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DANAS

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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**

VIII međunarodni naučni skup
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Plenární deo
Plenary session

The International Autism Institute (IAI) as a resource of contemporary practices of higher education system in realization of assistance to persons with autism

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The International Autism Institute (Krasnoyarsk, Russia) was established in 2010 due to an urgent social need – rates of Autism Spectrum Disorder (ASD) diagnosis in children are rapidly increasing, while there is a lack of socio-pedagogical technologies and conditions for education and socialization of children and adults with ASD.

Our Mission is:

- to consolidate the keynote humanitarian research and information technology resources on autism spectrum disorders and to promote an integrated approach and understanding of research on ASD;
- to create a leading structure defining the strategy of social adaptation and integration of children and adults with ASD;
- to urge the government and private sector to listen to our concerns and take action to address this urgent global health crisis.

The International Autism Institute is a structural division of the V.P. Astafiev Krasnoyarsk State Pedagogical University and implements the following functions: Research, Coordination, Information and Education.

The International Institute of Autism actively collaborates with domestic and foreign agencies, organizations, services engaged into practical work with children with ASD. These institutions serve as launching pads for educational programs of the Institute.

Taking into account the significance of autism challenges, the activity of the Institute is provided in two main directions: academic and social.

Key words: International Autism Institute, higher education system, policy and practice of modern pedagogical education

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Prevention of peer violence: Italian experiences

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In Italy, the first major projects on bullying took place in 1990s and were coordinated by Prof. Ada Fonzi of the University of Florence. The testing of interventions aimed at the prevention of the phenomenon of bullying and violence in schools has been a clear line of action of the Ministry of Education, which has established the “Observatories on bullying” in all regions of the national territory. These observatories had the task to identify the phenomenon and, on the basis of numerical data collected on a national scale, to formulate and coordinate:

1. strategies for counting the phenomenon to be applied locally in each school, where the problem was worryingly present;
2. prevention and awareness projects of the phenomenon through the use and collaboration of Mass Media at national level.

After about twenty years, Italy can be considered one of the European nations that have invested more – in terms of human capital and economic resources – in the prevention of bullying.

This report will describe the main projects carried out in Italy in recent years, distinguishing four levels, each characterized by different actions and strategies, each with their own strengths and weaknesses and limitations in application:

a) a level “focused on the single actor” (victim or bully), through an individual support (psychological support) and support in the classroom, according to a moral approach (right-wrong), legal approach (inside-outside the rules) and humanities approach (instead of punishing, it is better to understand “why”);

b) a level “focused on the group-class”, through a curricular approach to the enhancement of social skills, the promotion of cooperation and solidarity (e.g. “the friend operator”), the counseling and the conflict mediation between peers;

c) a level focused on “working with the school community”, through the development of school programs against bullying, in a close collaboration of teachers and families;

d) a level focused on “interventions with the local community”, in a perspective of community psychology, able to carry out the processes of action research that reinforce the prevention of phenomenon in the same context in which it occurs, and should seek out some possible resolutions in a collective networking of all actors involved.

More recently, in Italy, the phenomenon of bullying has transformed in “cyber-bullying”, which reflects, in the virtual dynamic situation of cyber-space, all problems of the “bullying” to an even more devastating level for the identities of the younger generations. The report will also mention some projects that are currently being implemented, in a comparative perspective between bullying and cyber-bullying.

*Key words: bullying, prevention, interventions,
cooperation, human capital*

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Tehnike procene u specijalnoj edukaciji i rehabilitaciji

*Assessment Techniques in Special Education
and Rehabilitation*

Procjena razvojne sposobnosti djece sa intelektualnim teškoćama i prioriteta porodice za izradu programa podrške

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oritete u razvoju programa podrške u inkluzivnom
okruženju i specijalnim školama.

*Ključne riječi: intelektualne teškoće, razvojne
sposobnosti, prioriteti roditelja*

Postoje brojna pitanja vezana za identifikaciju djece sa intelektualnim teškoćama, njihovih potreba, prepoznavanje porodičnih prioriteta i kvalitetu odgovarajućih usluga. Cilj ovog rada je da se opišu razvojne sposobnosti predškolske djece sa intelektualnim teškoćama, da se utvrde razlike u odnosu na obrazovni nivo roditelja i uvjete života, te da se utvrde prioriteti porodice za izradu programa podrške. Uzorak je činilo 21 dijete sa intelektualnim teškoćama predškolske dobi i članovi njihovih porodica obuhvaćeni programima podrške u inkluzivnom okruženju i specijalnim školama u Bosni i Hercegovini. U ovom istraživanju korišten je Test za procjenu razvoja djece predškolske dobi i Anketni upitnik koji je kreiran za potrebe ovog istraživanja. Istraživanjem je utvrđeno da većina djece pokazuje jako slab razvoj na području kognitivnog razvoja, razvoja komunikacije, socio-emocionalnog razvoja, adaptivnog ponašanja i fizičkog razvoja. Analizom varijance nisu utvrđene statistički značajne razlike na posmatranim područjima razvoja djece sa intelektualnim teškoćama predškolske dobi u odnosu na obrazovni nivo roditelja i uvjete života. Ispitani roditelji su dali kvalitativna pojašnjenja vezana za pri-

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The assessment of developmental abilities of children with intellectual disabilities and family priorities for the development of support programs

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to the education level of parents and their living conditions. The interviewed parents provided qualitative clarification concerning family priorities in the development of programs which support an inclusive environment and special schools.

Key words: intellectual disabilities, developmental abilities, family priorities

There are many questions about identification of children, their needs, recognition of family priorities and the qualities of appropriate services. The aim of this paper was to describe developmental abilities of preschool children with intellectual disabilities, to determine differences in relation to the parents' education level and living conditions, and to assess family priorities for the development of support programs. The participants were 21 children with intellectual disabilities and their family members from support programs in inclusive and special school settings in Bosnia and Herzegovina. Developmental Assessment of Young Children and Survey questionnaire, designed for this research, was used in this study. We found that most children show very low level of development in the area of cognition, communication, social-emotional development, adaptive behavior and physical development. Variance analysis did not determine a statistically significant difference in the observed areas of the development of preschool children with intellectual disabilities with regard

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Procjena disleksije

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Evaluacija disleksije odnosi se na prikupljanje informacija u cilju identifikacije faktora koji doprinose teškoćama koje osoba ima. Informacije se najprije prikupljaju od roditelja i učitelja/nastavnika kako bi razumjeli razvoj i obrazovne mogućnosti djeteta. Zatim se primjenjuju različiti testovi što vodi ka dijagnozi i planiranju intervencije. Mnogi smatraju da je proces procjene vezan isključivo za vještine čitanja i pisanja. Međutim, ako zaista želimo razumjeti dijete koje ima disleksiju i ponuditi mu podršku koja mu pruža priliku da pokaže svoje sposobnosti, moramo navedeno posmatrati u široj perspektivi. U ovom radu razmotrena su različita područja koja trebaju biti obuhvaćena prilikom procesa procjene disleksije, te su analizirani različiti testovi koji mogu biti u upotrebi za govorno-jezičko područje bivše Jugoslavije.

*Cljučne reči: disleksija, dijagnoza disleksije,
tretman disleksije*

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Dyslexia Assessment

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Evaluation of dyslexia refers to collecting information in order to identify factors that contribute to the difficulties a person has. The information is first collected from parents and teachers in order to understand the development of educational opportunities of a child. Then we apply different tests that lead to diagnosis and planning interventions. Many believe that the process of assessment relates exclusively to the reading and writing skills. However, if we really want to understand a child who has dyslexia and want to offer support that gives him/her a chance to show his/her abilities, we have to observe it in a wider perspective. In this paper we discuss different areas that need to be addressed during the assessment process of dyslexia, and analyze various tests that can be used for the speech-language area of former Yugoslavia.

*Key words: dyslexia, dyslexia diagnosis,
dyslexia treatment*

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Mogućnosti procene govorno jezičkih kapaciteta u cilju prevencije disgrafije i disleksije*

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Čitanje i pisanje su najsloženiji oblici jezičke delatnosti, koji obuhvataju niz komponenti, lokalizovanih u posebnim regionima mozga. Leksička sposobnost spada u grupu gnostičkih sposobnosti. Sastoji se u prepoznavanju grafomotornog niza u funkciji jezičkih struktura određenog govornog područja. Postoje dve glavne komponente čitanja: razumevanje i dekodiranje. Razumevanje se odnosi na shvaćanje semantičkog i sintaksičkog značenja reči. Dekodiranje podrazumeva glasovnu analizu i sintezu, za pretvaranje pisanih reči u njihove odgovarajuće fonološke prezentacije.

Naše istraživanje je sprovedeno, na populaciji mlađeg školskog uzrasta i obuhvatilo je 482 dece u osnovnom uzorku i 60-oro dece u poduzorku. Cilj ovoga istraživanja je bio ispitati govorno-jezičke kapacitete, u kontekstu detekcije i predikcije teškoća u čitanju i pisanju kod dece mlađeg školskog uzrasta u beogradskim školama. U okviru metode testiranja koristili smo tehnike individualnog testiranja. Primljeni su sledeći testovi: Test za procenu disgrafičnosti rukopisa, Test za procenu analize i sinteze reči. Disgrafija se javlja u 11,6% slučajeva kod dece

mlađeg školskog uzrasta, dok je ružan rukopis imalo 14,1% dece, a skladan rukopis 74,3%.

Rezultati ispitanika sa disgrafijom na delu testa glasovna analiza i sinteza su statistički značajno lošiji u odnosu na ispitanike sa skladnim rukopisom ($p=0,001$).

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

Ključne reči: govorno-jezički kapaciteti, disleksija, disgrafija, detekcija

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The possibilities of speech and language capacity assessment in order to prevent dyslexia and dysgraphia*

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Reading and writing are the most complex language activities which include a number of components localized in special parts of the brain. Lexical ability belongs to a group of Gnostic abilities. It consists of recognition of graph-motor sequence in the function of language structures of a language spoken at a particular territory. There are two main components of reading: understanding and decoding. Understanding refers to comprehension of semantic and syntactic meaning of words. Decoding represents voice analysis and synthesis in order to turn written words into their corresponding phonological presentations. Our research was conducted on the population of young school-children and it included the basic sample of 482 children and a subsample of 60 children. The aim of the research was to study speech-language capacities and graph-motor abilities in order to detect and predict reading and writing difficulties among young school-children in Belgrade schools. Within the test methods, we used the techniques of individual testing. We applied the following tests: Test for the assessment of dysgraphia, handwriting

test for the evaluation of the analysis and synthesis of words.

Dysgraphia occurs in 11.6% of cases in younger school age children, while 14.1% of the children had bad handwriting, and 74.3% had harmonious handwriting.

The results of the examinees with dysgraphia on the part of the test related to voice analysis and synthesis are significantly worse than the results of those with harmonious handwriting ($p=0.001$).

Based on the results obtained from the research and their statistical analysis, we can conclude that the existing capacities of speech and language pathology offer possibilities to detect difficulties in reading and writing in young school-children.

Key words: speech-language capacities, dyslexia, dysgraphia, detection

* 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, Science and Technological Development, Republic of Serbia.

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Procena jezičkog razumevanja i precizna identifikacija razvojne disfazije: dokle smo stigli do sada?*

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Klinička dijagnostika specifičnog razvojnog poremećaja jezika (SRPJ), a za njom i selekcija uzorka disfazične dece u istraživačke svrhe, nikada nisu bili jednostavni zadaci, te su poslednjih decenija značajni naponi posvećeni razvijanju sistematičnih kriterijuma za razvojnu disfaziju, zasnovanih na referentnim normama. Model koji se danas smatra „zlatnim standardom“ na ovom polju podrazumeva, uz neophodnost precizne operacinalizacije poremećaja, opšti zahtev da se u proceni moraju koristiti stabilni, precizni i konzistentni postupci, uključujući tu i obaveznu primenu testova jezičkog razumevanja u identifikaciji SRPJ (razvojne disfazije).

Među nekolicinom referentnih instrumenata za ispitivanje receptivnog govora koji potiču iz oblasti neuropsihologije, procesu kliničke validacije podvrgnuti su De Rencijev Token test i TROG Doroti Bišop. Kroz postupke (1) komparacije postignuća više uzoraka dece (4-8 godina) sa razvojnom disfazijom, dece tipičnog razvoja i one sa moždanim oštećenjem na Token testu, (2) testiranje verzije TROGa eksplorativno adaptirane osobenostima gramatike srpskog na uzorcima zdrave i disfazične dece, kao i (3) direktnog poređenja postignuća dece sa SRPJ na

dve tehnike, pokazalo se da upotrebljivost oba testa značajno prevazilazi potrebe screening procedura, te da su obe sposobne da pruže i podatke od interesa za terapeuta koji će se baviti problemom razumevanja gramatike konkretnog deteta sa SRPJ. Dobijeni podaci, u celini, ukazuju na različite prednosti/nedostatke svake od ovih tehnika i nude jasan putokaz za dalji rad na poboljšanju njihovih verzija za srpski jezik.

*Ključne reči: deca, razvojna disfazija/specifični
razvojni jezički poremećaj, jezičko razumevanje,
procena, neuropsihološka procena*

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Language comprehension assessment and precise identification of developmental dysphasia: where have we got so far?

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Clinical diagnosis of specific language impairment in children, as well as the selection of dysphasic sample for research purposes, have never been undemanding tasks. A substantial effort has been employed during the last several decades to develop the systematic and norm-referenced criteria for SLI. The model considered to be 'the gold standard' in the field today focuses on the necessity to operationalize the disorder precisely while raising a general claim for the use of stable, accurate and consistent assessment tools, including the requirement for obligatory application of language comprehension tests in identifying SLI.

Out of several referential instruments for receptive language assessment that originated in the field of neuropsychology, De Renzi's Token Test (TT) and Bishop's TROG have been submitted to a process of clinical validation for Serbian-speaking SLI children. By (1) comparing the performance of several samples of SLI typical and brain damaged children (4-8 yrs.) on the Token Test, (2) weighing the attainment of a large sample of pre-school typical children against SLI on the version of the

TROG exploratively adjusted to particularities of Serbian grammar, and (3) directly contrasting the same SLI children's performance on TT vs. TROG, it appeared that the utility of both instruments substantially exceeds pure screening purposes, and that, despite not being 'developmental' in any sense of the word, both offer real and tangible data to a therapist involved in the problem of syntactic comprehension of a certain child. However, benefits and disadvantages of employing one or the other are diverse, and caveats of their clinical and research use should be focused on in particular. The data offer clear implications for further development of Serbian version of each of these procedures as well.

*Key words: children, developmental dysphasia/
SLI, language comprehension, assessment,
neuropsychological assessment*

* This paper originated under the scientific project "Treatment evaluation of acquired speech and language disorders", no. 179 068 (2011-2014), which implementation is financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

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Socijalna anksioznost kod mladih sa dugogodišnjim mucanjem*

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Cilj ove pilot studije je procena prisustva socijalne anksioznosti kod mladih osoba koje mucaju duži vremenski period (od detinjstva). Nalazi inostranih istraživanja uglavnom potvrđuju povišen stepen socijalne anksioznosti kod odraslih sa dugogodišnjim mucanjem. Takođe, namera je bila provera instrumenta, Skala socijalne anksioznosti (SA-2), autora Tovilović koji se prvi put koristi na ovoj grupi ispitanika. Istraživanje je obavljeno na uzorku od 103 ispitanika, od kojih 53 muca, a 50 ne muca. Ispitanici koji mucaju, dugogodišnji su pacijenti koji su u logopedskom tretmanu. Ispitivanje je sprovedeno u Zavodu za psihofiziološke poremećaje i govornu patologiju „Prof. dr Cvetko Brajović“ u Beogradu, stacionarnom odeljenju Lipovica. Instrument, Skala socijalne anksioznosti, u dosadašnjim istraživanjima pokazuje dobru pouzdanost. Na našem uzorku pouzdanost skale merena Kronbahovim alfa koeficijentom je 0.872. Na poduzorku ispitanika koji mucaju, pouzdanost je još viša (0.937), što ovu skalu

preporučuje za dalja emirijska istraživanja na uzorku osoba koje mucaju. Istraživanje je utvrdilo statistički značajnu razliku u socijalnoj anksioznosti između osoba koje mucaju i koje ne mucaju ($F=10.323$, $p=0.002$). Srednja vrednost socijalne anksioznosti kod osoba koje mucaju je $M= 2.80$ ($SD=0.89$), a kod osoba koje ne mucaju $M= 2.11$ ($SD=0.66$). Rezultati dvofaktorske analize varijanse su pokazali da ne postoji statistički značajna razlika u nivou socijalne anksioznosti obzirom na pol ($F=1.544$, $p=0.22$), srednja vrednost socijalne anksioznosti za muskarce je $M=2.20$ ($SD=0.74$), a za žene $M= 2.59$ ($SD=0.87$). Nema statistički značajnog efekta interakcije pola i mucanja na socijalnu anksioznost ($F=0.011$, $p=0.92$). Nalazi ovog istraživanja su u skladu sa dosadašnjim inostranim istraživanjima. Ovi nalazi imaju snažne praktične implikacije, jer sugerišu potrebu za tretmanom socijalne anksioznosti kod mladih koji duži vremenski period mucaju.

Ključne reči: mucanje, socijalna anksioznost, mladi

* Rad je realizovan u okviru projekta „Efekti primenjene fizike aktivnosti na lokomotorni, metabolički, psiho-socijalni i vaspitni status populacije R. Srbije“ pod brojem III47015, a kao deo potprojekta „Efekti primenjene fizičke aktivnosti na lokomotorni, metabolički, psiho-socijalni i vaspitni status populacije osoba sa posebnim potrebama R. Srbije“ koji je finansiran od strane Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije / Ciklus naučnih projekata 2011/2014.

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Social anxiety in young people with long-time stuttering*

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The aim of this pilot study was to evaluate the presence of social anxiety in young persons who have been stuttering for a longer period of time (from childhood). The findings of foreign studies generally confirm an increased level of social anxiety in adults with long-time stuttering. Also, the intention was to validate the instrument which was first used for this group of respondents – the Social anxiety scale (SA-2) (Tovilović). The study was conducted on a sample of 103 participants, 53 of whom stutter and 50 do not stutter. The respondents who stutter are long-time patients in speech therapy treatment. The study was conducted at the Department of psychophysiological disorders and speech pathology “Prof. dr Cvetko Brajović”, in Belgrade, Lipovica infirmary. The Social anxiety scale (SA-2) has shown good reliability. In our sample, the reliability of the scale (measured with Cronbach’s Alfa coefficient) is 0.872. On the sub-sample of the respondents

who stutter, reliability is even higher (0.937), which recommends this scale for further empirical research. Statistically significant difference was determined in social anxiety among persons who stutter and those who do not stutter ($F=10.323$, $p=0.002$). The mean value of social anxiety in people who stutter was $M=2.80$ ($SD=0.89$), and in persons who do not stutter $M=2.11$ ($SD=0.66$). The results of two-factor analysis of variance showed that there was no statistically significant difference in the level of social anxiety with regard to gender ($F=1.544$, $p=0.22$). The mean value of social anxiety is $M=2.20$ ($SD=0.74$) for men, and $M=2.59$ ($SD=0.87$) for women. There was no statistically significant interaction effect of gender and stuttering on social anxiety ($F=0.011$, $p=0.92$). The findings of this study are consistent with previous international research. These findings have strong practical implications, because they suggest the need for the treatment of social anxiety of young persons who have been stuttering for a longer period of time.

Key words: stuttering, social anxiety, the young

* The work was carried out under the project “Effects of applied physical activity on loco-motor, metabolic, psycho-social and educational status of the Serbian population”, No. III47015, which is a part of the subproject “Effects of applied physical activity on loco-motor, metabolic, psycho-social and educational status population of persons with special needs in the Republic of Serbia.” Project is funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia – The cycle of scientific projects 2011/2014.

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Sinteza i segmentacija reči i utvrđivanje povezanosti njihovih aspekata kod dece predškolskog uzrasta

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Segmentacija i sinteza su deo fonološke svesnosti, složene jezičke sposobnosti, koja čini osnovu čitanja i pisanja. Cilj rada je utvrđivanje nivoa razvoja sposobnosti sinteze i segmentacije reči, kao i utvrđivanje povezanosti njihovih aspekata kod dece predškolskog uzrasta. Uzorak čini 30-oro tipično razvijene dece predškolskog uzrasta. Za procenu sinteze i segmentacije korišćen je deo testa za procenu fonološke svesnosti (Phonological Awareness, Elisabeth Wiig&Wayne Secord), subtestovi Fonemske segmentacije, Slogovne segmentacije, Segmentacije na reči, Sinteze fonema, Sinteze slogova i Sinteze reči, prilagođeni specifičnostima srpskog jezika. U statističkoj obradi podataka primenjena je t test analiza i korelaciona analiza. Rezultati istraživanja su pokazali da 6,7% ispitane dece nema razvijenu fonemsku i slogovnu segmentaciju, dok je kod 33,3% dece nerazvijena segmentacija na reči. Sinteza glasova i slogova je nerazvijena kod 13, 3% dece, dok je kod 16,7% dece nerazvijena sinteza reči. Ukupna postignuća dece na svim aspektima sinteze (AS=18.56) nešto su bolja nego na segmentaciji (AS=15.00), ali ne i statistički značajno ($t=1.863$, $df=29$, $p=.073$). Analiza rezultata je pokazala da deca imaju značajno lošija postignuća na sintezi reči u poređenju sa fonemskom i slogovnom sintezom ($t=2.358$, $df=29$, $p<.05$). Iste rezultate su imali i na segmentaciji, gde su im lošija postignuća u segmentaciji na reči u po-

ređenju sa fonemskom i slogovnom segmentacijom ($t=3.557$, $df=29$, $p<.01$). Ovakvi rezultati upućuju na zaključak da su deci predškolskog uzrasta najteži zadaci na nivou celih reči, a najlakši na nivou sloga. Utvrđena je povezanost nekih od aspekata segmentacije i sinteze, ali ne svih. Najznačajnija povezanost utvrđena je između fonemske segmentacije i sinteze glasova ($r=.844$, $p=.000$), fonemske segmentacije i sinteze slogova ($r=.844$, $p=.000$), sinteze slogova i sinteze glasova ($r=1.000$, $p=.000$). Rezultati ispitivanja većeg uzorka i analiza strukture segmentacije i sinteze može biti od velike koristi za predškolske programe, odnosno za podsticaj razvoja ovih sposobnosti, ali i u tretmanu smetnji kako sinteze i segmentacije tako i fonološke svesnosti u celini.

*Ključne reči: segmentacija, sinteza,
predškolski uzrast*

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Synthesis and segmentation of words and determining the relation of their aspects in preschool children

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Segmentation and synthesis are part of phonological awareness, complex language skills, which form the basis of reading and writing. The aim of the study was to determine the level of development of synthesis and segmentation of words skills, as well as to determine the relation between their aspects in preschool children. The sample consists of 30- typically developed children of preschool age. Part of the test for assessing phonological awareness (Phonological Awareness, Elisabeth Wiig & Wayne Secord), subtests Phonemic segmentation, Syllable segmentation, Segmentation of words, Synthesis of phonemes, Synthesis of syllables and Synthesis of words, adapted to the specifics of the Serbian language, were used for the assessment of synthesis and segmentation. T-test analysis and correlation analysis were applied in statistical analysis. The results showed that 6.7% of the tested children do not have a developed phonemic and syllable segmentation, while in 33.3% of the children segmentation of words is underdeveloped. Synthesis of sounds and syllables is underdeveloped in 13.3% of the children, while in 16.7% synthesis of words is underdeveloped. Overall achievements of children in all aspects of synthesis (AM=18:56) are slightly better than the segmentation (AM=15:00), but not statistically significant ($t=1.863$, $df=29$, $p=.073$). Analysis of the results showed that

children had significantly poorer performance on the synthesis of words compared with phonemic and syllabic synthesis ($t=2.358$, $df=29$, $p <.05$). The same results were obtained in segmentation, with poorer performance in segmentation of words compared with phonemic and syllabic segmentation ($t=3.557$, $df=29$, $p <.01$). These results suggest that preschool children find tasks at the level of whole words the most difficult, and those at syllable levels the easiest. The correlation of some of the aspects of segmentation and synthesis, but not all, was determined. The most significant correlation was found between phonemic segmentation and synthesis of phonemes ($r=.844$, $p=.000$), phonemic segmentation and synthesis of syllables ($r=.844$, $p=.000$), and synthesis of syllables and synthesis of phonemes ($r=1.000$, $p=.000$). The results of testing a larger sample and analysis of the structure and synthesis of segmentation can be useful for preschool programs, and for encouraging the development of these skills, and also for the treatment of the disorders of synthesis, segmentation and phonological awareness in general.

