nenad
Glumbić, Vesna Vučinić]. - Beograd : Fakultet
za specijalnu edukaciju i rehabilitaciju =
Belgrade = Faculty of Special Education and
Rehabilitation, 2012 (Beograd : Planeta
print). - 220 str. ; 20 x 20 cm

Radovi na srp. i engl. jeziku. - Tiraž 250. -
Napomene i bibliografske reference uz tekst.

ISBN 978-86-6203-030-6

- a) Деца са посебним потребама - Апстракти
- b) Поремећаји понашања - Апстракти c)
- Особе са сметњама у развоју - Апстракти

COBISS.SR-ID 193154572