Key words: segmentation, synthesis, preschool

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Primena nove generacije metoda za sekvenciranje DNK (next generation sequencing) u ranoj dijagnostici naslednih poremećaja

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U cilju rane dijagnostike i prevencije naslednih poremećaja, proteklih decenija su na raspolaganju bile različite metode. Analize genetičkog materijala su se kretale od klasične citogenetičke obrade kariotipa radi uočavanja numeričkih i strukturnih aberacija hromozoma, do najfinijih ispitivanja za detektuju genetskih mutacija na molekularnom nivou. Poslednjih godina razvijaju se potpuno nove metode za brzu, efikasnu i dostupnu analizu naslednog materijala, koje su poznate kao "next generation sequencing" (NGS) ili nova generacija metoda za sekvenciranje DNK. Ove metode omogućavaju ispitivanje ne samo pojedinačnih gena ili delova gena nego i većeg broja segmenata, sve do kompletne nasledne osnove tj. čitavog genoma čoveka. Primena ovakvog pristupa dovodi do prave tihe revolucije u medicinskoj genetici i disciplinama sa kojima ona saraduje, nagoveštavajući promenu u konceptu dijagnostike naslednih poremećaja. U prenatalnoj dijagnostici NGS je već našla primenu u potpuno neinvazivnoj detekciji najčešćih hromozomskih aberacija (Daunov, Edvardsov, Patau sindrom, aberacije polnih hromozoma) analizom fetalnih ćelija prisutnih u krvi majke. Test NIFTY već je dostupan i trudnicama u našoj sredini. U postnatalnom periodu NGS se koristi za ispitivanje odabranih panela gena, ili, po potrebi, či-

tavog genoma/egzoma, sve sa ciljem što efikasnije dijagnostike pre svega monogenetskih, ali i oligogenetskih i poligenetskih bolesti. Predlaže se čak da analiza kompletnog genoma postane deo neonatalnog skrininga, ali za sada to nije prihvaćeno. Nesumnjivo je da rezultati NGS donose veliki napredak medicinsko – genetičkoj praksi, ali i rađaju nove etičke dileme u oblasti rane detekcije naslednih poremećaja i intervencije kod ovih stanja.

Ključne reči: nasledni poremećaji, dijagnostika i intervencija, nove metode

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The use of next generation DNA sequencing method in early diagnostics of hereditary disorders

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With the main purpose of early diagnostics and prevention of hereditary disorders, different methods were used during the last few decades. The analysis of genetic material ranged from classic cytogenetic processing of the karyotype with the main aim of revealing numerical and structural chromosomal aberrations, to the finest research for detecting genetic mutations on molecular level. Over the last few years completely new methods of quick, efficient and affordable analysis also known as “next generation sequencing” (NGS) have developed. These methods enable not only examination of individual genes or parts of genes, but also of larger numbers of segments, up to complete hereditary basis i.e. the complete human genome. The use of this approach leads to actual subtle revolution in medical genetics and related disciplines, indicating a great change in the whole concept of diagnostics of hereditary disorders. In prenatal diagnostics, NGS has already found its use in completely noninvasive detection of the most common chromosomal aberrations (Down, Edwards, Patau syndrome, aberration of sex chromosomes) using the analysis of fetal cells present in the blood of the mother. The NIFTY test is already available for pregnant women in our surroundings. In the postnatal period, the

NGS is used for examining the chosen genetic panels or, when needed, the whole genome/exome, with the goal of achieving, above all, the most efficient diagnostics of monogenetic, but also oligogenic and polygenetic disease. It is also recommended that the analysis of the complete genome should become part of the neonatal screening. However, this proposal is not accepted at the moment. Nevertheless, the results of NGS bring forward great advances in medical-genetic praxis, and also contribute to the birth of new ethical dilemma in the field of early detection of hereditary disorders and intervention in these conditions.

Key words: hereditary disorders, diagnostics and intervention, new methods

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Problemi pažnje u ranoj adolescenciji*

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Postoje brojni instrumenti procene koji su osmišljeni za detekciju problema pažnje. Međutim, stručnjaci bi trebalo da identifikuju skorove dovoljno visokih vrednosti koji ukazuju na potrebu za detaljnom evaluacijom. Cilj ovog istraživanja je utvrđivanje graničnih vrednosti kliničkog opsega skala za identifikaciju problema ponašanja u ranoj adolescenciji. Uzorak čini 104 ispitanika tipičnog razvoja (48 dečaka i 56 devojčica), starosti između 10 i 14 godina ($AS=12,15$; $SD=1,44$). Nisu nađene statistički značajne razlike između ispitanika različitog pola u odnosu na prosečne vrednosti njihovog hronološkog uzrasta ($t=-0,130$; $df=102$; $p=0,897$). U istraživanju je korišćena subskala Problemi u ponašanju nastavničke forme Ahenbahovog sistema empirijski bazirane procene. Celokupna skala sastoji se iz dve podskale Nepažnja i Impulsivnost, sa izuzetno visokim stepenom relijabilnosti unitrašnje konzistencije (Kronbahova alfa iznosi 0,948, odnosno 0,935). Sirovi skorovi, dobijeni na obe podskale, transformisani su u T skorove. Prema originalnim uputstvima smatra se da T skorovi između 90. i 98. percentila pripadaju graničnom opsegu, dok su oni iznad 98. percentila u klinički značajnom opsegu vrednosti.

* Studija predstavlja rezultat rada na projektu „Socijalna participacija osoba sa intelektualnom ometenošću“, broj 179017 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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U ovom istraživanju granične vrednosti kreću se u rasponu od 65 do 74 poena za podskalu Nepažnja i od 63 do 78 poena za podskalu Impulsivnost. Vrednosti T skorova više od 75, odnosno 78, smatraju se klinički značajnim. Takođe je ustanovljeno da 4 (3,85%) ispitanika, tj. po dva ispitanika na svakoj podskali, imaju klinički značajne nalaze. Osim toga, 8 (7,69%) ispitanika ima granične nalaze na podskali Nepažnja, dok se na podskali Impulsivnost u graničnom opsegu nalazi 10 (9,62%) ispitanika. U budućnosti tek treba sprovesti temeljnu kliničku validaciju ovih podskala.

*Ključne reči: T skorovi, granične vrednosti,
ASEBA, pažnja*

Attention problems in early adolescence*

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There are many assessment procedures designed to detect attention problems. However, professionals should identify scores that are high enough to warrant consideration of needs for detailed evaluation. The objective of this research was to establish clinical range cut-points of the scales for identifying attention problems in early adolescence. The sample consisted of 104 typically developing participants (48 boys and 56 girls), aged from 10 to 14 ($M=12.15$; $SD=1.44$). There were no statistically significant differences between males and females in their mean chronological age ($t=-0.130$; $df=102$; $p=0,897$). The Attention Problem scale of the teacher's form of the Achenbach System of Empirically Based Assessment was used in this research. The whole scale consists of Inattention and Impulsivity subscales, both with excellent internal consistency reliability (Cranach's $\alpha=0.948$ and 0.935 , respectively). The raw scores, obtained from both subscales, were transformed to T scores. According to the original guidelines, T scores between 90th and 98th percentiles are in the borderline range, while those above 98th percentile are considered to be in the clinical range. Borderline ranges in this research are 65 to 74 for the

Inattention and 63 to 78 for the Impulsivity subscale. T score values above 74 and 78, respectively, are in the clinical range. It was also revealed that 4 (3.85%) participants are placed in the clinical range (two in each subscale). In addition, 8 (7.69%) participants are in the borderline range of the Inattention subscale, while 10 (9.62%) participants are considered to be in the borderline range of the Impulsivity subscale. Thorough clinical validation of these subscales has yet to be done.

Key words: T scores, cut-points, ASEBA, attention

* This study is a result of the project "Social Participation of Persons with Intellectual Disability", which was financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia [No. 179017].

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Maladaptivno ponašanje dece i adolescenata sa umerenom i teškom intelektualnom ometenošću*

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Ponašanje dece i adolescenata sa težim oblicima intelektualne ometenosti odlikuje se tendencijom ka učestalom ispoljavanju različitih oblika maladaptivnog ponašanja. Prisustvo različitih tipova izmenjenog ponašanja ograničava mogućnost funkcionalnog korišćenja individualnih potencijala ovih osoba u procesu njihove socijalne i edukativne integracije i ugrožava unapređenje svih indikatora kvaliteta njihovog života u prirodnom okruženju.

Cilj ovog istraživanja je utvrđivanje prevalencije maladaptivnog ponašanja u različitim domenima socijalnog ponašanja kod dece i adolescenata sa umerenom i teškom intelektualnom ometenošću, kao i merenje značajnosti razlike u ispoljavanju manifestacija bihevioralnih poremećaja u zavisnosti od nivoa intelektualnog razvoja.

Uzorkom je obuhvaćeno 80 ispitanika (40 sa umerenom intelektualnom ometenošću i 40 sa teškom intelektualnom ometenošću), oba pola, kalendarskog uzrasta od 7 do 18 godina.

Utvrđivanje prisustva maladaptivnih formi ponašanja je izvršeno primenom AAMR Skale adaptivnog funkcionisanja (*AAMR Adaptive Behavior Scales-School: Second Edition (ABS-S:2)*).

* Ovaj članak predstavlja rezultat rada na projektima „Evaluacija tretmana stečenih poremećaja govora i jezika“ (br. 179068) i „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, nauke i tehnološkog razvoja Republike Srbije

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Na osnovu analize procentualnog rangiranja ispitanika u odnosu na tri kvalitativne grupe skorova (prosečni, natprosečni i ispodprosečni), uočeno je da se ispitanici sa umerenom intelektualnom ometenošću u najvećem broju (77,5%) grupišu u kategoriji proseka u domenu Socijalno angažovanje. U kategoriji ispodprosečnih rezultata (viša prevalencija problematičnog ponašanja) najveći procenat ispitanika ove grupe (52,5%) pronađen je u domenu Prisilno ponašanje u okviru koga je, istovremeno, identifikovan i najveći procenat ispitanika (20%) koji se svrstavaju u rang natprosečnih rezultata, što ukazuje na visok stepen heterogenosti ovog dela uzorka, u odnosu na tip bihevioralnih smetnji koje pripadaju domenu Prisilnog ponašanja.

Većina ispitanika (87,5%) sa težom intelektualnom ometenošću grupišu se u kategoriji prosečnih rezultata u domenu Socijalno ponašanje, dok u identičnom procentu ovi ispitanici ispoljavaju ispodprosečne skorove u domenu Prisilno ponašanje. Najveća zastupljenost ispitanika (10%) u kategoriji natprosečnih rezultata, prisutna je u domenu Smetnje u interpersonalnom ponašanju.

Između grupe ispitanika sa umerenom intelektualnom ometenošću i grupe sa težom intelektualnom ometenošću postoje statistički značajne razlike u domenima Socijalnog ponašanja ($t(62,51)=-2,096, p\leq 0,04$) i Socijalnog angažovanja ($t(78)=4,61, p\leq 0,000$). Manje problema u ponašanju u oblasti Socijalnog ponašanja imaju ispitanici sa težom intelektualnom ometenošću, a u oblasti Socijalnog angažovanja ispitanici sa umerenom intelektualnom ometenošću.

U ostalim procenjenim domenima nisu utvrđene statistički značajne razlike u odnosu na nivo intelektualne ometenosti ispitanika.

Ključne reči: umerena intelektualna ometenost, teška intelektualna ometenost, maladaptivno ponašanje

Maladaptive behavior of children and adolescents with moderate and severe intellectual disabilities*

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Behavior of children and adolescents with severe intellectual disabilities is characterized by the tendency towards frequent display of different forms of maladaptive behavior. Presence of different types of altered behavior imposes constraints on the possibilities for functional use of these person's individual potentials during the process of their social and educational integration, and impairs the improvement of all the quality of life indicators in their natural environment.

The aim of this study was to determine the prevalence of maladaptive behavior in different domains of social behavior of children and adolescents with moderate and severe intellectual disabilities, and to measure the significance of differences in manifestation of behavioral disturbances depending on the level of intellectual development.

The sample consisted of 80 participants (40 with moderate and 40 with severe intellectual disability) of both sexes aged between 7 and 18.

AAMR Scale of adaptive functioning (*AAMR Adaptive Behavior Scales-School: Second Edition (ABS-S:2)*) was used to determine the presence of maladaptive forms of behavior.

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Based on the analysis of percentile ranks of the participants related to three qualitative groups of scores (average, above average and below average), it was found that most of the participants with moderate intellectual disability (77.5%) were clustered within the average group of scores in the domain of Social Engagement. For the category of below average results (higher prevalence of problematic behavior), the highest percentage of the participants (52.5%) was found within the Self-Abusive Behavior domain. The highest percentage of the participants scoring the above average results (20%) was also identified within this domain, which indicates high level of heterogeneity of this part of the sample when behavioral disturbances belonging to the domain of Self-Abusive Behavior are analyzed.

Majority of the participants with severe intellectual disabilities (87.5%) are grouped within the category of average results for the domain of Social engagement, while they show identical percentage of below average scores for the domain of Self-Abusive Behavior. The highest percentage of participants (10%) belonging to the category of above average results was found for the domain Disturbing Interpersonal Behavior.

Statistically significant differences were identified between the group of participants with moderate intellectual disability and the group with severe intellectual disability for the domains of Social Behavior ($t(62.51)=-2.096$, $p\leq 0.04$) and Social Engagement ($t(78)=4.61$, $p\leq 0.000$). The participants with severe intellectual disability have fewer behavioral problems in the field of Social Behavior, and the participants with moderate intellectual disability in the field of Social Engagement.

Statistically significant differences related to the degree of intellectual disability of the participants were not established for the other assessed domains.

Key words: moderate intellectual disability, severe intellectual disability, maladaptive behavior

Primena CBCL-TRF skale u proceni ponašanja dece sa lakom intelektualnom ometenošću

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Poremećaji pažnje sa ili bez hiperaktivnosti i poremećaji ponašanja su, pored emocionalnih smetnji, najrasprostranjenija komorbidna stanja kod dece sa intelektualnom ometenošću (IO). Istraživanja pokazuju da ova deca češće nego vršnjaci tipičnog razvoja ispoljavaju maladaptaciju, agresivnost, asocijalno i antisocijalno ponašanje kombinovano sa internalizovanim (emocionalnim) smetnjama, što usložnjava terapijske pristupe i pogoršava prognozu. Uprkos činjenici o visokoj zastupljenosti, kod ove populacije postoji opšti trend zanemarivanja i neprepoznavanja simptoma mentalnih bolesti, pre svega zbog fenomena *dijagnostičke zamašnjosti* – pripisivanja simptoma psihopatologije inicijalnoj ometenosti, atipičnih kliničkih ispoljavanja, kompleksnog komorbiditeta i neadekvatnih instrumenata procene. U radu je dat prikaz rezultata procene ponašanja 311 dece sa lakom IO, učenika specijalnih škola iz različitih krajeva Srbije, uzrasta 9-18 godina, primenom Ček liste ponašanja dece uzrasta 6-18 godina – verzija za nastavnike (CBCL – TRF – Teacher Report Form). Ova skala konstruisana je primarno za procenu dece bez ometenosti, ali nalazi iz literature govore o zadovoljavajućoj pouzdanosti i validnosti koju pokazuje u primeni kod dece sa lakom IO. Rezultati potvrđuju povećanu učestalost bihevioralnih i emocionalnih tegoba u odnosu na prosečnu populaciju, sa 46,6% klinički značajnih skupnih skorova eksternalizacije i 20,26% kliničkih skoro-

va subskele kršenja socijalnih normi, kao i 39,2% klinički značajnih skupnih skorova internalizacije. Rezultati pokazuju postojanje statistički značajnih korelacija kliničkih problema sa određenim ličnim i socio-demografskim varijablama ($p < 0,05$), kao što su pol, uzrast, nacionalna pripadnost (srpska/romska), koeficijent inteligencije, redosled rođenja, nivo obrazovanja roditelja, broj dece u porodici i boravak u domu za decu bez roditelja, koji se mogu svrstati u faktore rizika za ispoljavanje internalizovanih i eksternalizovanih smetnji, na osnovu prediktivnog modela izrađenog metodom binarne logističke regresije. Analiza rezultata pokazala je da za razliku od trenda polarizacije problema na subskele internalizacije i eksternalizacije, na nivou pojedinačnih subskala u našem uzorku dominiraju klinički skorovi neutralne subskele *socijalnih problema* (25,4% kliničkih skorova), čiji su ajetmi najosetljiviji na problematiku ove dece, što možemo smatrati ključnom nalazom koji potvrđuje specifične teškoće razvoja socijalnih veština. Klinički značajni skorovi na subskali socijalnih problema povećavaju rizik od ispoljavanja kliničkih internalizovanih smetnji za govoto četiri puta (OR=3,846, 95% CI), a poremećaja u ponašanju za pet puta (OR=5,03, 95% CI), što takođe govori u prilog potrebi da se posebna pažnja u proceni obrati na elemente socijalnog funkcionisanja, koji se neopravdano zanemaruju analiziranjem širih dimenzija internalizacije i eksternalizacije.

Ključne reči: laka intelektualna ometenost, internalizacija, ekstrenalizacija, socijalni problemi, poremećaji ponašanja

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Using CBCL – TRF scale in behavioral assessment of children with mild intellectual disability

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Attention deficit disorder with or without hyperactivity and behavioral disorders, in addition to emotional disorders, are the most common co morbid conditions in children with intellectual disability (ID). Research shows that these children, more often than their peers of typical development, manifest problems in adaptation, as well as aggression, asocial and antisocial behavior, combined with internalized (emotional) disorders, which complicates therapeutic approaches and worsens the prognosis. Despite this higher prevalence, there is a general trend of neglect and failure to recognize the symptoms of mental illness in this population, primarily due to the phenomenon of diagnostic overshadowing – attribution of symptoms of psychopathology to initial disability, as well as atypical clinical manifestations, complex co morbidity and inadequate assessment instruments. This paper presents the results of the assessment of behavior of 311 children with mild ID, special school students from different parts of Serbia, aged 9-18, by using the Child behavior check list for children aged 6-18 – version for teachers (CBCL – TRF). This scale is designed primarily for the assessment of children without disabilities, but evidence from the literature confirms its satisfactory reliability and validity when used in children with mild ID. The results confirm the increased incidence of behavioral and emotional problems compared to

children of average intelligence, with 46.6% of clinically significant total scores of externalization and 20.26% of the clinical scores on the subscale of rule breaking behavior, as well as 39.2% of clinically significant total scores of internalization. The results show a statistically significant correlation of clinical problems with certain personal and socio-demographic variables ($p < 0.05$), such as gender, age, ethnicity (Serbian/Roma), IQ, birth order, parents' level of education, number of children in the family and placement in a foster home, which could be classified as risk factors for the manifestation of internalized and externalized disorders, based on the predictive model developed using binary logistic regression method. Analysis of the results showed that in contrast to the trend of polarization of problems to the subscales of internalization and externalization, in our sample there were prominent clinical scores on the neutral subscale of social problems (25.4% clinical scores), whose items appear to be the most sensitive to the problems of these children, which can be considered as an important finding that confirms the specific difficulties of the development of social skills. Clinically significant scores on the subscale of social problems increase the risk of clinical scores of internalization four times ($OR = 3.846$, 95% CI), and behavioral disorders five times ($OR = 5.032$, 95% CI), which also addresses the need for special attention paid to the evaluation of social functioning, which is often neglected by analyzing the broader dimensions of internalization and externalization.

Key words: mild intellectual disability, internalization, externalization, social problems, conduct problems

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Primena upitnika za roditelje u proceni auditivnih sposobnosti gluve i nagluve dece*

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Uvod. Usavršavanjem dijagnostičkih i rehabilitacionih postupaka vreme intervencije u surdologiji se pomerilo na najmlađi uzrast, zbog čega primena upitnika za roditelje u proceni auditivnih sposobnosti gluve i nagluve dece na tom uzrastu sve više dobija na značaju. Glavni cilj kvalitetne procene auditivne funkcije jeste obezbeđivanje adekvatne amplifikacije savremenim slušnim pomagalicama (digitalni aparati, kohlearni implant), strategije komunikacije i modela rehabilitacije, kako bi se maksimalno iskoristio auditivni potencijal nagluvog ili gluvog deteta i podstakao njegov razvoj. S obzirom na činjenicu da procena razvoja i sazrevanja slušne funkcije daleko prevazilazi podatke koje je moguće dobiti primenom samo jedne metode, ovi upitnici imaju za cilj uvid u roditeljske opservacije auditivnog ponašanja dece u različitim životnim situacijama. Na taj način, moguće je identifikovati različite smetnje i poremećaje sluha, obezbediti praćenje auditivnog razvoja dece od strane roditelja, ali i vršiti evaluaciju rezultata rehabilitacije gluve i nagluve dece.

Cilj rada bio je da se napravi kritička analiza upitnika namenjenih roditeljima (starateljima) dece

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sa različitim smetnjama sluha, koji su prevedeni i adaptirani za srpski jezik, a namenjeni su proceni auditivnih sposobnosti dece od rođenja do sedme godine – CHILD, PEACH, IT-MAIS, FAPCI i LittLEARS.

Materijal i metod. Kritička analiza navedenih upitnika nalazi se u rezultatima istraživanja u kojima su primenjeni. Autori su dostupne upitnike sistematizovali u odnosu na: broj pitanja (predviđeno vreme), tip odgovora, uzrast, namenu, pouzdanost i valjanost upitnika.

Zaključak. Upitnici za roditelje predstavljaju značajan instrument za procenu auditivnog funkcionisanja deteta, pri čemu su se dva upitnika (PEACH i LittLEARS) posebno istakla jasnom koncepcijom, kao pouzdani i jednostavni za kliničku primenu. Ovi upitnici nam omogućavaju dobar uvid u roditeljske opservacije auditivnog ponašanja njihove dece u svakodnevnim životnim situacijama, kroz koje je moguće pratiti razvoj i sazrevanje auditivne funkcije gluve i nagluve dece.

Ključne reči: upitnici za roditelje, auditivne sposobnosti, gluvoća, rehabilitacija

The use of parent questionnaires as an assessment tool for auditory performance of deaf and hard of hearing children*

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Early identification of hearing impairments due to new diagnostic tools and early intervention strategies and devices has shifted the time of onset of rehabilitation towards a very young age. The main objective of the comprehensive assessment of the auditory capacity of deaf or hard of hearing children is to provide adequate amplification using contemporary digital hearing instruments or cochlear implants and to choose the best possible communication strategy and rehabilitation model for utilization of residual hearing of a hearing impaired child and optimal functioning in different listening and communication situations. Considering the fact that any single auditory test provides insufficient data on comprehensive auditory behavior of a hearing impaired child, the questionnaires could provide additional valuable information obtained through parents observation regarding complex listening situations. Those data help parents and professionals to identify listening difficulties and monitor the auditory development of hearing impaired children, as well as to evaluate

the effects of rehabilitation of deaf and hard of hearing children.

The objective of this review is to compare and analyze different auditory questionnaires for parents, which have been translated into Serbian and adapted for use in our country, that are used for evaluation of auditory performance in hearing impaired children from birth to 7 years of age – CHILD, PEACH, IT-MAIS, FAPCI and LittLEARS. The results of various studies conducted by the authors, using those auditory questionnaires are presented. The questionnaires have been compared according to the number of questions (required time), type of answers, age of children, ease of use, reliability and overall quality.

Conclusion: Parent questionnaires are an important tool for assessment of the auditory behavior of hearing impaired children. Among numerous questionnaires, two of them (PEACH and LittLEARS) have shown clear concept, maximum reliability and ease of use in clinical practice. Those questionnaires provide a good insight in parents' observation of auditory behavior of hearing impaired children in everyday life as an indicator of auditory development and maturation in deaf and hearing impaired children.

Key words: parent questionnaire, auditory capacity, deafness, rehabilitation

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Metrijska svojstva Upitnika za procjenu stavova o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida

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Osobe s oštećenjem vida u Republici Hrvatskoj sve češće za svoje buduće zanimanje biraju zanimanje edukacijskog rehabilitatora, s krajnjom namjerom rada u području rehabilitacije osoba s oštećenjem vida. Zbog toga je provedeno istraživanje s ciljem da se utvrde stavovi edukacijskih rehabilitatora (radno aktivnih u području rehabilitacije vida) o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida.

U tom istraživanju korišten je upitnik vlastite izrade naziva Upitnik o stavovima edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida. Cilj ovog rada je ispitati metrijske karakteristike (Guttman-Nicewanderova mjera pouzdanosti, Cronbach-Kaiser-Caffreyeva mjera pouzdanosti, standardna mjera pouzdanosti, koeficijent reprezentativnosti testa, standardna mjera homogenosti testa) navedenog upitnika kako bi se rezultati dobiveni njegovom primjenom mogli smatrati pouzdanima te kako bi se isti upitnik mogao koristiti i u drugim, budućim istraživanjima.

Upitnik o stavovima edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida kreiran je kao upitnik Likertovog tipa s mogućnošću pet izbora. Sastoji se

od četrdeset i jedne čestice podijeljene u šest skupina.

Podatci koji se prikupljaju u pet skupina formirani su za kvantitativnu obradu a podatci šeste skupine za kvalitativnu.

Upitnik je primjenjen na uzorku od šezdeset i tri (N=63) ispitanika.

Kako bi se utvrdile metrijske karakteristike Upitnika korišten je statistički paket RTT.7.

Temeljem analize metrijskih karakteristika Upitnika može se zaključiti da navedeni instrument s velikom i značajnom pouzdanošću (Guttman-Nicewanderova mjera pouzdanosti, Cronbach-Kaiser-Caffreyeva mjera pouzdanosti, standardna mjera pouzdanosti su veće od 0,80) mjeri ono čemu je namijenjen te da se može koristiti u budućim istraživanjima.

Ključne riječi: metrijske karakteristike upitnika, oštećenja vida, stavovi profesionalaca

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Metric characteristics of The Attitudes of Educational Rehabilitators towards the Professional Abilities of Visually Impaired Educational Rehabilitators Questionnaire

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There is an increasing number of visually impaired students who choose educational rehabilitation for their profession, with the intent to work in the field of visual impairment rehabilitation. The research has been conducted with the aim to determine the attitudes of working educational rehabilitators towards the professional efficiency of visually impaired educational rehabilitators. The Attitudes of Educational Rehabilitators towards The Professional Abilities of Visually Impaired Educational Rehabilitators Questionnaire was used in this research.

The aim of this paper is to determine metric characteristics of that questionnaire (Guttman-Nicewander's Lambda-6, Cronbach's Alpha or Kaiser-Caffrey's coefficient of reliability, Standard coefficient of reliability, Coefficient of representativeness, Coefficient of homogeneity) so the results could be interpreted as reliable and this questionnaire could be used in future researches.

The Attitudes of Educational Rehabilitators towards the Professional Abilities of Visually Impaired Educational Rehabilitators Questionnaire was constructed as the Likert-type questionnaire. It consists of 41 items divided in 6 parts.

The data collected from 5 parts is for quantitative analysis and the data from the sixth part is for qualitative analysis.

The questionnaire was applied to the sample of 63 subjects (n=63). Analytics software package RTT.7. was used to determine metric characteristics of the Questionnaire.

The results of the metric characteristics analysis showed that the Questionnaire has large and significant reliability (Guttman-Nicewander's Lambda-6, Cronbach's Alpha or Kaiser-Caffrey's coefficient of reliability, Standard coefficient of reliability > 0,80) and it can be used in future researches.

Key words: metric characteristics of questionnaire, visual impairment, attitudes of the professionals

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Neki aspekti slobodnih asocijacija reči kod dece sa oštećenjem vida*

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Podaci dobijeni ispitivanjem slobodnih asocijacija reči imaju široku primenu u proučavanju leksičke, semantičke i gramatičke strukture jezika, kao i u praćenju jezičkog razvoja. Pored toga, slobodne asocijacije pružaju informacije o ulozi jezika u saznanom procesu. Empirijski podaci pokazuju da je većina istraživanja u oblasti slobodnih asocijacija reči izvršena kod dece tipičnog razvoja, dok su slobodne asocijacije u populaciji dece ometene u razvoju sporadično proučavane.

Cilj ovog rada je bio da se utvrde neke karakteristike razvoja slobodnih asocijacija reči dece sa oštećenjem vida. U uzorak je uključeno 68 ispitanika oba pola, od prvog do osmog razreda. U istraživanju je primenjen test slobodnih asocijacija reči Kent-Rozenofa koji je adaptiran za srpsko govorno područje. Dobijeni odgovori su kategorisani na paradigmatzne i neparadigmatzne, a zatim je analizirana njihova učestalost u odnosu na školski uzrast i pol. U statističkoj obradi podataka korišćeni su χ^2 test i t-test.

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Rezultati su pokazali zastupljenost paradigmatznih i neparadigmatznih odgovora na svim ispitivanim uzrastima. Istovremeno je pokazano da se sa uzrastom menja odnos utvrđenih kategorija odgovora, pri čemu učenici svih uzrasta produkuju znatno više paradigmatznih odgovara u odnosu na sintagmatzne.

Zaključeno je da primena tehnike slobodnih asocijacija reči doprinosi sagledavanju leksičko-semantičke i gramatičke strukture kod dece sa oštećenjem vida.

Ključne reči: paradigmatzne asocijacije, sintagmatzne asocijacije, jezička struktura, oštećenje vida

Some aspects of free word associations in children with visual impairment*

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The data received from free word associations studies are broadly applied in the research of lexical, semantic and grammatical structures of language as well as in monitoring language development. In addition, free word associations provide information on the role of language in the cognitive process. The empirical data prove that most of the studies in free word associations field have been done in children with typical development, while sporadically in disabled children.

The aim of this study was to define some characteristics in the process of developing free word associations in children with visual impairment. The sample consisted of 68 respondents of both genders, from the first to the eighth grade of elementary school. Kent-Rozanoff's free word association test, which was adapted to Serbian speaking area, was applied in this research. The answers were categorized as paradigmatic and non paradigmatic,

and then their frequency related to school age and gender was further analyzed. For statistical analysis we used χ^2 test and t-test.

The results have shown the occurrence of paradigmatic and non paradigmatic answers on all tested age groups. At the same time it is indicated that with the change of age group, the defined answers relation also changes, whereas pupils of all ages produce significantly more paradigmatic answers compared to syntagmatic.

It has been concluded that application of free word associations technique contributes to the perception of lexical, semantic and grammatical structures in visually impaired children.

Key words: paradigmatic associations, syntagmatic associations, language structure, visual impairment

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Inteligencija kao čini­lac razvoja vizuelne pažnje i egzekutivne kontrole*

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Cilj ovog rada je utvrđivanje odnosa između inteligencije i vizuelne pažnje i egzekutivne kontrole. Uzorkom je obuhvaćeno 33 desetogodišnjaka tipičnog razvoja (42,4% devojčica i 57,6% dečaka) i 80 dece sa lakom intelektualnom ometenošću (LIO) (45% devojčica i 55% dečaka) uzrasta od 10-13.11 godina. U istraživanju je korišćen Test markiranja traga (Trail Making Test), i to prvi deo za procenu bazične vizuelne pažnje (TMT-A) i drugi deo za procenu složenog konceptualnog praćenja (TMT-B). Izvedena varijabla (TMT-E), koja predstavlja odnos između TMT-B i TMT-A, korišćena je kao mera egzekutivne kontrole.

Rezultati ukazuju na to da unutar homogenih kategorija nivoa intelektualnog funkcionisanja nema statistički značajnih razlika u performansi na TMT-A, TMT-B, i TMT-E, a da su te razlike značajne kada se uporede ispitanici tipičnog razvoja i oni sa LIO ($p < 0,01$). Desetogodišnjaci tipične populacije znatno prevazilaze performansu njihovih vršnjaka sa LIO (TMT-A i TMT-B: $p = 0,000$; TMT-E: $p = 0,040$). Poređenjem performanse desetogodišnjaka tipič-

ne populacije sa performansom starije dece sa LIO (11, 12 i 13 godina), utvrđeno je da, u domenu bazične vizuelne pažnje, deca sa LIO tek na uzrastu od 13 godina postižu nivo performanse desetogodišnjaka tipične populacije. U domenu mogućnosti složenog konceptualnog praćenja kod dece sa LIO postoji jasan razvojni trend, no ona na uzrastu od 13 godina i dalje statistički značajno zaostaju za desetogodišnjacima tipične populacije ($p = 0,001$). Deca sa LIO već na uzrastu od 11 godina imaju sličan nivo egzekutivne kontrole kao i deca tipične populacije uzrasta 10 godina ($F(3,89) = 2,408$; $p = 0,072$). Uzrast se pokazuje kao glavni čini­lac nivoa razvoja bazične vizuelne pažnje ($F(3,72) = 9,575$; $p = 0,000$) i mogućnosti složenog konceptualnog praćenja ($F(3,72) = 10,364$; $p = 0,000$) kod dece sa LIO, koji objašnjava oko 30% varijabilnosti rezultata na TMT-A (parcijalni $\eta^2 = 0,285$) i TMT-B (parcijalni $\eta^2 = 0,302$). Dinamika razvoja njihove bazične vizuelne pažnje ($F(3,72) = 2,230$; $p = 0,092$) i složenog konceptualnog praćenja ($F(3,72) = 3,551$; $p = 0,247$) ne zavisi od nivoa intelektualnog funkcionisanja.

Ključne reči: vizuelna pažnja, egzekutivna kontrola, inteligencija, laka intelektualna ometenost, tipična populacija

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Intelligence as a factor of visual attention and executive control development

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The aim of this research was to determine the relationship between intelligence and visual attention and executive control. The sample consisted of 33 ten-year old children of typical development (42,4% girls and 57,6% boys) and 80 children with mild intellectual disability (MID) (45% girls and 55% boys) aged 10-13.11. Trail Making Test (TMT) was used to assess visual attention and executive control. The first part of the test (TMT-A) was used to assess basic visual attention, and the second part (TMT-B) for the complex visual attention (conceptual tracking). Derived variable (TMT-E), representing ratio between TMT-B and TMT-A, was used as a measure of executive control.

The results indicate that there are no statistically significant differences in TMT-A, TMT-B, and TMT-E scores within homogeneous categories of intellectual functioning. However, performance differences are significant between typically developed participants and participant with MID ($p < 0,01$). Ten-year old typically developed children have significantly better performance than their

peers with MID (TMT-A and TMT-B: $p = 0,000$; TMT-E: $p = 0,040$). Comparing the performance scores of 10 year-old typically developed children with the scores of older children with MID (11, 12, and 13 years), it was determined that in the domain of basic visual attention, children with MID at the age of 13 have similar performance level as 10 year-old children of typical development. Complex visual attention shows clear developmental trend in children with MID, however, at the age of 13 their performance is still delayed compared to 10 year-old children of typical population ($p = 0,001$). At the age of 11, children with MID show already similar level of executive control as typically developed 10 year-olds ($F(3,89) = 2,408$; $p = 0,072$). Age is the main factor that influences the development of basic ($F(3,72) = 9,575$; $p = 0,000$) and complex visual attention ($F(3,72) = 10,364$; $p = 0,000$) in children with MID, explaining around 30% of results variability on TMT-A (partial $\eta^2 = 0,285$) and TMT-B (partial $\eta^2 = 0,302$). The developmental trend of basic ($F(3,72) = 2,230$; $p = 0,092$) and complex visual attention ($F(3,72) = 3,551$; $p = 0,247$) does not depend on the level of intellectual functioning.

Key words: visual attention, executive control, intelligence, mild intellectual disability, typical population

* The study was realized within the research project "Creating a protocol for assessing educational potentials of children with disabilities, as a criterion for the development of individual educational programs", No. 179025 (2011-2014), financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

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Netipična artikulacija kod dece predškolskog uzrasta

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Ukoliko konkretna realizacija foneme, po bilo kojoj dimenziji, izlazi izvan standardom zadatih granica, reč je o netipičnoj artikulaciji, pri čemu odstupanje može biti uočljivo na jednom obeležju ili na skupu artikulacionih i/ili akustičkih obeležja. Netipična artikulacija ima dva vida: regionalni i patološki. Za regionalni tip upotrebljen je termin netipična artikulacija dok je za patološki tip upotrebljen termin atipična artikulacija.

Opšti cilj istraživanja je bio da se utvrdi prisustvo netipične artikulacije kod dece predškolskog uzrasta u sredini sa dosta regionalnih odstupanja, odnosno, cilj je bio utvrđivanje oblika, stepena i učestalosti netipične artikulacije. Poseban cilj predstavljalo je utvrđivanje i diferenciranje netipične i atipične artikulacije.

Uzorak istraživanja činilo je 316 ispitanika na uzrastu od pet godina. Deca su testirana Globalnim artikulacionim testom, radi procene artikulacionog statusa. Nakon toga, sva deca sa netipičnom artikulacijom (101 dete) testirana su Testom oralne praksije i jezičkim testovima (Test verbalnog pamćenja, Test imenica prvog nivoa apstrakcije, Test

imenica drugog nivoa apstrakcije, Test usvojenosti predloga i priloga). Artikulacionim testovima registrovana su odstupanja, a jezički testovi su služili za dobijanje većih govornih uzoraka izazvanog i spontanog govora kako bi se uočila regionalna i razvojna odstupanja.

U ovom istraživanju netipična artikulacija je utvrđena kod 31,96% ispitivane dece, a u odnosu na pol, zastupljenija je kod devojčica. Netipična artikulacija sa elementima atipične utvrđena je kod 14 glasova, i to kod: laterala (l, lj), vibranta(r), frikativa (š, ž, s, z), afrikata (č, dž, c, ć, đ) i ploziva (t i d).

Najčešći tip atipične artikulacije je lambdacizam, pa slede rotacizam, širi sigmatizam, uži sigmatizam a najmanje su zastupljeni tetacizam i deltacizam. U najvećem broju slučajeva radi se o distorzijama glasova.

Ključne reči: predškolski uzrast, netipična artikulacija, atipična artikulacija, regionalna odstupanja, patološki izgovor

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Non-typical articulation in preschool children

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Non-typical articulation exists if the concrete realization of phonemes, in any dimension, is beyond the standard set of boundaries, whereby the deviation may be apparent at one feature or a set of articulation features, and/or acoustic characteristics. There are two types of non-typical articulation: regional and pathological. The term non-typical articulation is used for the regional type of articulation, while the term variant articulation is used for pathological type of articulation.

The main goal of the research was to determine the presence of atypical articulation in children of preschool age in the environment with a lot of regional variations, which means the goal was to determine the shape, level and frequency of atypical articulation. A special goal was to determine and differentiate atypical and variant articulation.

The examined sample consisted of 316 children, all at the age of 5. Children were tested with Global Articulation Test, in order to evaluate articulation status. After that, all the children with atypical articulation (101 children) were tested with the test of oral praxis and language tests (test of

verbal memory, test of nouns of the first level of abstraction, test of nouns of the second level of abstraction, test of acquisition of prepositions and adverbs). Articulation tests registered variations, and language tests were used to obtain larger speech samples of elicited and spontaneous speech in order to provide an insight into regional variations.

In this research, atypical articulation is determined in 31.96% of the examined children, and regarding their gender, it is more frequent in girls. Atypical articulation with elements of variant is determined in 14 sounds, in laterals (l, lj), vibrant (r), fricatives (š, ž, s, z), affricates (č, dž, c, ć, đ) and plosives (t, d).

The most frequent type of variant articulation is lambdism, followed by rotacism, wider sygmatism, narrower stigmatism, while the least present are tetacism and deltacism. In the largest number of cases distortion of voices is present.

Key words: atypical articulation, pre-school children, variant articulation, regional deviation, pathological pronunciation

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Stereoskopski vid kao činilac razvojnih sposobnosti kod dece mlađeg školskog uzrasta*

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Stereoskopski vid je najviši stepen binokularnog vida, koji obezbeđuje opažanje prostora u tri dimenzije i određivanje prostornih odnosa.

Cilj ovog rada je da se utvrdi odnos između kvaliteta stereoskopskog vida i razvojnih sposobnosti kod dece mlađeg školskog uzrasta.

Uzorkom je obuhvaćeno 167 ispitanika sa teškoćama u domenu stereoskopskog vida, uzrasta 7-11 godina, i 200 ispitanika bez teškoća. Grupe su ujednačene prema polu i uzrastu.

Za procenu sposobnosti korišćen je Akadija test razvojnih sposobnosti, koji sadrži 13 subtestova. Oštrina stereoskopskog vida procenjena je pomoću RANDOT- stereotesta sa polarizacinom naočarima.

Multivarijantnom analizom varijanse je utvrđeno da kvalitet stereoskopskog vida statistički značajno utiče na rezultate Akadija testa grupisane u model razvojnih sposobnosti (Wilks' $\lambda=0,937$, $F^{(13,1165)}=1,457$, $p=0,018$). Primenom jednosmerne analize varijanse je utvrđen statistički značajan odnos između stereoskopskog vida i opšteg skora ($F^{(4,1165)}=5,241$, $p=0,004$).

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Analizom odnosa između kvaliteta stereoskopskog vida i subtestova ACADIA testa utvrđeno je postojanje statistički značajnih razlika između ispitanika sa različitim kvalitetom stereoskopskog vida na većini subtestova za procenu razvojnih sposobnosti.

Uočeno je prisustvo statističke značajnosti u oblastima vizuomotoričke i audiovizuelne integracije, neverbalnog rezonovanja i svih procenjenih parametara jezičkih sposobnosti. Ova značajnost se kumulativno odražava na visoko statistički značajan odnos između kvaliteta stereoskopskog vida i opštih skorova Akadija testa. Odnos između kvaliteta stereoskopskog vida i vizuelne diskriminacije je nešto ispod granice statističke značajnosti ($p=0,058$).

Ključne reči: razvojne sposobnosti, stereoskopski vid, mlađi školski uzrast

Stereoscopic vision as a factor of developmental abilities in younger school children*

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Stereoscopic vision is the highest level of binocular vision, which enables us to observe space in three dimensions and determine spatial relations.

The aim of this paper is to determine the relation between the quality of stereoscopic vision and developmental abilities in younger school children.

The sample consisted of 167 examinees with problems in stereoscopic vision, aged between 7 and 11, and 200 examinees without problems. The groups were equal in age and gender.

Acadia test of developmental abilities, consisting of 13 subtests, was used for the abilities assessment. Stereoscopic vision acuity was assessed by RANDOT stereo test with polarized glasses.

Multiple analysis of variance determined that the quality of stereoscopic vision has a statistically significant influence on the results of Acadia test grouped in the model of developmental abilities (Wilks' $\lambda=0.937$, $F^{(13,1165)}=1.457$, $p=0.018$). Statistically significant relation between stereoscopic vision

and the overall score ($F^{(4,1165)}=5.241$, $p=0.004$) was determined by one way variance analysis.

The analysis of relations between the quality of stereoscopic vision and subtests of ACADIA test indicates that there are statistically significant differences between the examinees with different quality of stereoscopic vision on most developmental abilities subtests.

Statistical significance was determined in visual-motor and audio-visual integration, nonverbal reasoning, and all the assessed parameters of language abilities. This significance has a cumulative effect on the highly statistically significant relation between the quality of stereoscopic vision and the overall scores of Acadia test. The relation between the quality of stereoscopic vision and visual discrimination is slightly below the level of statistical significance ($p=0.058$).

Key words: developmental abilities, stereoscopic vision, younger school children

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Motorika ruke dece predškolskog uzrasta*

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Otkrivanje teškoća u razvoju motoričkih sposobnosti na predškolskom uzrastu omogućava svim učenicima u vaspitno-obrazovnom procesu da interveniše u cilju preveniranja i ublažavanja posledica koje se mogu javiti polaskom deteta u školu.

Cilj istraživanja je utvrđivanje motoričkih sposobnosti dece sa teškoćama u intelektualnom razvoju i dece tipičnog razvojnog toka, predškolskog uzrasta i time ukaže na značaj defektološke intervencije u ovom uzrastu.

Istraživanje je sprovedeno na uzorku od 64. dece tipičnog razvojnog toka, uzrasta od četiri do šest godina i 30. dece uzrasta od tri do jedanaest godina sa intelektualnom ometenošću, u predškolskim ustanovama „Dečiji dani“ i „11. April“ u Beogradu, tokom 2013. i 2014. godine. Za svrhe ovog istraživanja korišćen je „Obrazovni motorički test“ (Onderwijsgeschiedte Motorische Test – OMT; van Gelder, van der Meer & van Weene, 2005), kojim se ispituje 12 motoričkih oblasti (tapkanje, ciljanje, hvatanje lopte, skakanje – koordinacija, skakanje – snaga, hodanje na petama, hodanje na vrhovima prstiju,

stajanje na jednoj nozi, penjanje, prevrtanje preko glave, suprotstavljanje i trčanje).

Prikazani su rezultati procene spretnosti gornjih ekstremiteta kroz aktivnosti sa loptom (tapkanje, ciljanje i hvatanje) i spretnost prstiju kroz pokrete suprotstavljanja i nizanja. U poduzorku dece sa intelektualnom ometenošću, 7% tapkanje, 17% hvatanje, 3% ciljanje lopte i 27% dece opoziciju je izvršavalo na način koji se smatra adekvatnim za uzrast, a kod najvećeg broja ispitanika, iako su prilagođeni uslovi testiranja, odgovor se nije mogao dobiti. U poduzorku dece iz vaspitnih grupa, 23,4% dece izvodi tapkanje, a 17,2% hvatanje lopte neadekvatno uzrastu. 35.9% ispitanika ne izvodi suprotstavljanje prstiju i nizanje adekvatno uzrastu, pri čemu se kod 15.6% ispitanika javljaju sinkinezije, a 7.8% ove aktivnosti izvodi uz izražen napor. Uzrast i pol nisu prediktori razvijenosti motoričkih sposobnosti.

Rezultati istraživanja ukazuju na značaj ranog otkrivanja i defektološke intervencije u predškolskom uzrastu. Osim toga, primenjeni instrument se pokazao kao pogodan za kreiranje programa fizičkog vaspitanja u predškolskim ustanovama, otkrivanje problema u početnom opismenjanju i izradu individualnih planova podrške.

Ključne reči: motorika ruke, intelektualna ometenost, vaspitne grupe, predškolski uzrast

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Hand motor abilities in preschool children*

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Detecting problems in the development of motor skills at preschool level allows all participants in the educational process to intervene in order to prevent and mitigate the effects on a child at school.

The aim of the study was to determine motor abilities of preschool children with disabilities in intellectual development and preschool children of typical development, and thus emphasize the importance of special education intervention at this age.

The study was conducted on 64 children of typical development, aged four to six, and 30 children with intellectual disabilities aged from three to eleven, in preschools “Dečiji dani” and “11. April”, during 2013 and 2014. For the purpose of this study we used “Educational motility test” (Ondervijsgeschiede Motorische Test – OMT; van Gelder, van der Meer & van Weene, 2005), which examines 12 motor areas (tap, target, catching a ball, jumping – coordination, jumping – strength, walking on heels, walking on tiptoe, standing on one leg, climbing, tumbling over head, countering and running).

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The results of the assessment of upper extremity skills through activities with a ball (tapping, targeting and catching), and finger dexterity through the motions of opposition and sequencing, were shown in this paper. In the subsample of children with intellectual disabilities, 7% performed tapping, 17% catching, 3% targeting balls and 27% performed opposition in a way which is considered appropriate for their age. In most children of this subsample, the response could not be obtained even though testing conditions were adapted. In the subsample of children with typical development, 23.4% of the children performed tapping, and 17.2% catching a ball inadequately for their age. 35.9% of the children did not perform the tasks of opposing fingers and sequencing appropriately for their age, synkinesis appears in 15.6% of the respondents, and 7.8% of the activities are performed with obvious effort. Age and gender are not the predictors of the development of motor skills.

The results indicate the importance of early detection and intervention in special education at preschool age. In addition, the applied instrument proved to be suitable for the creation of physical education in preschools, detection of problems in writing ability and development of individual support plans.

Key words: hand motor abilities, intellectual disability, educational groups, preschool

Subjektivne mjere ishoda dodjele slušnog pomagala

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Komunikacijski problemi uzrokovani oštećenjem sluha mogu biti ublaženi korištenjem slušnih pomagala. Međutim, istraživanja pokazuju da tek oko 20% odraslih osoba s oštećenjem sluha nosi slušno pomagalo i smatra ga korisnim. Stoga se posljednjih godina mnogo pažnje posvećuje mjerenjima ishoda dodjele slušnog pomagala.

Razvijene su brojne mjere ishoda dodjele slušnog pomagala koje se općenito mogu svrstati u *objektivne mjere*, koje se temelje se na izvedbi ispitanika i *subjektivne mjere* koje se koriste za procjenu slušanja sa ili bez slušnog pomagala i koje zahtjevaju mišljenje i prosudbu ispitanika. Subjektivne mjere ishoda dodjele slušnog pomagala pružaju važan uvid u pacijentovo očitovanje o oštećenju sluha, uvid koji se ne može dobiti samo iz prikupljenih audiometrijskih podataka. One su važan dio kliničke evaluacije efektivnosti tretmana, njihove su mjerne karakteristike zadovoljavajuće, primjena ekonomična i brza, a rezultati dovoljno pouzdani kako bi mogli služiti kao osnova za donošenje odluke o efektivnosti odabranog tretmana i to sa stajališta samog pacijenta.

Obzirom na brojne prednosti ovakvih i sličnih mjernih instrumenata, začuđuje njihova mala prisutnost

na hrvatskome govornom području. Iz toga se razloga pristupilo prijevodu i prilagodbi na engleskome govornom području često korištenog i na više europskih jezika već prevedenog upitnika samoprocjene – Upitnika „Skrraćeni profil koristi slušnog pomagala“ (The Abbreviated Profile of Hearing Aid Benefit – APHAB).

U ovom je radu prikazana analiza mjernih karakteristika hrvatske verzije Upitnika APHAB iz koje je vidljivo da je on u svojoj preliminarnoj primjeni valjano i pouzdano mjerio korist koju pri slušanju u različitim uvjetima pruža slušno pomagalo. Relativno visoke standardne devijacije na svim pitanjima ukazuju na raznolikost korištenih odgovora, te govore u prilog dovoljnoj osjetljivosti pojedinačnih pitanja na individualne razlike u rezultatima.

Ovo istraživanje ukazuje na opravdanost daljnjeg ispitivanja mogućnosti primjene hrvatske verzije upitnika APHAB s ciljem dobivanja instrumenta za unificiranu kvantifikaciju koristi dodjele slušnog pomagala.

Ključne riječi: slušno pomagalo, mjerenje koristi, APHAB, mjerne karakteristike

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Subjective outcome measures of hearing aid benefit

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Communication problems caused by hearing loss can be mitigated by the use of hearing aids. However, research shows that only about 20% of adults with hearing loss have a hearing aid and consider it useful. Therefore, in recent years, much attention is paid to measuring the outcomes of hearing aids.

There are a number of outcome measures of hearing aid benefits that can be generally classified as *objective measures*, which are based on the performance of subjects, and *subjective measures* used to assess hearing with or without hearing aids and requiring an opinion and judgment of the patient. Subjective outcome measures of hearing aid benefits provide an important insight into the patient's observations on hearing loss that cannot be obtained from the collected audiometric data. They are an important part of the clinical evaluation of the effectiveness of treatment, they have satisfactory psychometric characteristics, the application is economical and quick, and the results are reliable enough to serve as a basis for making decisions about the effectiveness of the selected treatment from the standpoint of the patient.

With regard to many advantages of these and similar measures, their small presence in the Croatian

language is surprising. For this reason, we translated and adapted the self-assessment questionnaire which is often used in English and is already translated to many European languages : The Abbreviated Profile of Hearing Aid Benefit – APHAB.

This paper presents the analysis of measurement characteristics of the Croatian version of the APHAB Questionnaire from which it is clear that, in its preliminary application, it validly and reliably measures the benefits provided by hearing aid while listening in different conditions. The relatively high standard deviation on all issues highlights the variety of responses, and is in favor of sufficient sensitivity of individual questions to individual differences in the results.

This research aims to justify further investigation of the possibility of application of the Croatian version of the APHAB questionnaire in order to obtain an instrument for unified quantification of hearing aid benefits.

Key words: hearing aid, outcome measures, APHAB, measurement characteristics

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Oblici tretmana u specijalnoj edukaciji i rehabilitaciji

*Forms of Treatment in Special Education and
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Early Intervention in Greece: Present Situation and Proposal for the Future

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EIN improving the operation of existing services as well as meeting information needs of families who are involved in early intervention programs and improve their skills through well-organized interdisciplinary teams.

Key words: early intervention, disability, interdisciplinary team, developmental risk

This paper aims to present an overview of the Early Intervention Network (EIN), which operates in Greece. According to the European Agency for Development in Special Needs Education in 2010, Early Intervention is considered to be a design of services which aim to address developmental needs of infants and toddlers with disabilities and support them in conjunction with their families. Usually, the type of these interventions are based on measures such as social, medical, psychological and/or educational, and refer to children with disabilities or to children who are at-risk. The present overview of the Greek EIN is based on four main tenets: (a) the availability of services to the population in question, (b) the proximity of services to the population in question, (c) the total or partial funding of the population in question in order to use the services of the EIN, and (d) the function of interdisciplinary teams and/or Interdisciplinary early intervention programs. It is expected that the results of the overview, based on the above analysis, will provide direct implications in the

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Dance Movement Therapy as a Complementary Approach in Sustaining Verbal and Non-verbal Communication

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Dance Movement Therapy (DMT) is a part of expressive arts-therapies which include using and analysing different aspects of body-experience and body-expression such as *movement, posture, gesture, mimics, pantomime, touch, etc.* In DMT body is the dominant media of therapeutic process so it can be a useful therapy approach in inducing and supporting different levels of self-exploration and self-expression. Namely, recognition and understanding of own bodily responses create basis for recognition and understanding of emotional reaction, and vice versa, in dynamic interaction. Sensing and knowing about what and how we feel and think enables us to express this verbally or non-verbally. Self-expression could be a significant problem when the absence or avoiding of different kinds of communication is present, like in the case of selective mutism, autism, social anxiety and any other kind of emotional and mental disorders. Ability to express own feelings, thoughts and needs provides the required level of intersubjectivity important for creating successful social interactions, emotional relationships and coping strategies. In that way some specific techniques of DMT could be used such as imitation, mirroring, shared movement approach, duet dialogue, attunement, kinaesthetic empathy, exploring different effort qualities, body-symbolisation, authentic movement

etc. Also, some other expressive arts (like music, art-therapy, drama, poetry, etc.) could be combined with the specific DMT approaches with the aim of encouraging spontaneity, imagination and improvisation. Goals of therapy programme could be tested by assessing the qualitative and quantitative changes in psychophysiological parameters that were stimulated and observed during therapy sessions (described in examples of movement observation and note keeping). Since DMT is based on the body-mind connection it could be assumed that it may have positive influence on corporal, emotional, cognitive and social aspects of personal experience and, in that case, can be considered as an appropriate approach in different problem fields of education and rehabilitation.

*Key words: dance movement therapy,
body-experience, self-exploring, self-expression,
communication*

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Kvalitet glasa i govora kod pacijenata kod kojih je primenjena aspiraciona i deglutaciona metoda

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Ova retrospektivna studija obuhvata rehabilitaciju glasa i govora kod 30 pacijenata kojima je na *Klinici za bolesti uva, grla i nosa, Klinički Centar u Novom Sadu*, urađena totalna laringektomija. Kod ovih pacijenata ispitivani su razumljivost govora, visina glasa (Voice Assesment Dr Speech softver), poređenje maksimalnog trajanja eruktacije kod ove dve metode, poređenje vremena potrebnog za čitanje fonetski izbalansiranog teksta, artikulacionog testa, između različitih metoda ezofagusnog glasa. Od trideset pacijenata 21 pacijent (70%) je rehabilitovan, dok 9 pacijenata (30%) nije uspešno završilo rehabilitaciju glasa i govora. Ispitivani parametri kod obe metode pokazuju da se izgovor fonetski izbalansiranog teksta kreće od minimum 1 min. i 50 sek. do maksimum 5 min. i 5 sekundi, dok broj reči na jednoj eruktaciji je od minimum 4 do maksimum 5 reči. Parametri glasa dobijeni uz pomoć aspiracione metode bili su slični parametrima normalnog glasa, kao i parametri govora, dok su se isti parametri uz pomoć deglutacione metode značajno razlikovali i značajno su niži.

Ključne reči: glas, laringektomija, ezofagusni glas, aspiraciona, deglutaciona metoda

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Quality of voice and speech in patients in whome aspiration and deglutition methods are applied

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deglutition method were significantly different and significantly lower.

Key words: voice, laryngectomy, esophagus voice, aspiration, deglutition method

This retrospective study includes rehabilitation of voice and speech in 30 patients who had total laryngectomy done at the Ear, Throat and Nose Clinic in Novi Sad.

Methodology. Speech clarity, pitch (Voice Assesment Dr Speech softver), comparison of maximal duration of eructation in these two methods, comparison of time needed for reading a phonetically balanced text, and articulation between different methods of esophagus voice were tested in these patients.

Results. From 30 patients, 21 (70%) were rehabilitated, while 9 patients (30%) did not successfully finish the rehabilitation of voice and speech.. The tested parameters in both methods show that pronunciation of phonetically balanced text is between minimally 1.50 minutes to maximally 5.5 minutes, while the number of words in one eructation is minimally 4 to maximally 5 words.

Conclusion. Voice parameters obtained by means of aspiration method were similar to the parameters of normal voice, as were the parameters of speech, while the same parameters obtained by means of

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Kompetencije terapeuta senzorne integracije

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Savremena defektološka teorija i praksa naglašava značaj i ulogu senzorne integracije (SI) u socijalnom, emocionalnom i kognitivnom razvoju dece. Poseban akcenat stavlja se na identifikaciju dece sa senzornom disfunkcijom i radu na otklanjanju ili smanjenju nedostataka u toj oblasti. Teorija SI je nastala iz potrebe za prepoznavanjem, imenovanjem i obradom veze između deficita koji mogu nastati prilikom predstavljanja sopstvenog tela i onih čulnih nadražaja koji potiču iz okruženja, kao i deficita između kognitivnog i neuromotoričkog učenja.

Kroz program usavršavanja (sertifikovani programi obuke, diplomske i specijalističke studije) stižu se sledeće kompetencije terapeuta senzorne integracije: ovladavanje teorijskim osnovama senzorne integracije; primena strategije SI zasnovane na kliničkim dokazima; uočavanje doprinosa SI na razvoj dece; administracija testova za procenu senzorne integracije, merenje senzornog procesuiranja, klinička posmatranja; interpretacija rezultata evaluacije na osnovu istraživačkih rezultata testiranja; planiranje strategije intervencije; implementacija intervencije korišćenjem strategije SI u različitim kontekstima; usavršavanje, kao i praćenje literature koja se odnosi na teoriju SI i njenu primenu u praksi; neprekidna razmena mišljenja

sa kolegama, kojima je senzorna integracija referentni model rada i kontrola, kao balans dobre prakse.

Programi obuke naglašavaju značaj kontinuiranog obrazovanja i razvijanje sposobnosti za multidisciplinarni i transdisciplinarni pristup u radu budućih terapeuta senzorne integracije. Jedan od ključnih aspekata programa je i uključivanje roditelja, kao i drugih odraslih osoba koji su u bliskoj vezi sa detetom, bilo da je reč o vaspitačima ili nastavnicima.

Kroz osposobljavanje terapeuta senzorne integracije podstiče se razvoj ličnih, emocionalnih, socijalnih i profesionalnih veština stručnjaka koji rade sa decom sa smetnjama i poremećajima u razvoju i spremnost za profesionalni rad u okviru koncepta senzorne integracije.

*Ključne reči: terapeuti senzorne integracije,
kompetencije, deca sa smetnjama i
poremećajima u razvoju*

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Competences of sensory integration therapist

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Recent defectology theory and practice stress the importance of sensory integration (SI) in social, emotional and cognitive development of children. Special emphasis is on its role in identifying children with sensory dysfunction and in ameliorating and removing particular difficulties. Sensory integration theory emerged from the need for recognition, naming and processing the relation between deficits that may develop in the process of presenting one's own body and environmental stimuli, as well as deficits between cognitive and sensory-motor learning.

Through different educational programs (certified training programs, graduate and/or specialization studies) the following necessary competences for sensory integration therapists could be obtained and improved: mastering fundamental information on sensory integration theory, applying clinically based strategy for practical use of SI, recognizing contribution of applied SI to child development, administrating tests and techniques of assessment of sensory integration, assessment of sensory processing, clinical trials, interpretation of evaluation results gathered from research testing and assessments, planning intervention strategies, implementing different interventions based on SI strategy, further and constant education as well as

research of references related to sensory integration theory and practice, continued consulting with fellow colleagues whose chosen work model is sensory integration theory and practice and lastly, supervision and control as a guarantee of good practice.

Educational graduate programs emphasize the importance of continued education and developing competences for multidisciplinary approach in the work of prospective sensory integration therapists. One of the key aspects of the program is involving parents and other significant adults, like caretakers and teachers, in intervention programs.

Educational programs encourage and enforce the development of personal, emotional, social and professional skills, as well as qualification for professional practice within the field of sensory integration in professionals that work with children with developmental difficulties and disorders.

*Key words: sensory integration therapists,
competencies, children with developmental disorders
and disabilities*

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Teaching English as a foreign language to visually impaired students: technological support used by teachers of English

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The purpose of this study is to identify the technological support used by teachers of English as a foreign language who work with visually impaired students. This is part of a more extensive research conducted for a doctoral dissertation. The 80 participants of the online survey and ten of them who also took part in semi-structured interviews on the field shed light to the technological support they use when teaching these students. Difficulties in tracing or producing the materials were also explored, along with the related concerns of the teachers. Most of the teachers indicated in both their survey and interview answers that they use cd players and computers when teaching this student population. Additional findings, recommendations, limitations, and suggestions for future research are provided.

Key words: teaching English as a foreign language (TEFL), visually impaired students, technological support

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Upotreba svetlosnih filtera u poboljšanju vida kod degeneracije makule

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Degeneracija makule (žute mrlje) je veoma često očno oboljenje kod populacije starije od 60 godina. Zahvata žutu mrlju – tačku jasnog vida, veoma značajnu kako za gledanje na daljinu tako i na blizinu. Postoje dve forme staračke degeneracije makule: suva forma (blaži oblik) i vlažna forma (teži oblik). Strukture našeg oka propuštaju sve talasne dužine vidljivog dela spektra. Brojna su istraživanja koja potvrđuju fototoksično dejstvo bliskog UV zračenja (ljubičasta-plava) i njegov uticaj na nastajanje i razvoj degeneracije makule.

Cilj ovog rada je utvrđivanje uloge svetlosnih filtera u poboljšanju vida i podizanju kvaliteta života pacijenata sa degeneracijom makule. Istraživanje je trajalo godinu dana od marta 2013 do marta 2014 i obuhvatilo je 20 pacijenata uzrasta od 60-90 godina sa dijagnostikovanom degeneracijom makule. Posle detaljnog pregleda pacijentima su prepisani odgovarajući svetlosni filteri sa ili bez drugog pomagala za subnormalan vid. Filteri koji su korišćeni su: 450nm sa i bez polarizacije, 511nm, 527nm i 550nm. Adaptacija na prepisano pomagalo trajala je četiri nedelje.

Filteri 450nm sa i bez polarizacije su najviše odgovarali osobama sa degeneracijom makule. Nakon četiri nedelje korišćenja filtera zabeleženo je sma-

njenje zablješćavanja i povećanje kontrasta kod 17 pacijenata (85%) od toga povećanje vidne oštine zabeleženo je kod 3 pacijenta (17,6%) a 3 pacijenta (15%) nisu imala poboljšanje.

Kod osoba sa degeneracijom makule korišćenje svetlosnih filtera 450nm sa i bez polarizacije značajno dovodi do povećanja kontrasta i smanjenja zablješćavanja, a samim tim i poboljšanja kvaliteta njihovog života.

Ključne reči: svetlosni filteri, pomagala za subnormalan vid, degeneracija makule

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Using light filter to improve vision in macular degeneration

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Introduction: Degeneration of macula (yellow spot) is a disease that is very common in the population of people older than 60. It covers the yellow spot – a point of clear vision, very important both for seeing at a distance and proximity. There are two forms of senile macular degeneration: the dry form (mild form) and the wet form (severe form). Structures of our eye channel all wavelengths of the visible part of the spectrum. There are numerous studies which confirm the phototoxic effect of close UV radiation (violet-blue) and its impact on the formation and development of macular degeneration.

Objective: To determine the role of light filters in eyesight improvement and in raising the quality of life of patients with macular degeneration.

Methods: The study lasted for one year, from March 2013 to March 2014, and it included 20 patients aged between 60 and 90, diagnosed with macular degeneration. After a thorough examination, patients were prescribed with appropriate light filters with or without another low vision aid. Filters that were used are: 450nm with and without polarization, 511nm, 527nm and 550nm. Adaptation to the prescribed aid lasted for four weeks.

Results: Filters 450nm with and without polarization were most suitable for people with macular

degeneration. After four weeks of using filters, a reduction in glare and the increase of contrast was noted in 17 patients (85%), out of whom the increase in visual acuity was observed in 3 patients (17.6%), while 3 patients (15%) had no improvement.

Conclusion: In patients with macular degeneration, the use of light filters 450nm with and without polarization leads to a significant increase in contrast and reducing glare, and thus improves their quality of life.

*Key words: light filters, low vision aids,
macular degeneration*

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Uticaj logopedskog tretmana na smanjenje broja artikulacionih poremećaja kod dece školskog uzrasta

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Cilj istraživanja je utvrđivanje govorno jezičkog statusa učenika prvog razreda.

Istraživanje je izvršeno u OŠ „Dimitrije Todorović-Kaplar“ od 09.09 do 13.09. 2013 god. i od 04.09. do 09.09. 2014 god.

Izvršila sam komparaciju dobijenih rezultata sa rezultatima identičnog istraživanja obavljenog septembra meseca školske 1997/98 u periodu kada je logoped radio.

Prilikom istraživanja korišćeni su sledeći testovi: „Analitički artikulacioni test“ i „Globalni artikulacioni test“.

Rezultati pokazuju da su 2013 god. kod 44 učenika utvrđeni govorno-jezički poremećaji (kod 26 dečaka i 18 devojčica), što predstavlja 55% od broja testiranih učenika (ukupno 80 učenika-41 dečak i 39 devojčica), a 2014 god. kod 43 (kod 26 dečaka i 17 devojčica), što predstavlja 53,07% od broja testiranih učenika (ukupno 81 učenik-44 dečaka i 37 devojčica). Dok su septembra meseca 1997 god. (tada je radio logoped), u istoj školi govorno-jezičke poremećaje imala 22 učenika prvog razreda od 114 testiranih (što predstavlja 19,30% učenika).

Najčešći govorno-jezički poremećaji prilikom svih istraživanja su dislalije.

Zaključak je da se broj dece sa govorno-jezičkim poremećajima drastično povećao. Jedan od razloga porasta je nedostatak rada logopeda na prevenciji i korekciji govorno-jezičkih poremećaja.

Ključne reči: govorno-jezički status, govorno-jezički poremećaj, logoped, logopedski tretman

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The influence of speech therapist treatments on the decrease of articulation disorders in school children

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The aim of this research is to determine speech and language abilities in first grade pupils. The research was conducted in the elementary school 'Dimitrije Todorovic Kaplar' from September 9th to September 13th 2013 and from September 4th to September 9th 2014.

The comparison was made between the obtained results and the results of the identical research conducted in September 1997 when a speech therapist worked at this school.

The following tests were used in this research: Analytical articulation test and Global articulation test.

The results show that in 2013, 44 pupils had speech and language disorders (26 boys and 18 girls), which is 55% of all tested pupils (80 students, 41 boys and 39 girls) and in 2014, 43 (26 boys and 18 girls) pupils had speech and language disorders, which is 53,07% of all tested pupils (81 students, 44 boys and 37 girls); while in September 1997 (when the speech therapist worked at the school) only 22 first grade pupils had the same disorders in this school out of 114 tested (which is 19,30%).

The most common speech and language disorder is bad pronunciation of sounds.

The conclusion is that the number of pupils with speech and language disorders has drastically increased. One of the main reasons for this increase is the lack of speech therapists who would work on prevention and correction of speech and language disorders.

*Key words: speech and language abilities,
speech and language disorders, a speech therapist,
speech therapist treatments*

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Akustičke i perceptivne karakteristike ezofagealnog i traheoezofagealnog govora*

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Totalna laringektomija je ekstenzivan i radikalan operativni zahvat pri kome se kompletno odstranjuje larinks što dovodi do trajnog narušavanja komunikativnih sposobnosti kod pacijenta. Ezofagealni glas je najstariji i najprirodniji oblik alaringealnog glasa. Kada pacijent nije u stanju da ovlada tehnikom ezofagealnog govora, potrebno ga je obučiti da koristi neke od vokalnih proteza.

Cilj ovog rada bio je da se ispituju akustičke i perceptivne karakteristike glasa kod pacijenata sa ezofagealnim govorom i kod pacijenata kojima je ugrađena vokalna proteza, kao i uticaj dužine pušačkog staža i starosti pacijenata na akustičke i perceptivne parametre glasa.

Metodologija – Istraživanje je sprovedeno na uzorku od 35 ispitanika, starosti od 48-77 god. U istraživanju je bila korišćena Kompjuterska laboratorija za analizu glasa, model 4300, „Kay Elemetrics” korporacije. Prilikom obrade podataka korišćene su metode deskriptivne statistike (aritmetička sredina sa pripadajućom standardnom devijacijom, kao i mi-

nimum i maksimum). Razlike među grupama određene su pomoću t-testa za velike nezavisne uzorke. Za ispitivanje povezanosti dve varijable koristio se Pirsonov koeficijent korelacije. Za ispitivanje uticaja nezavisnih varijabli na zavisnu, korišćena je Multipla linearna regresija.

Rezultati: Prosečna vrednost fundamentalne frekvencije kod ezofagealnih pacijenata je 435,3±82, a kod pacijenata sa vokalnom protezom 167,3±75,8. Prosečna vrednost parametra maksimalno vreme fonacije kod ezofagealnih pacijenata je 2,8±1, dok je kod pacijenata sa vokalnom protezom 7±2,5. Razlike analiziranih vrednosti bile su statistički značajne ($p < 0.01$).

Zaključak: Ekspanzivan razvoj traheoezofagealne tehnike doprineo je da govor kod laringektomiranih bolesnika postane kvalitetniji i stoga primenjiviji u rehabilitaciji govora. To su pokazali i rezultati ovog istraživanja.

Glavne reči: glas, akustička analiza, ezofagealni glas, traheoezofagealni glas

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Acoustic and perceptive characteristics of esophageal and tracheoesophageal speech*

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Total laryngectomy is an extensive and radical procedure where the entire larynx is removed, which leads to permanent disturbance of patient's communicative skills. Esophageal voice is the oldest and the most natural form of alaryngeal voice. When the patient is not able to manage the technique of esophageal speech it is necessary to train him to use some of laryngeal prosthesis.

The aim of this paper was to examine acoustic and perceptive voice characteristics of patients with esophageal speech and of patients with built in tracheoesophageal prosthesis, as well as the influence of smoking and patient's age on acoustic and perceptive voice parameters.

Methodology – The research was done on the sample of 35 examinees aged between 48 and 77. Computer laboratory of voice analysis, model 4300 of “Kay Elemetrics” Corporation was used in the research. Descriptive statistics methods (arithmetic mean with standard deviation, as well as minimum and

maximum) were used in data processing. Differences between the groups were determined by t-test for big independent samples. Pearson's correlation coefficient was used to examine the correlation of two variables. Multiple linear regression was used to examine the effect of independent variables on the dependent one.

The results: The average value of fundamental frequency of esophageal patients is 435,3±82, and 167,3±75,8 in patients with vocal prosthesis. The parameter of maximal phonation time has the average value of 2,8±1 in esophageal patients, and 7±2,5 in patients with vocal prosthesis. The differences in the analyzed values were statistically significant ($p < 0.01$).

Conclusion: The expansive progress of tracheoesophageal technique made the speech of laryngectomized patients qualitatively better and therefore more applicable in speech rehabilitation. The results of this research have showed this as well.

Key words: voice, acoustic analyses, esophageal voice, tracheoesophageal voice

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Can we improve children's mental health with Why Try? Program

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Introduction: The Why Try? Program is a strength-based approach aiming to help young people overcome their challenges and improve outcomes by emphasizing their self-determination and strengths when solving problems. They are taught social and emotional principles through a series of 10 pictures reinforced by music, videos and physical activities teaching a discrete principle.

Goal: The goal of the paper is to try to answer the research questions about the possibility of developing a more positive perception of their future, and improving classroom behavior, attendance, and grades by participating in the program.

Materials and methods: The pilot project took place at three primary schools in Stip, R. Macedonia from February-June 2014. The population of pupils, attending 7th and 8th grade, selected to participate in the program had to meet one or more of the following criteria by the end of the semester: failing three or more classes, having seven or more absences, displaying inappropriate behaviors indicated by two or more behavior incident reports. A convenient, purposeful sampling method was

used to randomly select 38 pupils from a pool of 76 who met participation criteria. Data measurement tools used for pretest and posttest were Why Try? measures named *My beliefs* and *Behavior Rating Index for Children (BRIC)*.

Results: The results indicated that there are significant differences on two measures: *My beliefs* ($t=-2.98$, $p=0.02$) and BRIC ($t=2.60$, $p=0.01$). The three areas on My Beliefs measures in which the pupils showed most improvement were self-control, perseverance, and using support network. The pupil behaviors listed on the BRIC that were most improved included: feeling happy and relaxed, paying attention in class, finishing a job or task, controlling their temper and decreasing behavioral problems in the classroom.

Conclusions: The present study showed similar results and outcomes compared with other research studies of the *Why Try? Program*, such as increased grade point average, decreased behavior problems, improved self-efficacy, increased willingness to persevere, and pupils' positive perception of future. The future direction should be to expand the implementation of *Why Try? Program* in R. Macedonia and compare the results to other studies.

*Key words: improve, children, mental health,
Why Try?, program*

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*Poremećaji ponašanja, delinkvencija, zavisničko ponašanje
i kriminal: Prevencija i rana intervencija*

*Behavioral Disorders, Delinquency, Addictive Behavior,
and Crime: Prevention and early intervention*

Pretpostavke održive prevencije u školskom okruženju

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Nasilje. Delinkvencija. Nedisciplina. Konzumiranje psihoaktivnih supstanci. Spektar problema u ponašanju učenika sa kojima se suočavaju današnje škole je zastrašujući. Međutim, uprkos tome što se svi slažu da je neopohodno da škole spreče razvoj problema u ponašanju i promovišu socijalno-emocionalne veštine učenika, često se predlažu epizodične inicijative, bez adekvatnog razumevanja misije, prioriteta i kapaciteta škole. U tom smislu, neefikasnost škola u prevenciji antisocijalnog ponašanja ugrožava akademsko postignuće učenika, doprinosi emocionalnoj iscrpljenosti nastavnika, kao i razvoju budućih, težih, očiglednijih i opasnijih poremećaja u socijalnom ponašanju. S druge strane, delovanje protektivnih činilaca u školi – poput školskog uspeha, pozitivnih odnosa sa nastavnicima i povezanosti sa školom – štiti decu od opasnosti i doprinosi njihovom pozitivnom razvoju.

Ovaj rad polazi od činjenice da je nova misija škole obeležena potrebom za koordinisanjem akademskog, socijalnog i emocionalnog učenja. Uvažavajući posebnu važnost održivog unapređenja funkcionisanja škola, rad predstavlja pokušaj da se prevencija u školi predstavi ne samo kao poželjna i izvodljiva, već i kao trajna i održiva aktivnost. U skladu sa tim, centralni deo rada se bavi analizom pretpostavki održive prevencije u školskom okruženju, sa posebnim naglaskom na dovođenju tih pretpostavki u adekvatnu i praktično relevantnu vezu. Elabori-

rane pretpostavke su kontinuum prevencije, teorijska-empirijska utemeljenost školske prevencije, i sistemska implementacija preventivnih aktivnosti. Rad se zaključuje konstatacijom da, pored toga što spoljašnji pristisci diktiraju upotrebu kapaciteta škola, nije moguće zanemariti unutrašnju odgovornost škola u kultivisanju moralnih vrednosti, socijalne kompetetnosti, i prosocijalnog ponašanja učenika.

Ključne reči: škola, prevencija, održivost, implementacija

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Preconditions for sustainable prevention in the school environment

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Bullying. Delinquency. Lack of discipline. Consumption of psychoactive substances. A range of problems in pupils' behavior today's schools are faced with, is daunting. However, despite the fact everyone agrees with, that there is an urgent need for schools to prevent the development of behavioral problems and promote social and emotional skills of students, often only episodic initiatives are suggested, without adequate understanding of the mission, priorities and capacities of a school. In that sense, the inefficiency of schools in the prevention of antisocial behavior threatens pupils' academic achievement and contributes both to the emotional exhaustion of teachers and the development of future, more serious, more obvious and more dangerous disorders in social behavior. On the other hand, protective factors at school, such as school achievement, positive relationships with teachers, and connectedness with the school, protect children from adversity and contribute to their positive development.

The paper starts from the fact that a new mission of school is marked with the need to coordinate academic, social and emotional learning. Recognizing special importance of the sustainable improvement of the school functioning, the paper attempts to present prevention at schools not only as desirable and feasible, but also as an

ongoing and sustainable activity. With regard to this, the central part of the paper analyzes assumptions of sustainable prevention in the school environment, with special emphasis on bringing those assumptions in adequate and practically relevant link. The elaborated assumptions are the continuum of prevention, theoretical and empirical foundation of the school prevention and systemic implementation of preventive activities. The paper concludes with the statement that, in addition to the fact that external pressures dictate the use of school capacities, it is not possible to ignore the internal accountability of schools in the cultivation of moral values, social competence, and pro-social behavior in pupils.

Key words: school, prevention, sustainability, implementation

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Ostracism and ignorance as a form of problem behavior

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In this article I analyze the formation and development of ignorance (ostracism) as a form of problem behavior. Ostracism is rejecting or ignoring an individual or a group of persons. Ostracism prevents the establishment of a contact, or damages an already existing positive interpersonal relationship. Research has shown that ostracism is a special form of interpersonal conflict, because it harms the basic human needs such as belonging, control, self-esteem and the importance of existence (Williams, 2007; Goodacre & Zadro, 2010). Blackhart, Nelson, Knowles & Baumeister (2009) defined ignorance as “social exclusion”, which means that one person has been exposed to solitude or her social contacts were rejected. Ostracism and ignorance cause adolescent problem behavior. This represents social exclusion, which destroys self-esteem, because it suggests that you did something wrong. You feel helpless. Whatever you do you meet the silence of the caller. All this leads to emotional pain (Kipling & Williams, 2011).

I performed a controlled psychological observation of the behavior of the group. The observation included 50 graduate students-department of early childhood education and inclusive pedagogy at the Faculty of Education. The experiment lasted for one hour and was carried out in spring 2014. Students were divided into 5 working groups. The working groups participated in artificial situations

which involved an imaginary problem. Observation workforce in the dormitory consisted of the headmaster, members of work team and a newcomer in the group who had just entered the workforce. The latter is given more or less ignorance by the employees. Working the role of the participants in the group have received immediately prior to the execution of experiment. The participants were given their roles immediately before the experiment. Psychological observation was directly conducted by an observer who was following the instructions and analyzing the situation of each working group.

One of the key findings of the research is that acceptance largely depends on the management style of the dormitory headmaster, and especially on good contact of the headmaster as the leader of a group with newcomers and with their colleagues.

Key words: ignorance, ostracism, doubt, emotional reactions, youth problem behaviour

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Participacija roditelja kao faktor školske klime: principi i modeli dobre prakse*

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Adekvatno povezivanje resursa kojim raspolažu škole, porodice i zajednice od suštinskog je značaja za stvaranje uslova za pozitivan razvoj i prevenciju različitih oblika problema u ponašanju dece i omladine. Osnovni imperativ svake škole treba da bude kreiranje pozitivne školske klime, odnosno stvaranje bezbednog okruženja u kojem će se, u otvorenom i slobodnom ambijentu, obrazovati i vaspitavati generacije učenika. U kojoj meri će se ovaj cilj ostvariti značajno zavisi od obima i kvaliteta učešća roditelja u obrazovno-vaspitnom procesu.

Efektivno uključivanje roditelja zahteva kreiranje primenjivog okvira delovanja zasnovanog na nalazima i saznanjima relevantnih naučnih disciplina, kao i primerima dobre prakse iz zemalja u kojima se ovom procesu posvećuje značajna pažnja. Škole, u skladu sa sistemom integrisane podrške učenicima, moraju da grade partnerske odnose sa roditeljima i razvijaju pristup zajedničke odgovornosti za dečiji uspeh. Na taj način ne samo da se povećava nivo roditeljskog angažmana i osnažuje njihova podrška školi, već se direktno ostvaraju pozitivni efekti

na akademsku i socijalnu dimenziju školske klime, što posledično može doprineti prevenciji i redukciji problema u ponašanju učenika.

Uvažavajući značaj participacije roditelja u školskim aktivnostima, u radu će, pored analize pozitivnih efekata roditeljskog angažovanja i sumiranja vodećih principa uspešne saradnje roditelja i škole, biti prikazane osnovne karakteristike šest tipova modela roditeljskog angažmana (zaštitni, ekspertski, transmisioni, model obogaćivanja nastavnog programa, potrošački i partnerski model), te izvedeni zaključci i preporuke od značaja za planiranje programa unapređenja školske klime u obrazovno-vaspitnim ustanovama u Srbiji.

*Ključne reči: školska klima, participacija roditelja,
modeli dobre prakse, prevencija*

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Parents' participation as a factor of school climate: principles and models of good practice*

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Adequate association of resources between schools, families and local communities is essential for creating conditions for positive development and for preventing different forms of behavior problems in children and youth. The process of creating positive school climate and forming a safe environment, in an open and free ambient, with generations of students being educated, is an imperative for every school. Reaching this goal largely depends on the extent and quality of parents' participation in the formal education process.

Effective participation of parents requires creation of an applicable framework of action that is based on relevant scientific findings, and on the examples of good practice from countries which give special attention to this process of involvement. In order to comply with the system of integrated support for students, schools need to build partnership with parents and develop an approach of mutual responsibility for children's success in the education system. In this way, parental engagement is increased, parents' efforts to support schools are

encouraged, and they are directly making a positive impact on academic and social dimension of school climate, which consequently leads to prevention and reduction of behavior problems in student population.

Considering the importance of parents' participation in school activities, in this paper we will analyze positive effects of parental engagement, summarize leading principles when it comes to successful partnership of parents and schools, and present six models of parental engagement (Protective Model, Expert Model, Transmission Model, Curriculum-Enrichment Model, Consumer Model and Partnership Model). In addition, we will draw conclusions and make recommendations that are important for planning programs that are focused on the improvement of school climate in educational institutions in Serbia.

*Key words: school climate, parents' participation,
examples of good practice, prevention*

* This paper is result of the 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.

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Nasilno ponašanje u saobraćaju – ka socio-kulturološkoj teoriji*

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Iako bezbednost na putu zavisi i od stanja kolovoza, karakteristika vozila i opštih klimatsko-geografskih uslova, čovek (u zbiru svojih fizioloških, psihičkih, kulturoloških i socijalnih osobina) je najdominantniji činilac saobraćajnih nezgoda. Nasilnički modeli ponašanja prenose se u sve sfere života, pa i u saobraćaj. Simbolički rečeno, „čovek vozi kao što živi”. Nasilno ponašanje u saobraćaju jedan je od najčešćih uzroka saobraćajnih nesreća koje ostavljaju značajne društvene, ekonomske, zdravstvene i psihičke posledice.

U radu se razvija socio-kulturološki teorijski model objašnjenja nasilnog ponašanja u saobraćaju. Predloženi model pokušava da uspostavi vezu između socio-psihičkih karakteristika nasilnih vozača i kulturološkog konteksta i skreće pažnju na socijalne mehanizame koji mogu doprineti razumevanju nasilnog ponašanja u saobraćaju. Ključni činioци nasilnog ponašanja u saobraćaju jesu interakcije sledećih faktora: starost, pol, socijalni status, vrednosna uverenja, samokontrola i (ne)odgovornost (vozača), visoka društvena tolerancija na nasilno ponašanje i

slabost institucionalnog reagovanja (socijalna kontrola). U radu se posebna pažnja posvećuje specifičnom kontekstu opšte kulture u Srbiji koja se pokazuje kao vrlo tolerantna prema nasilnom ponašanju u saobraćaju, uz procenu da visok stepen neefikasnosti sistema društvenog reagovanja na saobraćajnu delinkvenciju predstavlja pogodno tlo za razvoj nasilne vožnje. Na kraju rada, ponuđeni su predlozi za dalje pravce istraživanja u ovoj oblasti, kao i okvir implikacija za prevenciju i tretman nasilnog ponašanja u saobraćaju.

Ključne reči: socio-kulturološki model, nasilno ponašanje, saobraćaj, saobraćajna kultura

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Violent behavior in traffic – towards socio-cultural theory*

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Although traffic safety depends on the features of road infrastructure, vehicle characteristics and general climate and geographical conditions, humans (taken as the sum of their physiological, psychological, cultural and social characteristics) are the most dominant factor in traffic accidents. Violent behavior models are transmitted through all spheres of life, even in traffic. Symbolically speaking, “a man drives as he lives.” Violent behavior in traffic is one of the most common causes of car accidents that have significant social, economic, health and psychological consequences.

This paper develops a socio-cultural theoretical model of violent behavior in traffic. The proposed model seeks to establish a link between the socio-psychological characteristics of violent drivers and cultural context, and draws attention to the social mechanisms that may contribute to understanding of violent behavior in traffic. Key factors of violent behavior in traffic are the interactions of the following factors: age, sex, social status, value

beliefs, self-control, and (ir)responsibility (of the driver), high social tolerance of violent behavior and the weakness of the institutional response (social control).

The paper pays special attention to the specific context of general culture in Serbia, which is seen as very tolerant regarding violent behavior in traffic, assuming that a high degree of inefficiency of social-system reaction to traffic delinquency represents a fertile ground for the development of violent driving behavior. At the end of the paper, suggestions for further research directions in this area are proposed, as well as the implications for the framework for prevention and treatment of aggressive behavior in traffic.

Key words: socio-cultural model, violent behavior, traffic, traffic culture

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Zlostavljanje starih osoba – teškoće u otkrivanju i smernice za intervencije*

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Zlostavljanje starih sve je prisutnije u društvima u čijoj strukturi raste udeo pojedinaca starijih od 65 godina marginalizovanih vrednosnim diktatom protiv starenja i imperativom da se društvene uloge i pozicije dodeljuju u mladalaštvu. Za razliku od zlostavljanja dece, empirijska građa o zlostavljanju starih uopšte veoma je skromna, a pogotovu o ključnom aspektu koji se tiče relacija među bliskim srodnicima i davaocima i primaocima izdržavanja na koje se fokusira ovaj rad.

Teškoće u naučnom istraživanju zlostavljanja starih su brojne: od razlika u polaznim definicijama koje se uglavnom odnose na neke od aspekata fizičkog, psihičkog, ekonomskog ili seksualnog zlostavljanja i zanemarivanja, te razlika u poimanju prirode fenomena, a s tim u vezi nekomparabilnih grupa proučavanih u okviru studija, pa do različitih mera ishoda zlostavljanja. Nemogućnost pribavljanja slučajnih uzoraka ove kategorije žrtava i zlostavljača poseban je istraživački problem koji usložnjavaju visoke tamne brojke zbog prikrivene prirode ovog oblika zlostavljanja. Još je teži problem iznalaženje načina da se ostvare efikasne intervencije u ovom domenu.

U radu su na osnovu raspoložove naučno-empirijske građe prikazana najčešća teorijska objašnjenja fe-

nomena zlostavljanja starih, izdvojene su varijable koje čine faktore rizika, a tiču se kako žrtava tako i aktera zlostavljanja, kao i miljea u kome se ono dešava i ukazano je na teškoće u detekciji zlostavljanja zbog kojih su tamne brojke visoke. Na osnovu toga koncipiran je okvir za identifikaciju i ispitivanje i moguće intervencije koje bi predupredile povrat, a koje obuhvataju i žrtve i zlostavljače.

*Ključne reči: zlostavljanje, stari, rizici,
tamne brojke, intervencije*

* Rad je deo projekata Ministarstva prosvete, nauke i tehnološkog razvoja Republike Srbije br. 47008 i 47011.

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Elder abuse – difficulties in detection and guidelines for intervention*

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Elder abuse is more present in societies which have a growing population of people older than 65 who are marginalized through the dictation of values that confront ageing and through the imperative that social roles and positions are granted in youth. Unlike child abuse, there is insufficient empirical data on elder abuse, specifically when it comes to the key aspect which considers relations between close relatives and caregivers, which will be the focus of the paper.

There are several difficulties in elder abuse research: differences in initial definitions which are related to aspects of physical, psychological, economic or sexual abuse and neglect; differences in the understanding of the phenomenon nature; incomparable groups that are examined in studies; different outcomes of the abuse. Random sampling for this category of victims and molesters is a specific problem and the “dark figure” for the hidden nature of this form of abuse makes this problem even more complex. Finding solutions for effective intervention against this type of abuse is also a big issue in this area.

Based on the existing empirical data, the paper shows most often theoretical explanations for elder abuse phenomenon. Risk factors variables are presented with respect to victims and molesters. The context of the abuse and difficulties in detecting molesters, which affect high rate of the “dark figure” are also analyzed. A framework for identification, examining and possible intervention, that are targeted at both victims and molesters, is created, and it could prevent recidivism.

*Key words: abuse, elder, risks,
“dark figure”, interventions*

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Porodično funkcionisanje i ličnosti roditelja i adolescenata kao rizični faktori zavisnosti od interneta

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Problem ponašanja vezan za upotrebu interneta, tzv. internet zavisnost, predstavlja psihički poremećaj koji se manifestuje opsesivnom željom za provođenjem vremena na internetu. Smatra se novim vidom adicije koji remeti uobičajeni način funkcionisanja i ritam dnevnih obaveza. Kod adolescenata često prolazi nezapaženo, jer nije lako vidljiv i teško je merljiv. Uvažavajući značaj preventivnog reagovanja na problem poremećaja upotrebe interneta kod adolescenata, postavljeno je istraživanje sa ciljem analize dimenzija porodičnog funkcionisanja, ličnosti roditelja i ličnosti adolescenata kao potencijalnih faktora koji povećavaju verovatnoću nastanka i razvijanja zavisnosti od interneta.

Uzorak je činilo 30 adolescenata oba pola, starosti od 16 do 18 godina, koji su lečeni u Dnevnoj bolnici za nehemijske zavisnosti Specijalne bolnice za bolesti zavisnosti u Beogradu, i njihovi roditelji (60 odraslih). Prisustvo poremećaja upotrebe interneta kod adolescenata utvrđeno je testom IAT (Internet Addiction Test), dimenzije porodičnog funkcionisanja procenjene su upitnikom FACES IV (Family Adaptability and Cohesion Evaluation Scale), ličnost roditelja upitnikom TCI-R (Temperament and

Character Inventory Revised), dok je upitnik BAPI (Belgrade Adolescent Personality Inventory) korišćen za procenu ličnosti adolescenata.

Rezultati procene porodične adaptibilnosti i kohezivnosti ukazuju na prisustvo saglasnosti oba roditelja o nisko izraženim balansiranim dimenzijama dobrog funkcionisanja i neusaglašenost roditelja oko visoko izraženih neizbalansiranih dimenzija lošeg porodičnog funkcionisanja. Kada je u pitanju ličnost roditelja, utvrđeno je da se dimenzije ličnosti majke ne razlikuju značajnije od opšte populacije, dok se kod očeva izdvajaju dimenzije koje ukazuju na njihovu emocionalnu nedostupnost. Kod adolescenata se ističu visoko izražena temperamentna dimenzija Potraga za novinama, posebno aspekti impulsivnosti i radoznalosti, i nisko izražene karakterne dimenzije Samousmerenosti i Kooperativnosti, koje ukazuju na nezrelost i probleme adekvatnog socijalnog funkcionisanja.

Izvedeni zaključci o povezanosti porodičnog funkcionisanja, ličnosti roditelja, pre svega oca, ali i pojedinih karakteristika temperamenta i karaktera adolescenata sa problemom prekomerne upotrebe interneta, mogu biti od značaja za planiranje programa prevencije zavisnosti od interneta u populaciji adolescenata.

Ključne reči: zavisnost od interneta, poremećaj upotrebe interneta, rizični faktori, porodica, ličnost

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Family adaptability and personalities of parents and adolescents as risk factors for internet addiction

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The problem of Internet Addiction, represents a psychological disorder which is manifested as obsessive urge to spend time on the Internet. It is considered a new form of addiction that disturbs the way of functioning and rhythm of daily schedule in an individual. It is less visible in adolescent population, since it is not obvious and is difficult to measure. Considering the importance of preventing the problem of Internet Addiction in adolescent population, a research has been conducted to analyze dimensions of family adaptability, personalities of parents and adolescents as potential factors that increase the probability for the occurrence and development of Internet Addiction.

The sample consists of 30 female and male adolescents, aged between 16 and 18, who were treated in the Daily Hospital for Treatment of Non-chemical Addictions, in the Special Hospital for Addition Diseases in Belgrade, and their parents (60 of them). Presence of Internet Use Disorder was established with IAT (Internet Addiction Test), dimensions of family adaptability were assessed through FACES IV (Family Adaptability and Cohesion Evaluation Scale), the personality of

parents was evaluated with TCI-R questionnaire (Temperament and Character Inventory Revised), while the questionnaire BAPI (Belgrade Adolescent Personality Inventory) served to assess the personality of adolescents.

The results of family adaptability and cohesion assessment show concordance of both parents in low level of balanced dimensions of good adaptability and, on the other hand, discordance in high level of unbalanced dimensions of poor family adaptability. When it comes to parents' personalities, mothers' dimensions of personality are not significantly different from the general population, while fathers' dimensions of emotional unavailability stand out. In adolescents, the dimension related to temper such as Novelty Seeking, especially Impulsivity and Explorative Curiosity subscales, and low level of character dimensions such as Cooperativeness and Self-directedness, implicates immaturity and problems with adequate social functioning.

The drawn conclusions on the link between family adaptability, personalities of parents, especially personalities of fathers, and character and temper characteristics in adolescents that excessively use the Internet, can be significant for planning programs that are focused on the prevention of Internet Addition in adolescent population.

Key words: Internet Addiction, Internet Use Disorder, risk factors, family, personality

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Razlike u obrascima upotrebe interneta kod adolescentnih internet-zavisnika i nezavisnika

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Pitanje nastajanja i održavanja internet-zavisnosti je poslednjih godina predmet značajnog interesovanja naučne i stručne javnosti. Za potrebe izvođenja zaključaka o faktorima koji mogu ukazati na rizik javljanja poremećaja upotrebe interneta, postavljeno je istraživanje usmereno na utvrđivanje razlika u obrascima upotrebe interneta kod adolescenata koji se mogu smatrati internet-zavisnicima i onih čije korišćenje interneta nema karakter zavisničkog ponašanja.

Podaci su prikupljeni na uzorku od 814 učenika starijih razreda iz devet beogradskih osnovnih škola, oba pola. Prisustvo zavisnosti od interneta procenjeno je Testom internet-zavisnosti (IAT), dok su obrasci upotrebe interneta sagledani preko varijabli koje opisuju obim u kome učenici koriste internet (intenzitet, učestalost, dužina korišćenja).

Rezultati istraživanja pokazuju da 32.4% učenika, prema kriterijumima IAT-a, ispunjava uslove za dijagnostikovanje zavisnosti od interneta, pri čemu 21.3% ispoljava simptome blage, 10.2% umerene i 1% ozbiljne zavisnosti. Statistički značajne razlike u obrascima upotrebe interneta, između učenika koji su zavisni od interneta i onih kojih to nisu, utvrđene su na svim ispitivanim varijablama: du-

žina, χ^2 (2, N=814)=61.75, p=.000; učestalost, χ^2 (3, N=814)=71.51, p=.000; i intenzitet korišćenja interneta, χ^2 (4, N=814)=211.80, p=.000. Procentualno posmatrano, 74% zavisnika u odnosu na 47% nezavisnika koristi internet duže od tri godine; za 30% više zavisnika nego nezavisnika svakodnevno posećuje internet; a svega 3% nezavisnika i čak 35% zavisnika provodi na internetu više od četiri sata dnevno. Osim toga, utvrđeno je da zavisnici koriste internet tokom cele nedelje (68%), dok nezavisnici to čine prevashodno vikendom (45%), χ^2 (2, N=814)=56.01, p=.000.

Može se zaključiti da intenzivnija, učestalija i duža upotreba interneta povećava verovatnoću javljanja internet-zavisnosti u periodu adolescencije, te da je, sa preventivnog aspekta, nužno primeniti intervencije usmerene na pružanje alternative i ograničavanje vremena koje se provodi na internetu.

Ključne reči: internet-zavisnost, rizični faktori, upotreba interneta, prevencija

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Differences in patterns of internet use in adolescent internet addicts and non-addicts

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The issue of the occurrence and existence of Internet Addiction has been the subject of considerable interest for scientific and professional community in recent years. For the purpose of drawing conclusions about the factors that may indicate a risk of occurrence of Internet Use Disorder, a study was set up with a focus on determining the differences in patterns of Internet use among adolescents, who can be considered Internet addicts, and on the other hand, those whose Internet use does not have the character of addictive behavior.

Data were collected on a sample of 814 higher grade students of both genders from nine Belgrade elementary schools. The presence of Internet addiction was assessed with Internet Addiction Test (IAT), while the patterns of Internet use are viewed through variables that describe the scope in which students use the Internet (intensity, frequency, length of use).

Research results show that 32.4% of students, according to the IAT criteria, meet the requirements for the diagnosis of Internet addiction, while 21.3% show signs of mild, 10.2% moderate and 1% severe addiction. Statistically significant differences were found in patterns of Internet use among

students who are addicted to the Internet and those who are not, in all tested variables: length, χ^2 (2, N=814)=61.75, p=.000; frequency, χ^2 (3, n=814)=71.51, p=.000; and intensity of Internet use, χ^2 (4, N=814)=211.80, p=.000. In percentage terms, 74% of addicts compared to 47% of non-addicts have been using the Internet for more than three years; 30% more addicts visit the Internet daily in comparison to non-addicts; and only 3% of non-addicts and even 35% of addicts spend time on the Internet for more than four hours a day. In addition, it was found that addicts use the Internet during the whole week (68%), while non-addicts use the Internet primarily on weekends (45%), χ^2 (2, N=814)=56.01, p=.000.

It can be concluded that more intense, more frequent and longer Internet use increases the probability of occurrence of Internet addiction in adolescence, and from the aspect of prevention, interventions aimed at providing alternatives and limiting the time spent on the Internet are necessary.

*Key words: Internet addiction, risk factors,
Internet use, prevention*

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Primenjeno pozorište u funkciji prevencije problema u ponašanju

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Primenjeno pozorište je opšti termin za dramske tehnike koje se primenjuju u specifičnom socijalnom okruženju. Proces primenjene drame uobičajeno se odvija kroz dramske radionice i vežbe, koje najčešće, ali ne i nužno, rezultiraju performansom ili predstavom. Radionice se sastoje od kreativnih zadataka i igri, kroz koje učesnici postavljaju izazove i pitanja o svojim osećanjima, odgovornosti, ponašanju, položaju i ulozi u različitim životnim situacijama. Dramske tehnike su zasnovane na metodi učenja putem pokušaja i ne oslanjaju se značajnije na verbalno izražavanje, budući da neverbalne metode i telesna ekspresija podstiču ravnopravnije i aktivnije angažovanje svih učesnika.

Različite forme primenjenog pozorišta (npr. forum teatar, plejbek teatar, kreativna drama, nevidljivo pozorište, teatar slika) imaju relativno dugu tradiciju primene u oblasti prevencije problema u ponašanju. Tehnikama primenjenog pozorišta, pre svega improvizacijom, igranjem uloga, pričanjem priča, pantomimom, forum scenama i zamrznutim slikama, moguće je, sa jedne strane, jačati unutrašnje kapacitete dece (samopouzdanje, samopoštovanje), dok se, sa druge, preko pružanja mogućnosti za učestvovanjem u prosocijalnim aktivnostima, ovlada-

davanjem socijalnim veštinama (kooperacija, poverenje, tolerancija, samokontrola, kritičko mišljenje, veštine rešavanja problema) i priznavanjem postignuća od strane grupe i zajednice, podstiče proces pozitivnog socijalnog vezivanja. Dodatno, dramske tehnike predstavljaju pogodno sredstvo za unapređenje nivoa znanja dece o različitim bihevioralnim problemima, ali i uvežbavanje veština prepoznavanja i pravilnog reagovanja u problemskim situacijama, obzirom da drama pruža mogućnost testiranja drugačijih načina reagovanja, proigravanja različitih uloga i sagledavanja situacije iz pozicije drugih osoba.

U radu će, kao primer dobre prakse, biti prikazane aktivnosti Razvojno-preventivnog centra, koje se baziraju na tehnikama primenjenog pozorišta i u direktnoj su funkciji podsticanja pozitivnog razvoja i razvijanja socijalnih veština. Pored opisa strukture, sadržaja i načina primene aktivnosti, biće analizirana dosadašnja iskustva u primeni tehnika primenjenog pozorišta, pre svega u radu sa decom bez roditeljskog staranja koja se nalaze na domskom smeštaju, ali i sagledani ostvareni efekti u domenu prevencije problema u ponašanju.

Ključne reči: primenjeno pozorište, dramske tehnike, prevencija, problemi u ponašanju

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Applied theatre in the prevention of behavioral problems

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Applied theater is a general term for drama techniques that are applied in a specific social environment. Applied drama process usually takes place through drama workshops and exercises, which usually, but not necessarily, result in a performance or show. The workshops consist of creative tasks and games, throughout which participants take challenges and pose questions about their feelings, responsibilities, behavior, status and role in various life situations. Drama techniques are based on the method of learning by trial and do not rely significantly on verbal expression, given that non-verbal methods and physical expression encourage equitable and active involvement of all participants.

Different forms of applied theater (e.g. forum theater, playback theater, creative drama, invisible theater, image theater) have a relatively long tradition of application in the field of prevention of behavioral problems. With applied theater techniques, especially improvisation, role playing, storytelling, pantomime, forum scenes and frozen images, it is possible, on one hand, to strengthen the internal capacities of children (self-confidence, self-esteem), and on the other hand, to provide

opportunities for participation in pro-social activities, mastery of social skills (cooperation, trust, tolerance, self-control, critical thinking, problem-solving skills) and recognition of the achievements by the group and the community, and thus encouraging the process of positive social bonding. In addition, drama techniques are suitable means for improving children's level of knowledge about various behavioral problems, as well as practicing recognition and proper response to problem situations, given that drama provides an opportunity to test different ways of reacting, to play different roles and to observe a situation from a different point of view.

This paper will present activities of Developmental-Prevention Center, as an example of good practice, which is based on techniques of applied theater that directly encourage positive development and the development of social skills. Apart from describing the structure, content and application of the Center's activities, we will analyze experience in the application of applied theater techniques that was gathered while working with children without parental care that are under Institution-based foster care. In addition, achieved impact in the area of prevention of behavioral problems will be presented.

*Key words: applied theater, drama techniques,
prevention, behavioral problems*

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Postmodernistička sistemska teorija i kontekstualno-refleksivna terapijska praksa

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Živimo u postmodernističkim vremenima, baš kao i porodice sa kojima radimo. Svi smo mi deo postmodernističkog životnog konteksta, koji je dinamičan, nestabilan i promenljiv. Postmodernističko vreme postavlja izazov za sve porodice (naročito porodice sa višestrukim problemima), decu sa problemima u ponašanju, stručnjake, teorije i praksu sistemske porodične terapije. Jedan od najvećih doprinosa sistemske teorije je to što je ono pružilo pogled na probleme i patologiju kao suštinski interpersonalne, a ne individualne. Sistemsko mišljenje sugerise da kako se menja porodična dinamika, tako se i individualni identitet i iskustvo mogu menjati paralelno. Rani teorijski koncepti promovisu ideju funkcionalizma, koja je takođe postala zastupljena i u bihevioralnoj teoriji patologije, zanemarujući specifične porodične kontekste. Iz perspektive konstrukcionizma, značenja se ne konstruišu individualno. Tek kroz jezik i komunikaciju mi sklapamo značenja događaja i ponašanja. Mi učestvujemo u konstruisanju ličnih i društvenih identiteta i u definisanju uloga i veza. Naše znanje, iskustvo i razumevanje su oblikovani kontekstom i kulturom. Osim razmatranja kontekstualnih, porodičnih i društvenih uticaja koji doprinose porastu poremećaja u ponašanju kod dece i adolescenata, ovaj rad opisuje i pitanja buduće društvene i institucionalne reakcije.

Svrha ovog rada je da ponudi neke načine postmodernog mišljenja i smernice za refleksivni terapijski rad sa porodicama i decom u okviru postmilanskog sistemske okvira. Cilj je da se predstavi terapijska moć razgovora, reflektujućeg tima i efekata različitih vrsta pitanja u terapijskoj praksi. Razlika između mnogih perspektiva je korisna kada se razmišlja o različitim nivoima analize nekog terapijskog sistema.

Ključne reči: postmodernizam, konstrukcionizam, kontekstualno-refleksivna terapijska praksa, sistemski terapijski okvir, poremećaji ponašanja

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Postmodern systemic theory and contextual reflexive therapeutic practice

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We are living in postmodern times, just like the families we work with. We are all part of the postmodern context of living which is dynamic, unstable and changeable. Postmodern time poses a challenge to all families (especially families with multiple problems), children with behavioural problems, professionals, theories and systemic family therapy practice. One of the most important contributions of systemic thinking is offering a view of problems and pathology as basically interpersonal, as opposed to individual. Systemic thinking suggests that as family dynamics change, individual identity and experience can change alongside. Early theoretical concepts promote the idea of functionalism which is also present in behavioural theory of pathology, ignoring the specific contexts of different families. From the constructionist perspective, meanings are not individually constructed. It is through language and communication that we negotiate meanings of events and behaviours. We co-construct personal and social identities and co-define roles and relationships. Our knowledge, experience and understanding are shaped by context and culture. In addition to considering contextual, family and social influences that contribute to the increase in behavioural disorders in children and adolescents,

this paper actualises issues of future social and institutional response.

The purpose of this paper is to offer some ways of postmodern thinking and guidelines for reflexive therapeutic work with families and children within Post Milan Systemic Framework. The aim is to present the therapeutic power of conversation, reflecting team and effects of different sorts of questions in therapeutic practice. The distinction between many perspectives is helpful when thinking about the different levels of analysis of any therapeutic system.

Key words: postmodernism, constructionism, contextual reflexive therapeutic practice, systemic therapeutic framework, behavioral disorders

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*Poremećaji ponašanja, delinkvencija, zavisničko ponašanje
i kriminal: Tretman i prevencija recidiva*

*Behavioral Disorders, Delinquency, Addictive Behavior,
and Crime: Treatment and relapse prevention*

Sistem bodova i nivoa u institucionalnom tretmanu mladih prestupnika

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Sistem bodova i nivoa (bihejvioralni menadžment) predstavlja jednu od temeljnih metodoloških inovacija u rekonceptualizaciji rada u institucionalnom tretmanu mladih prestupnika i negovanja vertikalno-progresivnog sistema. On daje mogućnost štíćeniku da učenjem, poštujući pravila i norme i ispunjavanjem očekivanja, napreduje prema režimu sa više slobode i samostalnosti i tako preuzme odgovornost za sopstveni razvoj i ponašanje. Od uvođenja ovog sistema (2005.g.) u tretman mladih prestupnika u Vaspitno-popravnom domu u Kruševcu, učinjeni su samo početni koraci i to pre svega na izgradnji opšte strukture bodovnog sistema. Ovaj sistem predstavlja samo jednu od mogućih opcija u uspostavljanju strukture životnog i terapijskog ambijenta. Sistem bodova promoviše samokontrolu ali je ne doseže. Umesto samostalnosti, osnaživanja i osamostaljivanja postiže se privremena disciplina i poslušnost.

Osnovni cilj rada je kritički osvrt na dostignuća sistema bodova u institucionalnom tretmanu mladih prestupnika na našim prostorima uz jasne naznake za njegov dalji razvoj i usavršavanje.

Ključne reči: sistem bodova i nivoa, institucionalni tretman, mladi prestupnici

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System of points and levels in the institutional treatment of young offenders

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System of points and levels (behavioural management) presents one of the fundamental methodological innovations in reconceptualization of work in the institutional treatment of young offenders in the fostering of vertical-progressive system. It provides an opportunity for a ward to make progress towards a regime with more freedom and independence and thus take responsibility for his/her own development and behaviour by learning, respecting rules and norms and fulfilling expectations. Since the implementation of this system (2005) in the treatment of young offenders in Educational and Correctional House in Krusevac, only initial steps have been taken, and most importantly the steps in building the general structure of points system. This system presents just one of the possible options in establishing the structure of life and therapeutic environment. System of points promotes self-control but it does not reach it. Instead of independence, gaining strength and autonomy, temporary discipline and obedience are achieved.

The main goal of this paper is a critical review of the achievements of system of points in the institutional treatment of young offenders in our region with clear indications for its further development and improvement.

Key words: system of points and levels, institutional treatment, young offenders

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Studija slučaja: Narativa analiza priča šticećenika VPD Kruševac

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Cilj ovog rada je da kroz priče bivšeg šticećenika jedne vaspitne ustanove za maloljetnike o prošlom i sadašnjem životnom iskustvu i očekivanjima vezanim za budućnost, prepoznamo dominantni narativ našeg sagovornika. Pod dominantnim narativom smo podrazumijevali metaforu preuzetu iz systemske porodične teorije i terapije. Ova priča predstavlja neku vrstu misaonog obrasca unutar kojeg smještamo, razumijevamo i osjećamo svako naše iskustvo. Ona upravlja našim životima. Pretpostavka kojom smo se rukovodili u istraživanju je bila da niz životnih nedaća koji je snašao ovog mladića (nasilje u porodici, rana smrt majke, odrastanje u hraniteljskim porodicama, i konačno, boravak u vaspitno-popravnom domu) oblikuju dominantnu životnu priču našeg sagovornika. U razgovoru koji je imao formu nestrukturisanog intervjua, insistirali smo na opisu iskustva, rezonovanja i emocija koje iskustvo prate. Priče o su analizirane metodom narativne analize, a u njihovom odgonetanju ključnu ulogu je imao naš sagovornik. Naime, njegove priče smo uvažili kao lične istine – lične teorije, podjednako važne kao i one koje bismo kao istraživači mogli donijeti. Konačno, pokazalo se da je naša pretpostavka da životno iskustvo oblikuje i dominantni narativ, osnovana.

*Ključne riječi: studije slučaja, maloljetnici,
narativna analiza, dominantni narativ*

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Case Study: Narrative Analysis of Kruševac Correctional Institution Protégé Stories

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The aim of this paper is to unfold the dominant narrative of the former juvenile delinquent, resident of one correctional institution, through his story about the past and present life experiences and his expectations regarding the future. Under dominant narrative we imply a metaphor borrowed from systemic family theory and therapy. This story is a kind of a thought pattern within which we place, understand and feel each of our experiences: it governs our lives. The leading assumption was that this young man's life misfortunes (domestic violence, early death of the mother, growing up in foster families, and finally, placement in correctional institution) form his predominant life story. He described his experiences, their understanding and following emotions in a form of an unstructured interview. The stories were analyzed by narrative analysis. His stories have become personal theories, equally important as the ones that we as researchers could bring. Thus, our assumption that life experience shapes the dominant narrative is backed.

*Key words: case studies, juveniles, narrative analysis,
the dominant narrative*

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Motivacioni intervju u institucionalnom tretmanu mladih prestupnika

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koji učestvuju u institucionalnom tretmanu mladih prestupnika.

Ključne reči: motivacioni intervju, institucionalni tretman, motivacija, terapija, mladi prestupnici

Motivacioni intervju ima značajnu ulogu u tretmanu – terapiji mladih prestupnika, kako u vaninstitucionalnim, tako i u institucionalnim uslovima. Od kvaliteta i uspešnosti prvog kontakta i veštine stručnjaka (specijalnog pedagoga, psihologa, socijalnog radnika, terapeuta) u velikoj meri zavisi tok i ishod tretmana. Zato možemo reći da motivacioni intervju ima ključnu ulogu u tretmanu.

Motivacioni intervju je savetodavno-terapeutska intervencija bazirana na principima humanističke psihologije usmerena na povećanje lične motivacije za promenom, preko razrešenja ambivalencije za promenom i povećanja uvida u samoefikasnost. Ova intervencija usmerena je na osnaživanje ličnosti, a ne na problem. Motivacija za promenom menja se pod uticajem eksternih i internih faktora, a u velikoj meri zavisi i od faze tretmana. Naime, početna motivacija vremenom se osnažuje i prevodi u suštinsku "unutrašnju" motivaciju koja dovodi do promene u sistemu stavova i ponašanja.

Istraživanja pokazuju da oko 80% maloletnika ispoljava jaku ambivalenciju u pogledu potrebe za promenom i pored evidentne potrebe za promenom, odnosno tretmanom. Cilj ovog rada je da ukaže na suštinsku važnost motivacionog intervjua kao savetodavno-terapeutske intervencije, kao i na nužnost obuke, treninga i rada pod supervizijom stručnjaka

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Motivational interview in institutional treatment of young offenders

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Motivational interview has an important role in the treatment – therapy of young offenders both in non-institutional and institutional conditions. The course and outcome of treatment depend very much on the quality and success of the first contact and skills of experts (special pedagogues, psychologists, social workers, and therapists). That is why we can say that motivational interview has a key role in treatment.

Motivational interview is an advisory and therapeutic intervention based on the principles of humanistic psychology which is focused on increasing personal motivation for changing, through the resolution of ambivalence for changing and increasing insight into self-efficacy. This intervention is focused on strengthening personality (of an individual), not on the problem. Motivation for changing is being altered under the influence of external and internal factors, and depends a lot on the phase of treatment. Namely, the initial motivation is being strengthened over time and converted into a substantial 'internal' motivation which brings changes into a system of attitudes and behaviors.

Researches show that over 80% of minors express strong ambivalence regarding the need for change, despite the obvious need for change or treatment. The aim of this paper is to point out the substantial importance of motivational interview as an advisory and therapeutic intervention, and necessity of

education, training and work under the supervision of experts who participate in the institutional treatment of young offenders.

Key words: motivational interview, institutional treatment, motivation, therapy, young offenders

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Podaci o kriminalitetu i krivičnom pravosuđu: iskustva prvog učešća Srbije u projektu Evropska zbirka podataka o kriminalitetu i krivičnom pravosuđu (peto izdanje)

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Srbija je 2012. godine po prvi put uključena u prikupljanje podataka za Evropsku zbirku podataka o kriminalitetu i krivičnom pravosuđu (ESB). Podaci su prikupljeni u saradnji Viktimološkog društva Srbije i članova istraživačkog tima uključenih u projekat *Razvoj metodologije evidentiranja kriminaliteta kao osnova kreiranja efikasnih mera za njegovo suzbijanje i prevenciju*, koji implementira Fakultet za specijalnu edukaciju i rehabilitaciju u Beogradu, a finansira Ministarstvo prosvete, nauke i tehnološkog razvoja RS. Pomenutim projektom rukovodi prof. dr Vesna Nikolić-Ristanović, koja je nacionalna koordinatorka ESB za Srbiju. Podaci su prikupljeni od Ministarstva unutrašnjih poslova RS, Republičkog javnog tužilaštva, Republičkog zavoda za statistiku i Ministarstva pravde RS – Uprave za izvršenje krivičnih sankcija. Podaci nisu dobijeni od Republičkog javnog tužilaštva, a kako se u Srbiji ne sprovode redovne nacionalne ankete o viktimizaciji, i taj deo upitnika je ostao prazan. Cilj ovog rada je da prikaže iskustva u prikupljanju podataka o kriminalitetu i krivičnom pravosuđu u Srbiji za peto izdanje Evropske zbirke podataka o kriminalitetu i krivičnom pravosuđu, kao i da ukaže na neke tren-

dove kriminaliteta i zapažanja u pogledu policijske i sudske statistike. Polazeći od toga, fokus će najpre biti na procesu prikupljanja podataka, problemima i dilemama sa kojima su se istraživači suočili i sa iskustvima koja su stekli. Nakon toga, ukazaće se na neke trendove kriminaliteta. U zaključnom delu biće istaknut značaj uključivanja Srbije u ESB za dalji razvoj sistema evidentiranja i predstavljanja javnosti podataka o kriminalitetu i krivičnom pravosuđu u Srbiji. Ukazaće se na nedostatke i ograničenja u sistemu evidentiranja kriminaliteta u Srbiji, kao i na neka ograničenja samog ESB koja su uočena, a koja sprečavaju potpunija poređenja podataka iz različitih zemalja ili otežavaju njihovu upotrebu na neki drugi način. Biće izloženi i neki predlozi za dalje unapređenje Evropske zbirke podataka o kriminalitetu i krivičnom pravosuđu.

Ključne reči: kriminalitet, krivično pravosuđe, evidentiranje, istraživanje, Srbija

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Data on crime and criminal justice: experiences of the first participation of Serbia in the European Source Book of Crime and Criminal Justice Statistics (5th edition)

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In 2012 Serbia took part in the European Sourcebook of Crime and Criminal Justice Statistics project (ESB) for the first time. The data was collected in cooperation of the Victimology Society of Serbia and the researchers involved in the project *Development of methodology for crime recording as the basis for efficient crime control and prevention*, which is implemented by the Faculty for Special Education and Rehabilitation in Belgrade, coordinated by prof. dr Vesna Nikolic-Ristanovic, who is a national coordinator for the ESB for Serbia, and financed by Serbian Ministry of Education, Science and Technological Development. Data was collected from the Ministry of Interior, Republic Prosecutor's Office, Serbian Statistics Bureau and the Ministry of Justice – Department for the Execution of Criminal Sanctions. Data from the Prosecutor's Office was not received, and as there are no regular national victimization surveys in Serbia, this part of the questionnaire remained empty, too. The aim of the contribution is to present experiences of Serbia in collecting the data on crime and criminal justice for the ESB, to present some crime trends and observations on the police and conviction statistics.

We will first focus on the process of data collection, faced problems and dilemmas, and lessons learned. This will be followed by the presentation of some crime trends. In the concluding part we will emphasize the importance of being included in the ESB for further improvement of the system of recording and public presentation of data on crime and criminal justice in Serbia. We will emphasize noticed shortcomings and limitations in the system of crime recording in Serbia, and also point out some limitations of the ESB, which disable more complete comparisons of data between different countries or hinder their use in another way. Therefore, we will give some suggestions for the further improvement of the ESB.

Key words: crime, criminal justice, statistics, research, Serbia

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Specifičnosti u tretmanu starih osoba u zatvoru

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Zatvori su dizajnirani za mlade osuđeničke i nisu prilagođeni za starije sa različitim i specijalnim potrebama. Stepene, gužva i arhitektonske barijere stvaraju dodatne probleme za boravak starih u zatvoru. Potrebna im je i posebna medicinska briga, poput posebne dijeta za ishranu. Usled ubrzanih promena tokom starenja, neophodni su redovni pregledi vizuelnih, auditivnih i drugih modaliteta funkcionisanja. Preporučuju se aktivnosti koje održavaju osuđeničke zdravim i poboljšavaju njihov kvalitet života. Starenje se može definisati kao zbir svih procesa koji se kod pojedinca zbivaju od datuma rođenja kroz ceo tok njegovog života. Iako nema konkretne hronološke granice kada se ljudi smatraju starima, gerontolozi grupišu ljude u tri kategorije: osobe preko 55 godina spadaju u „staru populaciju“, one preko 65 godina u „stariju populaciju“ dok se osobe sa 85 godina i više svrstavaju u „najstariju populaciju“. Neke promene nastale usled starenja posebno pogađaju osuđeničke kao: smanjenje interakcije, povećan strah od umiranja, briga zbog bola, bespomoćnosti i održavanja u životu pomoću aparata, strah od smrti bližnjih, kolega, prijatelja, smanjenje fizičke snage i izdržljivosti, gubitak nezavisnosti zbog nesposobnosti kretanja. Studije pokazuju da se stariji osuđenički mogu kategorisati u najmanje tri grupe zasnovane na njihovoj kriminalnoj istoriji. Prva grupa su oni koji su priznali svoj zločin sa

50 i više godina starosti, osuđenički na zatvor po prvi put. Druga grupa starih osuđeničkih uključuje karijeru ili kriminalce po navici koji ulaze i izlaze iz zatvora godinama u toku svog života. Treća grupa su oni koji su služili duge kazne od mladih dana i imaju dugu istoriju u zatvorskom sistemu. Primarni problem je njihovo smeštanje u posebne prostore, dizajnirane prema njihovim potrebama. Povećanjem prosečne starosti opšte populacije, može se očekivati i veći broj starih lica u zatvorima.

Ključne reči: tretman, osuđenički, stari, zatvor

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Specificities in treatment of elderly in prison

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Prisons are designed for younger prisoners and they are not adapted for the elderly with diverse and specific needs. Stairs, crowd and architectural barriers create additional problems for residence of the elderly in prison. This population requires special medical care, such as special diets. Since rapid changes occur while ageing, regular exams of visual, auditive and other modalities of functioning are necessary. Activities that sustain and improve healthy life in prisoners are recommended. Ageing can be defined as a set of processes which occur from birth through the entire life course. Although there are no chronological boundaries that define older population, gerontologists group people in three categories: people over 55 years of age are called “Elderly”, those who are over 65 are categorized as “Young-old”, while persons over 85 years of age are referred to as the “Oldest-old”. Some changes that occur during ageing especially affect prisoners, and those changes are: decrease of social interaction, increased fear of dying, worry about pain, helplessness and maintenance of life with devices, fear of death of loved ones and colleges, reduction of physical strength and endurance, loss of independence because of the inability to move. Studies show that older prisoners can be categorized in at least 3 groups based on their criminal history. The first group admitted their

crime while they were 50 or over, and that was their first conviction. The second group has a criminal career and they were convicted and imprisoned many times during their life. The third group are those who were convicted in their youth and serve a long time sentence in prison. The primary issue is their residency in special rooms, that are designed according to their special needs. With the increase of average number of elderly in general population, we can expect a larger number of elderly in prisons.

Key words: treatment, prisoners, elderly, prison

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Izvršenje alternativnih sankcija u funkciji prevencije kriminaliteta*

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Prevencija kriminaliteta predstavlja najvažniju funkciju krivičnih sankcija u savremenom krivičnom pravu. Prevencija se ostvaruje na različitim nivoima: propisivanjem krivičnih sankcija zakonom (*ante delictum*), delovanjem institucija sistema krivičnog pravosuđa nakon izvršenog krivičnog dela (*post delictum*), u fazi izvršenja sankcije nakon izrečene pravnosnažne presude (*post judicem*), kao i u postpenalnoj fazi, nakon izvršenja sankcije. Krivična sankcija nije, i ne bi trebalo da bude, prijatno iskustvo za osuđenog. Ona podrazumeva primenu određenog stepena represije prema osuđenom u meri koja je neophodna za postizanje svrhe sankcije. Strogost sankcije, međutim, nije u direktnoj vezi sa zastrašivanjem aktuelnog učinioca i odvraćanjem potencijalnih učinilaca krivičnih dela. Autori su saglasni da kazne zatvora, pored drugih nedostataka, imaju slabe efekte generalne i specijalne prevencije. Štaviše, izvršenje kazne zatvora može doprineti razvoju kriminalnih dispozicija osuđenog i daljem generisanju kriminaliteta. Alternativne sankcije su sredstva krivičnopravne reakcije kojima se nastoji da se svrha sankcionisanja ostvari otklanjanjem

štetnih efekata kazne zatvora. Pored toga, njima se mogu postići i drugi ciljevi u interesu društva, osuđenog i žrtve krivičnog dela. Međutim, postavlja se pitanje kakvi su potencijali ovih sankcija u suzbijanju kriminaliteta? Da li se primenom alternativa kazne zatvora može uticati na smanjenje kriminalnog povrata i odvraćanje potencijalnih učinilaca? Cilj ovog rada je razmatranje ovih pitanja, kao i analiza nekih elemenata postupaka izvršenja alternativnih sankcija koji mogu biti od značaja za uticaj na osuđenog u smislu prevencije kriminalnog ponašanja.

*Ključne reči: alternativne sankcije, prevencija,
kriminalitet*

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Enforcement of alternative sanctions in the function of crime prevention*

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Crime prevention is the most important function of criminal sanctions in modern criminal law. Prevention is achieved at different levels: prescription of criminal sanctions at legislation level (*ante delictum*), activities of criminal justice system after the commission of the offense (*post delictum*), in the execution phase after the imposition of sanctions (*post judicem*), as well as in the aftercare stage following the sanction execution. Enforcement of a criminal sanction is not, and should not be, an enjoyable experience for the convicted person. It involves certain degree of repression upon a convicted person to the extent necessary to achieve the purpose of sanctions. Severity of the sanction, however, is not directly related to the deterrence of actual perpetrator and potential offenders. The authors agree that prison sentences, among other shortcomings, have weak effects of general and specific deterrence. Moreover, enforcement of prison sentence may lead to the development of criminal disposition and further generation of crime. Alternative sanctions are means of reaction to crime aiming to achieve the

purpose of sanctioning by removing harmful effects of imprisonment. In addition, they can achieve other objectives in the interests of society, the convicted and victims of crime. However, the question is what the potentials of these sanctions in combating crime are. Can the application of alternative sentence influence the reduction of criminal recidivism and deter potential perpetrators? The aim of this paper is to discuss these issues, as well as the analysis of some elements of enforcement procedures that may significantly influence future criminal behavior of the convicted.

Key words: alternative sanctions, crime prevention, criminality

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Postpenalna pomoć i novi Zakon o izvršenju krivičnih sankcija u Srbiji*

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tegraciji osuđivanih lica, te samim tim i smanjenju kriminalnog povrata.

Ključne reči: kriminalni povrat, postpenalna pomoć, zakon

Stopa kriminalnog recidivizma u Srbiji dostiže 70%, što ukazuje na urgentnu potrebu da se strateški razmišlja o tome kako pomoći osuđivanim licima u procesu reintegracije po izvršenju krivičnih sankcija. Osuđivana lica se suočavaju sa problemom stigmatizovanosti, što se posebno odnosi na osuđene na zatvorsku kaznu, dok se problemi finansijske prirode i nemogućnost pronalaženja posla ističu kao izuzetno kritični. Stoga autor ukratko sumira stanje i prilike u kojima se nalaze lica otpuštena sa izdržavanja kazne zatvora u Srbiji. Cilj rada je da se analiziraju rešenja koja donosi Zakon o izvršenju krivičnih sankcija RS iz 2014. godine, kako bi se utvrdilo da li ista pružaju bolju i sadržajnije osnovu za pružanje podrške osuđivanim licima, ali i da se ukaže na institucionalne i tehničke kapacitete koje bi trebalo obezbediti u cilju pune implementacije novog zakonskog teksta. Sledstveno navedenom, upotrebljeni su normativno-logički, istorijski i uporedni metod. Rad se završava preporukama čija bi primena moga doprineti uspešnjoj društvenoj rein-

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Desistance from crime – The review of literature*

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implementation could contribute considerably to the process of social reintegration of convicted persons, and thereby also to lower recidivism rate.

Key words: reoffending, postpenal care, law

Criminal recidivism rate in Serbia reaches 70%, which clearly indicates the urgent need for strategic planning in the field of social reintegration of ex convicts after the execution of criminal sanction. Convicted persons are faced with the problem of social stigma, which is particularly applicable on ex prisoners, while the problems of financial nature and the impossibility of finding employment stand out as extremely critical. Therefore, the author briefly summarizes the situation and circumstances of persons released from prison in Serbia. The aim of this paper is to analyze the solutions brought by The Law on Execution of Criminal Sanctions for The Republic of Serbia (2014), and to determine whether they offer better and more substantial basis for the support of convicted persons, and also to point out the institutional and technical capacities that ought to be in place in order to ensure full implementation of this legal document. The author uses normatively-logical, historical and comparative method. The paper concludes with recommendations, whose

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Individualni pristup u tretmanu nikotinske zavisnosti i prevencija relapsa – prikaz slučaja

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Dominantna teorijska znanja o uticaju pušenja na zdravlje pokazuju da svaki deseti čovek na planeti umire od posledica pušenja, a procenjuje se da će 2030. godine umirati svaki šesti. Jedna od mera kontrole upotrebe duvana jeste odvikavanje od pušenja, a obezbeđivanje stručne pomoći u kontinuiranom tretmanu sa pušačima predstavlja važnu javno-zdravstvenu delatnost. Individualni pristup u tretmanu odvikavanja od pušenja prvi je primenio Dorsey 1936. godine, koristeći metod sa lobelinom. Individualnim programom postiže se bolja samokontrola i aktivno uključivanje pušača u celokupni proces, precizira se pušački status, uredno se evidentiraju apstinencijalne krize i razvijaju tehnike za preveniranje ranog i odloženog relapsa. Tokom čitavog individualnog pristupa odvikavanja od pušenja vodi se medicinska dokumentacija, na osnovu koje se vrši praćenje i evaluacija savetodavnog rada sa pušačima. Takođe, kreira se bazični program promene ponašanja (PPP), koji podrazumeva promene ponašanja pušača u odnosu na okolinu, ambijent i sopstveni stil života.

Pacijentkinja dolazi na tretman odvikavanja od pušenja usled zdravstvenih tegoba, ali i zbog negativnog uticaja duvanskog dima na zdravstveno stanje njene kćerke, koja boluje od astme. Inicijacija pušenja datira iz perioda adolescencije, pacijentkinja puši preko 20 godina, više od 20 cigareta dnevno i

par puta je pokušavala da prestane sa pušenjem. Na Fagerstromovom testu ostvaruje skor viši od šest, što ukazuje na visoki stepen nikotinske zavisnosti, sa procenom velikog prisustva apstinencijalnih simptoma. Rezultati kliničkog pregleda, testiranja i anamneze sagledani su zajedno sa pušačem i izrađena je strategija istrajavanja u odvikavanju od pušenja. U prvih 30 dana sa pacijentkinjom su ostvarivani svakodnevni telefonski kontakti, a po potrebi dolazi na savetodavni razgovor radi psihološke podrške, korekcije programa i prevencije relapsa. Zbog čestih apstinencijalnih kriza, tretman je sproveden 2 do 3 puta nedeljno. Posle šest meseci apstinencije, pacijentkinja je ponovo propušila, a par meseci nakon toga javlja se sa željom da ponovo pokuša sa odvikavanjem od pušenja.

Ključne reči: nikotinska zavisnost, individualni pristup, odvikavanje od pušenja

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Individual approach in the treatment of nicotine addiction and relapse prevention – Case Study

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Dominant theoretical knowledge about the influence of smoking on health shows that every 10th person on the planet dies from some smoking related illness, and the evaluation shows that by 2030 every 6th death will be caused by smoking. One of the measurements of controlling tobacco use is working on quitting mechanisms, and providing expert help with the continual treatment of smokers presents an important public health issue. Individual rehab treatment of smokers was first applied by Dorsey in 1936, using a lobeline method. Individual program achieves better self control and active involvement of treated smokers in the quitting process, allows better evaluation of smoking habits, better monitoring of abstinential crisis and the development of techniques that will help in the prevention of early and postponed relapse. During the whole individual treatment, a medical record is kept, based on which the monitoring and the evaluation of guided treatment is conducted. Also, a basic program of behavioral change, which implies behavioral changes in smokers based on the environment and the patient’s lifestyle, is created.

The patient is coming for a rehab treatment because of her health condition, but also because of the negative influence her habit has on her asthma suffering daughter. Her smoking habit dates from

the adolescent period, she has been smoking for over 20 years, with over 20 cigarettes a day, and a history of failed attempts to quit smoking. On the Fagerstrom’s test the patient scored higher than six, which indicates a high degree of nicotine addiction with tendencies toward abstinential symptoms. The results of clinical testing and evaluation, bearing in mind family’s history of disease, were presented to the patient and together we built a strategy for her to quit smoking. During the first 30 days, the phone calls were conducted on a daily basis with the patient, and if the need occurred we organized live meetings with the purpose of psychological support, correction to the program when needed and relapse prevention. Because of frequent abstinential crises, this treatment was conducted 2-3 times a week. After six months of abstinence, the patient started smoking again, and a couple months after that she expressed the desire to quit smoking again.

Key words: nicotine addiction, individual treatment, quitting smoking

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*Vaspitanje i obrazovanje osoba sa smetnjama i
poremećajima u razvoju*

*Education of Persons with Disabilities and
Developmental Disorders*

Implementing inclusive education in Greece through co-teaching

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Based on current Greek legislation, inclusive education is implemented widely in Greece through a variety of models. The most prominent model is “parallel instruction”. “Parallel instruction” is a form of co-teaching, which is also mentioned in English literature, as “alternative teaching”. In that model, a general education teacher instructs all students while a special education teacher, supports a student with disabilities, within the same classroom. This model is mainly applied with students with autism, deafness, blindness, ADHD and Down syndrome. The goal of this study was to investigate the effectiveness of this co-teaching model through the views of teachers who have been implementing it. Specifically, it was examined whether this specific inclusive practice promotes social and academic progress for students with disabilities and how it impacts students without disabilities. A total number of one hundred and twenty-five teachers participated in the study. Eighty-three of them were general education teachers and forty-one were special education teachers, who have been working in Primary Education “parallel instruction” for the last three years. Data were collected through a questionnaire distributed electronically. The questionnaire consisted of 44 questions, all of which

were closed type, 12 of the questions were about the demographic characteristics of teachers (gender, age, education, educational experience, etc.) and the remaining 32 questions examined the research questions. Based on the statistical analysis, both negative and positive aspects were documented for students with disabilities. With regard to their social progress, both general and special education teachers responded that there were significant positive effects on students’ social relationships and behavior. However, social stigma and exclusion were still present, as mentioned especially by the special education teachers. In terms of students’ academic progress, the teachers in this study responded in a more versatile way, with the general education teachers, underlining the lack of progress in learning strategies and lack of access to the regular class curriculum. Nevertheless, all teachers, both general and special education, did not feel that general education students were deprived in any way, academically or socially.

Key words: inclusion, co-teaching, parallel teaching, effectiveness

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Inclusion of children with autism spectrum disorders in mainstream schools in southwestern Macedonia

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Introduction: The state of educational system in Macedonia, and the quality of inclusion of persons with autism spectrum disorders ASD, daily encourage countless debates and dilemmas that tend to determine the best shape and form of the inclusive model which is quite necessary for improving the quality of life.

Objective: The purpose of this research is to determine the attitudes of regular teachers toward the inclusion of people with autism and the views of parents who have a child with autism in the mainstream education system.

Methodology: Parents and teachers of 31 children with ASD were surveyed. The respondents were from 11 different primary schools from 3 cities in the southwestern region of Macedonia. This research is conducted by filling two survey questionnaires for both groups of respondents, which included open and closed type questions. The difference between the two groups was tested using a test that compared the differences in the frequencies of the given answers. Significant difference was taken on the significance level of $p < 0.05$.

Results: The teachers consider the curriculum as not appropriate for children with ASD to a significantly

greater extent, while parents had the opposite attitude to a significantly greater extent ($X^2=37.01$; $df=2$; $p < 0.001$). There is no statistically significant difference between the teachers and parents in terms of their views on the success of the work and education of children with ASD ($X^2=0.485$; $df=2$; $p=0.785$). Teachers don't believe that the child should be included in regular classes to a significantly greater extent, while parents consider that their child is ready for inclusion in regular classes to a significantly greater extent ($X^2=29.145$; $df=2$; $p < 0.001$).

Conclusion: The expert team shows a higher degree of knowledge and positive attitudes about inclusion. Parents are closed and afraid to answer questions and therefore, were often aggressive and reluctant to cooperate and communicate. Teachers still have lack of knowledge about ASD. They are not well educated about the methods of teaching of these pupils which is far from real inclusion.

Key words: autism spectrum disorders (ASD), inclusion, mainstream schools, southwestern Macedonia

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Attitudes of preschool teachers towards inclusion of children with special needs in regular preschool facilities

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Many studies show the importance of preschool teachers' attitudes towards inclusion of children with special needs, indicating that their attitudes are a human environment factor which either facilitates or hinders the process of inclusion of the children. The aim of our research was to determine whether the attitudes of preschool teachers differ depending on their participation in the project for inclusion of children with special needs conducted in 2000 in the Republic of Macedonia.

The research has a quantitative-qualitative character. The sample consists of 80 preschool teachers (40 included and 40 not included in the project). Our null hypothesis was that the attitudes of educated preschool teachers are more positive than the attitudes of the other group of teachers not included in the training. We made the following assumptions: there is a significant difference between the groups regarding general acceptance of children with special needs; trained preschool teachers believe in the efficacy of inclusion more than not trained teachers; there is a difference in the preferred support model for inclusion. We applied the adjusted version of The Teachers Attitudes

Toward Inclusion Scale (TATIS) and conducted a structured interview with the participants.

The results show that there is no statistically significant difference between the attitudes of the two groups of preschool teachers. The chi square test showed no significant differences in 13 out of 14 items of the scale. Both the first and the second hypothesis were rejected. Both groups partially accept children with special needs and have similar attitudes towards efficacy of inclusion. The third hypothesis is rejected as well. The interviews showed that both groups consider regular preschool facility as a stimulating environment for the children with special needs and believe their peers benefit from communication with them by learning about empathy and differences in people.

The inexistence of attitude differences between the groups points out the competences of the second group gained through their initial education at the Faculty of Pedagogy in the subject Inclusive Education.

*Key words: preschool teachers, attitudes, inclusion,
children with special needs*

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Stavovi muzičkih pedagoga prema inkluzivnom obrazovanju učenika sa oštećenjem vida

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Veoma važnu ulogu u muzičkom obrazovanju učenika sa oštećenim vidom imaju muzički pedagozi. Pri tome presudni faktor predstavljaju njihovi stavovi prema inkluzivnom obrazovanju, informisanost o specifičnostima rada i osposobljenost za rad sa učenicima oštećenog vida.

Cilj istraživanja je utvrđivanje stavova muzičkih pedagoga prema muzičkom obrazovanju učenika sa oštećenjem vida. Istraživanjem je obuhvaćeno 124 muzička pedagoga koji su zaposleni u muzičkim školama u Crnoj Gori.

Istraživanje je pokazalo da 65,3 % ima pozitivan stav prema uključivanju većeg broja muzikalne slijepce i slabovide djece u osnovne muzičke škole. Velikoj većini ispitanika – 85,4 % nimalo ne bi smetalo prisustvo slijepog ili slabovidog učenika u odjeljenju. Takođe, 51,6% ispitanika smatra da učenici sa oštećenjem vida mogu savladati sve sadržaje predviđene nastavnim programom, dok većina – 78% prepoznaje značaj koji zajedničko školovanje sa vršnjacima ima za postizanje bolje socijalizacije slijepih i slabovidih učenika. Rezultati istraživanja takođe pokazuju da 74% muzičkih pedagoga smatra da nisu dovoljno stručno osposobljeni za rad sa učenicima sa oštećenjem vida, dok svi ispitanici smatraju da u muzičkim školama nisu obezbijede- ni uslovi za uspješno sprovođenje inkluzije kada su

u pitanju slijepi i slabovidi učenici. To može biti od značaja za reformu u području muzičke pedagogije u Crnoj Gori, unaprijeđenje procesa inkluzije, kao i poboljšanje socijalnog statusa slijepih i slabovidih učenika. Neka saznanja mogu biti iskorišćena za poboljšanje organizacije vaspitno-obrazovnog rada sa učenicima sa oštećenjm vida u muzičkim školama.

Ključne riječi: učenici sa oštećenjem vida, inkluzivno obrazovanje, stavovi muzičkih pedagoga

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Attitudes of music pedagogues towards inclusive education of students with visual impairments

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An important role in musical education of visually impaired students is attributed to music pedagogues. Crucial factors are their attitudes towards inclusive education, information about the specifics of activities and ability to work with students with visual impairments.

The aim of the research is determining the attitudes of music pedagogues towards musical education of students with visual impairment. The research included 124 music pedagogues who work in music schools in Montenegro.

The research showed that 65.3% have a positive attitude towards inclusion of a higher number of musical blind and visually impaired children in an elementary music school. The vast majority of the respondents – 85.4% would not mind the presence of a blind or visually impaired student in class. Also, 51,6% of the respondents believe that students with visual impairments can master all the contents from the curriculum, while the majority – 78% recognize the importance of co-education with peers in achieving better socialization of blind and visually impaired students. The research results also show that 74% of music pedagogues believe they are not sufficiently qualified to work with students with visual impairments, while all respondents felt that music schools do not provide

the conditions for successful implementation of inclusion of blind and visually impaired students. This may be of importance for the reform in the field of music education in Montenegro, enhancing the process of inclusion, as well as improving the social status of blind and visually impaired students. Some knowledge can be used for improving the organization of educational work with visually impaired students in music schools.

Key words: students with visual impairment, inclusive education, attitudes of music pedagogues

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Izrada Individualnih obrazovnih planova: Da li nam je zakon razumljiv?*

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Kreiranje Individualnih obrazovnih planova (IOP), u našoj zemlji, nema jasno izrađenu metodologiju, a zakonodavna osnova nije dovoljno precizna i uvodi veliki broj dilema, kako kod nastavnika redovne nastave, tako i kod defektologa.

U radu se analiziraju odgovori nastavnika predmetne nastave i defektologa, u vezi sa osnovama izrade Individualnih obrazovnih planova, sa ciljem da se ukaže na značaj izrade precizne metodologije za kreiranje ovog dokumenta.

Uzorak za istraživanje činilo je 72 defektologa i 24 nastavnika predmetne nastave, zaposlenih u 31 osnovnoj školi u Srbiji. U istraživanju je korišćen upitnik Likertovog tipa, sastavljen od sedam tvrdnji. Tvrdnje su se odnosile na definisanje svrhe IOP-a, potrebe za kreiranjem, ciljeve, neophodne članove tima, kao i ocenjivanje učenika, prema ovom dokumentu. Pored distribucije odgovora, praćena je i korelacija odgovora nastavnika predmetne nastave i defektologa, kao i doslednost u odgovorima koji su se ticali definisanja svrhe IOP-a, za koga se on izražuje, prioriteta u postavljanju ciljeva i ocenjivanja.

* Rad je realizovan u okviru projekta „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijum za izradu individualnih obrazovnih programa (br. 179025), podržan od strane Ministarstva prosvete, nauke i tehnološkog razvoja Republike Srbije.

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Statističke analize ukazuju da 13,54% ispitanika nije moglo da odgovori na svaku od zadatih tvrdnji. Najveće nedoumice odnosile su se na tvrdnje koje su se ticale prioriteta u kreiranju IOP-a, kao i tvrdnje da li defektolog može da realizuje nastavu prema IOP-u u redovnoj školi (po 20,8% ispitanika je bez odgovora). Beleži se statistički značajna razlika u odgovorima nastavnika predmetne nastave i defektologa ($p=0,003$) na tvrdnju da se jednom postavljeni ciljevi u IOP-u ne mogu menjati, kao i na tvrdnju da nastavu prema IOP-u mogu isključivo da realizuju nastavnici redovne nastave ($p=0,004$). Ne beleži se dosledan stav u pogledu definisanja svrhe IOP-a i ostalih praćenih varijabli.

Rezultati jasno ukazuju na, još uvek, prisutne probleme u razumevanju i tumačenju izrade i svrhe individualnog obrazovnog plana, kao i na neophodnost kreiranja precizne metodologije njegove izrade i implementacije.

*Ključne reči: Individualni obrazovni plan,
nastavnici, defektolozi*

Creating Individual Education Programs: Have we understood the law?*

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The precise methodology for creating Individual Education Programs (IEP) still does not exist in our country. Thus, both teachers in regular classrooms and special education teachers cope with many difficulties in understanding the law and creating IEP.

The answers of regular classroom teachers and special education teachers related to the bases of Individual Education Plan creating process were analyzed in this paper. The need for a good and precise methodology for creating IEP was pointed out.

Seventy-two special education teachers and 24 general education teachers from 31 elementary schools in Serbia provided answers on seven items structured as claims. The claims were related to defining the aim of IEP, reasons for its creation, team structure, and assessment in IEP. We were interested both in the distribution of answers and in the correlation between answers of special and general education teachers, and also in the

consistency in responses related to defining the aim of IEP and the following claims: Do we create IEP for all children with special needs without exceptions; What is the priority in IEP; Is mark "A" allowed if a child has IEP?

According to statistical analysis, 13.54% of the sample, on average, could not provide an answer for each claim. The most difficulties were present in answering the claim regarding priorities in IEP, and regarding the possibility of special education teachers to realize classes in regular schools (20.8% of the sample could not answer the claim). There are statistical differences between special and general education teachers ($p=0.003$) when answering the claim that once determined goals in IEP cannot be changed, and when answering the claim about the possibility of special education teachers to realize classes in regular schools ($p=0.004$). There is no consistency in responses related to the claim about defining the aim of IEP and all other variables.

The results of this research confirm the hypothesis that the legal bases for creating IEP in the Republic of Serbia must be reconstructed. At the same time, precise methodological base for developing IEP must be created.

Key words: Individual Education Plan, special education teachers, professors

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Sposobnost produkcije ekspozitornih i argumentativnih tekstova kod desetogodišnjaka*

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Sticanje funkcionalne jezičke pismenosti nije moguće bez uspešnog ovladavanja načelima i principima strukturisanja različitih žanrova zato što različiti tipovi teksta imaju različitu strukturu, funkcije i komunikativne ciljeve. Opservacije pokazuju da u školskom procesu opismenjavanja izostaju neki elementi funkcionalnog opismenjavanja i kod tipične populacije.

Osnovni cilj rada bio je da se razmotri u kojoj meri je razvijena i podsticana sposobnost desetogodišnjaka da menjaju komunikativni registar iz kojeg je proistekao i pragmatični cilj kao preporuka na koje elemente treba da se obrati pažnja prilikom usvajanja pisanog jezika kod tipične populacije i kod populacije sa problemima u ovom domenu.

U radu se ispituju pojedini aspekti kasnijeg jezičkog razvoja dece u kontekstu pisane produkcije dva različita tipa diskursa – ekspozitornog i argumentativnog.

Korpus za analizu sastojao se od 42 ekspozitorna i 42 argumentativna teksta učenika četvrtog razreda jedne beogradske osnovne škole. Tekstovi su anali-

zirani kako u odnosu na kvantitativne parametre (dužina teksta izražena brojem reči, komunikativnih rečenica i klauza), tako i u odnosu na kvalitativna svojstva (prisustvo/odsustvo žanrovskih karakteristika).

Kvantitativna i kvalitativna analiza je pokazala karakteristike sposobnosti desetogodišnjaka da produkuju ekspozitorne i argumentativne tekstove. Uočeno je da su desetogodišnjaci u većoj meri sposobni da produkuju ekspozitorni tekst, ali rezultati takođe ukazuju na to da se ova sposobnost još uvek razvija budući da forma, struktura, izbor leksema i sintaksičkih konstrukcija još uvek u većini tekstova predstavljaju glavna obeležja žanra koji su najranije usvojili – narativa. Uvid u razvoj ispitivane sposobnosti kod tipičnih desetogodišnjaka može se koristiti u radu sa decom koja imaju jezičke teškoće i teškoće u usvajanju pisanog izraza.

*Ključne reči: opismenjavanje, strukturisanje
različitih žanrova, desetogodišnjaci, ekspozitorni i
argumentativni tekst*

* Rad je nastao kao rezultat istraživanja na projektima Ministarstva prosvete, nauke i tehnološkog razvoja Republike Srbije br. 178002 „Jezici i kulture u vremenu i prostoru” i br. 179068 „Evaluacija tretmana stečenih poremećaja govora i jezika”.

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The ability of ten-year-old children to produce expository and persuasive texts*

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Learning to write well is a necessity for youngsters. Success at school and in the fields of employment depends upon it. Students who struggle with writing are at a disadvantage at school, because it is the primary means by which teachers assess students' content knowledge. Different types of texts are constructed and structured differently, with different writing purposes (communicative goals) and functions. Successful acquisition of basic principles of different text type organization and construction rules is considered to be an essential prerequisite for the development of functional language and communicative literacy.

The paper focuses on primary school children's knowledge of expository and persuasive genres. Forty-two fourth-grade children composed original texts representing each of these genres. All texts were examined for the presence or absence of structural and syntactic features that are typical for these two genres. Different quantitative and qualitative characteristics of the texts from the database were taken into account and analyzed:

mean length of the text measured by number of words, number of utterances, and number of clauses, as well as presence (or absence) of various expository and argumentative genre characteristics.

The analysis showed that the participants had more experience with the expository genre than the persuasive one, and also that they possessed significantly more working knowledge of the narrative genre.

Implications of the study highlight the importance of student characteristics in writing achievement, as well as in considering the need for differential instruction based on student needs.

The paper contributes to theorizing genre learning as a complex process of developing both genre and language competences and structure knowledge of these two.

Key words: literacy, structuring different genres, ten-year-old children, expository and argumentative writing

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Faktori povezani sa socijalnim kompetencijama gluvih i nagluvih učenika starijeg osnovnoškolskog uzrasta*

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Stariji osnovnoškolski uzrast je period brzih fizičkih, kognitivnih, socijalnih i emocionalnih promena. U ovom periodu vršnjački odnosi predstavljaju osnovu za socijalni i emocionalni razvoj, a iz osećaja pripadnosti i identifikacijom sa vršnjačkom grupom razvija se samopouzdanje. Govor počinje da zauzima centralno mesto u socijalizaciji gluvih i nagluvih adolescenata. Gluva i nagluva deca zbog kašnjenja u govorno-jezičkom razvoju mogu imati niži nivo socijalnih veština, kao i manjak samopouzdanja.

Cilj ovog pilot istraživanja je bio da se utvrdi da li individualni i faktori vezani za oštećenje sluha, školski uspeh i faktori porodičnog okruženja utiču na socijalne kompetencije gluve i nagluve dece višeg osnovnoškolskog uzrasta. U istraživanju je korišćena Rezilijentna skala za decu i adolescente (RSCA – Resiliency Scales for Children & Adolescents) iz 2007. godine, koja predstavlja upitnik o opštim podacima i socijalnoj kompetenciji dece.

Istraživanje je sprovedeno u dve osnovne škole za gluvu i naglunu decu na uzorku od 30 učenika od 6. do 8. razreda, od toga 20 (66,7%) dečaka i 10

(33,3%) devojčica. Ispitivan je uticaj pola, uzrasta, stepena oštećenja sluha, načina komunikacije, opšteg školskog uspeha, stepena obrazovanja roditelja i tipa porodice u odnosu na ostvarene skorove na skali. Devojčice su ostvarile značajno veće skorove, na skali u celini ($t=2,430$; $df=28$; $p=0,022$), kao i u domenu Pozitivnih misli ($t=3,064$; $df=28$; $p=0,05$). U domenu Pozitivnih misli značajno viši skor postigli su učenici iz potpunih porodica ($F=8,425$; $df=2$; $p=0,001$). Rezultati istraživanja su pokazali, da od svih ispitivanih faktora, jedino pol i tip porodice utiču na socijalne kompetencije učenika.

U uslovima u kojima se sve više gluvih i nagluvih učenika uključuje u redovni sistem obrazovanja, ispitivanju socijalnih kompetencija trebalo bi posvetiti više pažnje.

*Ključne reči: gluvi i nagluvi učenici,
socijalne kompetencije, inkluzija*

* 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, nauke i tehnološkog razvoja Republike Srbije

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Factors related to social competence of deaf and hard of hearing students in higher grades of primary school*

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The age of students in higher grades of primary school (12-15) is a period of rapid physical, cognitive, social and emotional changes. In this period of life relations in peer groups represent the basis of social and emotional development since personal self-esteem develops from the sense of belonging and from the process of identification within peer groups. Speech starts to overtake the central role in socialization of deaf and hard of hearing adolescents. Due to the delay in the development of language/speech, deaf and hard of hearing children can be lacking in social skills and self-esteem.

The goal of this pilot research was to determine if individual factors and factors related to hearing impairment, academic achievement and some family factors are related to social competence of deaf and hard of hearing children who attend higher grades of primary school. Resiliency Scales for Children & Adolescents (2007) – RSCA were used in this research to determine the level of social competence and some general information about the examinees.

The research was conducted in two primary schools for deaf and hard of hearing children on the sample of 30 students who attend 6th, 7th and 8th grade (20–66,7% boys and 10–33,3% girls). The influence of age, gender, level of hearing loss, preferred way of communication, academic achievement, family structure and parents' achieved academic level on children's social competence scores were examined. The results show that girls scored higher on the total scale ($t=2.430$; $df=28$; $p=0.022$), as well as on the scale of *Positive thoughts* ($t=3.064$; $df=28$; $p=0.05$). Also, it is shown that students from complete families (living with both parents) scored higher on the scale of *Positive thoughts* ($F=8.425$; $df=2$; $p=0.001$). The results indicate that gender and family structure have significant influence on the development of social competence of students.

Since there is an increase in the number of deaf and hard of hearing students who are included in standard educational system, social competence of such students should be studied more attentively.

Key words: deaf and hard of hearing children, social competences, inclusion

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Karakteristike znakovnog i govornog vokabulara gluvih i nagluvih učenika osnovnoškolskog uzrasta*

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Glavo dete istovremeno uči da izgovara reči i samo značenje te reči, odnosno i reč i pojam koji je tom rečju označen. Rad na formiranju pojmova je bitan deo u radu sa populacijom gluve i nagluve dece.

Razvoj vokabulara se može posmatrati sa dva aspekta – kao povećanje broja reči korisnih za usmeni i znakovni vid izražavanja, ali i kao razvoj različitih značenja u okviru jedne iste reči.

Oskudan znakovni i govorni vokabular gluve i nagluve dece ograničava razumevanje pročitanoa, a slabe strategije i veštine čitanja ograničavaju sposobnost usvajanja rečničkog znanja.

U istraživanju je korišćena lista stimulans reči u okviru leksičke oblasti *Komunikacija*.

Cilj istraživanja bio je utvrđivanje stepena usvojenosti znakovnog i govornog jezičkog izraza kod gluvih i nagluvih dece osnovnoškolskog uzrasta, i razumevanje pojmova u okviru leksičke oblasti *Komunikacija*. Uzorak je činilo 91 gluvi i nagluvi učenik osnovnoškolskog uzrasta.

Ispitivanje je izvršeno u odnosu na uzrast, stepen oštećenja sluha, ocenu iz srpskog jezika i pol.

Izvršena je kvalitativna i kvantitativna obrada dobijene jezičke građe.

Uzrast i ocena iz srpskog jezika utiču na poznavanje i razumevanje pojmova ($p=0,01$).

Razvoj znakovnog jezika prati razvoj govora, utiče na bolje razumevanje značenja postojećih reči, kao i na usvajanje značenja novih, nepoznatih reči.

Zapažen je veliki broj neadekvatnih odgovora specifičnih za gluve i nagluve učenike.

Uočene su izvesne specifičnosti u znakovnom i govornom izražavanju gluvih i nagluvih učenika osnovnoškolskog uzrasta. Gluvi i nagluvi učenici su pokazali slabo razumevanje pojmova, teškoće u razumevanju pročitanoa i poznavanju značenja reči.

Ključne reči: gluvi i nagluvi učenici, osnovnoškolski uzrast, pojmovi, vokabular

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Characteristics of sign and spoken vocabulary of deaf and hard of hearing primary school pupils*

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A deaf child learns to pronounce words and their factual meaning, which means both the word and the notion signified by that word. Work on creating notions is an important part of working with the population of deaf and hard of hearing children.

Vocabulary development can be observed from two aspects – as the increase in the number of words which are useful for oral and sign forms of expression, but also as the development of various meanings within the scope of one word.

Scant sign and spoken vocabulary of deaf and hard of hearing children limits reading comprehension, and poor reading skills and strategies limit the ability to adopt vocabulary-based knowledge.

A list of stimulus words within the lexical field of Communication was used.

The aim of the research was to examine the level of acquisition of sign language and speech by deaf and hard of hearing primary school children, and their understanding of the notions within the lexical field

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Communication. The sample consisted of 91 deaf and hard-of-hearing primary school children.

The study was carried out in relation to age, degree of hearing loss, mark in Serbian language and gender.

A quantitative and qualitative analysis of the obtained linguistic data was performed.

The results show that age and mark in Serbian language have impact on understanding the notions ($p=0.01$).

The development of sign language coincides with the development of speech and it facilitates 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 characteristic of deaf and hard of hearing pupils was observed.

Certain specific characteristics were observed in sign language expression and spoken expression of deaf and hard of hearing primary school children. Deaf and hard of hearing children showed little understanding of notions, difficulty in reading and understanding the read text and difficulty in knowing the meanings of words.

*Key words: deaf and hard of hearing pupils,
elementary school age, notions, vocabulary*

Specifičnost imenovanja predmeta kod gluvih i nagluvih učenika osnovnoškolskog uzrasta*

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Gluva i nagluva deca sa velikim teškoćama uče da izgovaraju svaki glas, da ga automatizuju u svom govoru i upotrebljavaju u rečima i rečenicama. Pisani izraz, koji predstavlja značajan aspekt komunikacije se razvija izuzetno sporo. Pisana reč je apstraktna i ona im služi da razvijaju govor i jezik. Nasuprot tome, znakovni jezik je za gluvu decu prirodno sredstvo izražavanja, uporedivo s izražajnim potencijalom govornog jezika, omogućava im komunikativna i sazajna iskustva i u velikoj meri utiče na razvoj mišljenja.

Cilj istraživanja je utvrđivanje stepena poznavanja naziva predmeta i određivanje čemu oni služe u okviru pisanog, govornog i znakovnog izraza.

Istraživanje je obavljeno na uzorku od 83 učenika uzrasta od trećeg do osmog razreda koji pohađaju škole za gluvu i naglunu decu u Srbiji.

Instrument koji je korišćen u istraživanju je Jezičko ocenjivanje pojedinih komponenata disfazične sintakse (D. Blagojević) – segment Imenovanje predmeta i čemu služe.

Izvršena je kvalitativna i kvantitativna obrada podataka.

Dobijeni rezultati ukazuju na to da gluvi i nagluvi učenici bolje rezultate ostvaruju pri imenovanju predmeta, nego pri određivanju čemu služe ($p=0,01$). Najbolji rezultati ostvaruju se u okviru znakovnog izraza, zatim sledi pisani, dok najslabije rezultate ostvaruju u okviru govora (sve dobijene razlike su visoko statistički značajne, $p=0,01$).

Ključne reči: imenovanje predmeta, pisani, govorni i znakovni izraz, gluvi i nagluvi učenici

* Rad je proistekao iz projekta "Uticaj kohlearne implantacije na edukaciju gluvih i nagluvih osoba", broj 179055 (2011-2014), čiju realizaciju finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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The particularities of naming objects with deaf and hard of hearing primary school students*

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Deaf and hard of hearing children have considerable difficulty in learning to pronounce each sound, to automatize it in their speech and use it in words and sentences. Written expression, which represents a significant aspect of communication, develops very slowly. A written word is abstract and it serves for them to develop speech and language. On the other hand, deaf children find sign language to be a natural means of expression, comparable to the expressive potential of oral language. It enables them to have communicative and cognitive experiences and it influences the development of thinking to a great extent.

The aim of our research was to examine the level of familiarity with the names of objects and definition of their purpose within written, oral and sign expression.

The research was carried out on the sample of 83 third grade to eighth grade students who attend schools for deaf and hard of hearing children in Serbia.

The instrument we applied in our research was Linguistic Assessment of Certain Components of Dysphasic Syntax (D. Blagojević) – the segment Naming objects and what they are used for.

The qualitative and quantitative data analysis was carried out.

The results obtained indicate that deaf and hard of hearing students achieve better results in naming objects than in defining their purpose ($p=0.01$). The best results are achieved within sign expression, followed by written expression, while the poorest results are produced within speech (all obtained differences are highly statistically significant, $p=0.01$).

Key words: naming objects, oral and sign expression, deaf and hard of hearing students

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Laka intelektualna ometenost – razvojne determinante i mogućnosti tretmana*

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Problem istraživanja: Ova empirijska studija pokušava da odgovori na problem specifičnih veza između individualnih razvojnih karakteristika ispitane dece, posmatranih kroz standardnu situaciju edukacije u momentu kada je istraživanje izvedeno, a sa mogućnošću implikacije savremenih strategija tretmana i edukacije primenljivih u našem okruženju. Rad je konceptualno baziran na ispitivanju usmerenosti perceptivno-motornih i bihejvioralnih razvojnih sadržaja i manifestacija saznanog ponašanja dece sa intelektualnom ometenošću. Interesovanje autora usmereno je na utvrđivanje povezanosti motornog, socijalnog i saznanog funkcionisanja sa pažnjom i ponašanjem ispitivanog uzorka. To determiniše praktične implikacije rada – inkluzivne edukacije, s jedne strane i multimodalnog tretmana bihejvioralnih smetnji, s druge strane. Metodologija: Slučajan uzorak formiran je od ispitanika sa lakom intelektualnom ometenošću, oba pola koji pohađaju osnovne škole u Beogradu (N=90). Motorne sposobnosti ispitane su kliničkim, razvojnim skalama baterije Lurija-Nebraska za decu, Stick testom, a ponašanje IOWA Conners skalom procene kojom se dobija uvid u ponašanje i pažnju u uslovima edukacije.

* 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 (2011-2015), čiju realizaciju finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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Saznajno funkcionisanje dece u uzorku, procenjeno je kroz školski uspeh, standardnom analizom školske dokumentacije i kroz sposobnosti formiranja pojmova, ispitanim Testom upotrebe formiranih pojmova – TCU testom kojim se dobija uvid u akademsko funkcionisanje u uslovima edukacije. Rezultati: Utvrđeno je postojanje statistički signifikatne korelacije među ispitanim varijablama ($r=0,527$; $p<0.01$) i ukazano na konceptualne i praktične mogućnosti izvođenja multimodalno orijentisanog tretmana u uslovima kako inkluzivne tako i ekskluzivne edukacije. Zaključak: Ukazano je na poseban značaj profesionalnog angažmana defektologa u savremenom tretmanu dece sa razvojnim smetnjama i smetnjama učenja kao i dece sa intelektualnom ometenošću u svetlu novijih teorijskih koncepata našeg i inostranog okruženja.

Ključne reči: intelektualna ometenost, praksija, kognicija, ponašanje, tretman

Mild intellectual disabilities – developmental determinants and possibility of treatment*

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Problem: The study deals with cognitive, motor and behavioral functioning of children with mild intellectual disabilities and its relationship with attention. Methodology: The sample consisted of 90 children with mild intellectual disabilities, of both genders, chronologically distributed from 8 to 13 years of age. We assessed conceptually-verbal functions by the Test of Concept Utilization, attention by Trail Making Test – TMT, and motor functions by Stick test and Luria Nebraska Battery for Children, Scale C1 (LNNB-C). Behavior was estimated by IOWA Conners Rating Scale. Results: The results point out a high statistical relationship between the tested variables such as behavior, voluntary attention and conceptual functions ($r=0,527$; $p < 0.01$). Conclusion: Based on the results of the study we conclude about the significance of implementation of the multimodal oriented approach, in which the central professional role is focused on special educators who finally implement different treatment strategies.

Key words: intellectual disabilities, praxis, cognition, behavior, treatment

* The study was realized within the research project “Creating a protocol for assessing educational potentials of children with disabilities, as a criterion for the development of individual educational programs”, No. 179025, Ministry of Education, Science and Technological Development of the Republic of Serbia, Belgrade, 2011-2015.

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Kreativnost i uspešnost u školi kod dece s lakom intelektualnom ometenošću*

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Cilj istraživanja je bio da se utvrdi da li postoji povezanost vizuelnog i verbalnog aspekta kreativnosti, kao prediktorskih varijabli, sa školskim uspehom, kao kriterijumskom varijablom, kod dece s lakom intelektualnom ometenošću (LIO). Uzorak je obuhvatio 69 učenika, oba pola. Kriterijumi za izbor ispitanika podrazumevali su: količnik inteligencije od 50 do 69, kalendarski uzrast od 8 do 16 godina, školski uzrast od I do VIII razreda i odsustvo neuroloških i višestrukih smetnji. Istraživanje je sprovedeno u četiri škole za decu sa smetnjama u intelektualnom razvoju na teritoriji Beograda. U svrhu procene aspekata verbalne kreativnosti upotrebljen je Testonov test verbalne fluentnosti (*Thurstone's Word Fluency Test*). Kao pokazatelj kreativnog potencijala u verbalnom domenu korišćen je skor produktivnosti (ukupan broj korektnih reči). Za procenu vizuelnog aspekta kreativnosti primenjen je crtež na temu „Neobičan cvet“, pri čemu su kao kriterijumi za procenjivanje dečjih radova korišćeni upotreba boje, oblika, prostorna organizacija i proporcija elemenata

crteža. Podaci o opštem školskom uspehu ispitanika dobijeni su standardnom analizom pedagoške dokumentacije. Veza između ispitanih prediktora i uspeha u školi izračunata je pomoću koeficijenta višestruke regresije ($R=0,42$). Kako je dobijena signifikantna vrednost korelacije ($p=0,005$), može se tvrditi da postoji povezanost između ispitivanih varijabli u našem istraživanju. Verbalni i vizuelni aspekt kreativnosti objašnjavaju oko 18% varijanse školskog uspeha. Vrednost β koeficijenata pokazuje da vizuelna kreativnost pojedinačno najviše doprinosi objašnjavanju školskog uspeha kod dece sa LIO. Rezultati istraživanja ukazuju da bi kreativnost trebalo da bude jedno od osnovnih polazišta u edukaciji dece sa LIO. Rešavanjem problema u nastavi učenici će da otkriju nešto novo, ranije nepoznato, sami će da pronalaze određene pojave i njihove zakonitosti, i stoga bi kreativnost trebalo definisati kao osnovu edukacije i rehabilitacije ove populacije dece.

*Ključne reči: kreativnost, školski uspeh,
laka intelektualna ometenost*

* Rad je nastao u okviru projekata „Socijalna participacija osoba sa intelektualnom ometenošću“ (br. 179017), „Kreiranje Protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, (br. 179025), čiju realizaciju finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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Creativity and school success in children with mild intellectual disability*

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The aim of the research was to determine whether there is a connection between visual and verbal aspects of creativity as predictor variables, and success at school as a criterion variable, in children with mild intellectual disability (MID). The sample consisted of 69 students of both sexes. Selection criteria included the following: intelligence quotient between 50 and 69, age from 8 to 16, grades from I to VIII, and absence of neurological and multiple disorders. The research was conducted in four schools for children with problems in intellectual development on the territory of Belgrade. For the purpose of assessing aspects of verbal creativity, Thurstone's Word Fluency Test was used. Productivity score was used (total number of correct words) as an indicator of creative potential in the verbal domain. For the assessment of the visual aspect of creativity, we used a drawing "Peculiar flower", where we observed the use of color and shapes, spatial organization and proportion of the elements in the drawing as criteria for assessing the

children's works. Data on the participants' general school success were gained through standard analysis of pedagogical documentation. Correlation between the tested predictors and school success was calculated using the multiple regression coefficient ($R=0.42$). As the obtained value of correlation is significant ($p=0.005$), it can be claimed that there is a connection between the tested variables in our research. The verbal and visual aspects of creativity account for 18% of variance of school success. The value of β coefficients shows that visual creativity alone contributes most to explaining school success of children with MID. The results indicate that creativity should be one of fundamental starting points in education of children with MID. By solving problems in the curriculum, students will discover something new, previously unknown, they will start discovering certain phenomena and their laws, and therefore creativity should be defined as the basis of education and rehabilitation of this population of children.

*Key words: creativity, school success,
mild intellectual disability*

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Socijalne veštine adolescenata sa lakom intelektualnom ometenošću

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U literaturi se ističe da osnovu za socijalno kompetentno ponašanje čine socijalne veštine, te da se njihovim razvijanjem može unaprediti socijalno funkcionisanje pojedinca. Istraživanja koja su se bavila povezanošću kognitivnog i socijalnog razvoja nedvosmisleno su potvrdila da deca sa intelektualnom ometenošću lošije socijalno funkcionišu nego njihovi vršnjaci tipičnog razvoja, ali malo je istraživanja koja su ispitivala razlike u razvijenosti socijalnih veština ove dve grupe dece. Takođe, kao nedostatak istraživanja u ovoj oblasti navodi se heterogenost uzoraka u odnosu na nivo ometenosti i uzrast, a što je značajno za mogućnost planiranja preventivnih programa i ciljanih intervencija. Cilj istraživanja bio je da se utvrde razlike u razvijenosti socijalnih veština adolescenata tipičnog razvoja i sa lakom intelektualnom ometenošću, kao i da se sagleda povezanost uzrasta sa razvijenošću socijalnih veština. U istraživanju je učestvovalo 206 mladih, uzrasta od 12 do 18 godina, od čega njih 76 sa lakom intelektualnom ometenošću i 130 prosečnih intelektualnih sposobnosti. Za ispitivanje socijalnih veština korišćena je skala za procenu socijalnih veština Sistema za procenu socijalnih veština, forma za nastavnike, koja se sastoji iz subskala: kooperativnost, odgovornost, asertivnost i samokontrola. Glavni nalazi pokazali su da u razvijenosti socijalnih veština između adolescenata tipičnog razvoja i sa lakom intelektu-

alnom ometenošću nema značajne razlike, ali je nađena značajna interakcija uzrasta i intelektualnog statusa na skali *samokontrole* ($p < 0,05$; $Eta^2 = 0,029$). S uzrastom raste sposobnost *samokontrole* mladih tipičnog razvoja (12 do 14 godina, $M=12,55$; 15 do 18 godina, $M=14,19$), dok adolescenti sa intelektualnom ometenošću na starijem uzrastu pokazuju lošiju *samokontrolu* nego na mlađem uzrastu (12 do 14 godina, $M=13,56$; 15 do 18 godina, $M=11,98$). Dobijeni nalazi sugerišu da kognitivni deficiti adolescenata sa lakom intelektualnom ometenošću nisu prepreka razvoju socijalnih veština, kao i da na samokontrolu mladih sa intelektualnom ometenošću značajniji uticaj imaju neke druge varijable, a ne sama ometenost.

Ključne reči: socijalne veštine, laka intelektualna ometenost, adolescenti

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Social skills of adolescents with mild intellectual disability

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The literature points out that social skills are the basis for socially competent behavior, and that their development can improve social functioning of an individual. Researches focused on the relation between cognitive and social development, confirmed that children with intellectual disabilities have more problems in social functioning compared with their typical peers, but few studies have examined the differences in the development of social skills of these two groups of children. Also, there is a lack of research in the heterogeneity of the sample in relation to the level of disability and age, which is important for planning prevention programs and targeted interventions. The aim of the research was to determine the differences in the development of social skills of typical adolescents and those with mild intellectual disability, as well as to examine the correlation with age. The study included 206 young people, aged 12 to 18, of whom 76 were with mild intellectual disabilities and 130 with average intellectual abilities. Social skills are measured by Social Skills Rating System, a form for teachers, consisting of the following subscales: cooperation, responsibility, assertiveness and self-control. The main findings showed that there are no significant differences in the development of social skills between typical adolescents and those with mild intellectual disability, but that there was a

significant interaction of age and intellectual status on a scale of self-control ($p < 0.05$; $\eta^2 = 0.029$). Self-control of typical young people becomes better with age (age 12-14, $M = 12.55$; age 15-18, $M = 14.19$), while adolescents with intellectual disability at older ages showed worse self-control than younger children (age 12-14, $M = 13.56$; age 15-18, $M = 11.98$). These findings suggest that cognitive deficits in adolescents with mild intellectual disabilities are not barriers for their social skills development, and also that some other variables have a more significant impact on self-control of youth with intellectual disabilities.

Key words: social skills, mild intellectual disability, adolescents

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Reading Comprehension of Students with Hearing Loss

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The aim of this study was to examine reading comprehension of students with hearing loss by analyzing error types on the reading comprehension test. Also, the goal was to determine if there are any differences between elementary and high school students' reading performance concerning two types of questions (direct, explicit questions and indirect, implicit questions) and the time needed to complete the test. Also, differences between students with hearing loss attending mainstream schools and their peers from schools for the deaf in overall test results and question types was examined. Reading comprehension of 53 students was assessed by administering 20 short stories, each followed by two to three multiple choice questions.

The results indicated that students had difficulties with negation, unfamiliar words and longer stories. In addition, there were no significant differences between younger and older students concerning the time necessary to complete the test, overall scores or question type scores. Additionally, no significant differences between students attending mainstream schools and students from schools for the deaf were noted regarding test time. However, students from mainstream schools outperformed their peers on the total score as well as on the direct and indirect questions scores. Also, there were significant differences in the overall correctness

with respect to question categories. Students did better on direct questions.

In conclusion, reading comprehension of students with hearing loss seems to be poor, especially when inference making is necessary. In addition to poor linguistic skills, a part of their reading problems stems from low expectations, as it is assumed that students in schools for the deaf have neither conditions nor encouragement essential to improve their literacy skills. Therefore, it is important to include effective reading strategies in the early reading period which could influence a higher level of reading comprehension later on.

Key words: hearing loss, reading comprehension, inference making

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Perceptivne sposobnosti i opšti školski uspeh dece mlađeg školskog uzrasta redovne škole

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Cilj ovog istraživanja bio je da ispita kvalitet razvijenosti perceptivnih sposobnosti dece mlađeg školskog uzrasta koja pohađaju redovnu školu i njegov uticaj na opšti uspeh u školi.

Uzorak obuhvata 92 učenika prosečne inteligencije čiji je nivo edukacije u rasponu od I do IV razreda. Kalendarski uzrast dece obuhvaćene uzorkom kreće se od sedam do jedanaest godina i šest meseci. U istraživanju su primenjena tri subtesta razvojnih sposobnosti „Akadia testa” (Acadia): subtest 3 – Vizuelna diskriminacija, subtest 6 – Audio-vizuelna asocijacija i subtest 12 – Vizuelna asocijacija. Dobijeni rezultati ukazuju na prisustvo izraženih smetnji u oblasti auditivne i vizuelne percepcije kod ispitanog uzorka. Posmatrano kroz primenjene subtestove, smetnje su najmanje izražene na subtestu Vizuelne asocijacije (6,52%). Niska postignuća su izraženija na subtestovima Audio-vizuelna asocijacija (13,07%) i Vizuelna diskriminacija (13,07%).

U cilju identifikacije mogućih činilaca pojave izraženih smetnji u kvalitetu razvijenosti perceptivnih sposobnosti u datom procentu koje se mogu javiti i kao faktori školskog neuspeha dece, ispitan je odnos izraženih smetnji i uspeha u školi. Dobijeni podaci ukazuju da je opšti uspeh u školi u statistički značajnom odnosu sa izraženim smetnjama u kvalitetu razvijenosti vizuelne diskriminacije ($X^2=7,84$, $df=3$,

$p<0,05$) i audio-vizuelne asocijacije ($X^2=16,6$, $df=3$, $p<0,005$).

Prisustvo smetnji u oblasti auditivne i vizuelne percepcije kod ispitanika ovog istraživanja može biti posledica postojanja nekog oblika smetnje u razvoju, neadekvatne stimulacije u razvojnom periodu ili nedovoljno razvijene sposobnosti sinteze informacija različitih čulnih modaliteta.

Ključne reči: audio-vizuelna percepcija, opšti školski uspeh, prosečna inteligencija, redovna škola

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Perceptual abilities and overall academic success of children in regular primary school

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The aim of this study is to determine the quality of the development of perceptual abilities of children in regular primary school and its impact on the overall academic success.

The sample includes 92 pupils of average intelligence whose level of education ranged from the first to the fourth grade. The age of children in this sample ranges from seven to eleven years and six months. Three subtests of developmental abilities of "Acadia test" were used in this study: subtest 3 – Visual discrimination, subtest 6 – Audio-visual association, and subtest 12 – Visual association.

The obtained results indicate the presence of the expressed disabilities in the area of auditory and visual perception in the sample. With regard to the applied subtests, disabilities are least expressed on the subtest of Visual association (6.52%). Low achievement is evident on the subtests of Audio-visual association (13.07%) and Visual discrimination (13.07%).

In order to identify possible factors that lead to the occurrence of the expressed disabilities in the quality of perceptual abilities development at a given percentage that can occur as the cause of school failure, the relationship between disabilities and school success was examined. The results obtained indicate that the overall success at school has a statistically significant relationship with

severe disabilities in the quality of development of visual discrimination ($X^2=7.84$, $p<0.05$, $df=3$) and audio-visual association ($X^2=16.6$, $p<0.005$, $df=3$).

The presence of disabilities in the area of auditory and visual perception in the sample can be the consequence of existence of some form of developmental disability, inadequate stimulation in the development, or underdeveloped ability to synthesize information of different sensory modalities.

Key words: audio-visual perception, overall academic success, average intelligence, regular school

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Kvalitet života osoba sa ometenošću
Quality of Life of Persons with Disabilities

Disability and inclusive workplaces: Diversity Management programs in Italian multinational companies

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The debate on the promotion of inclusive workplaces for people with disabilities has gained increasing attention in HR management. According to this perspective, Diversity Management (DM) can be defined as a HR approach oriented to valuing minorities and vulnerable social groups in business environment, in line with strategic goals of companies.

The aim of this research was to explore how Italian companies develop inclusive workplaces for people with disabilities through DM programs, as required by the Italian Legal system.

HR managers of 24 Italian multinational companies were interviewed. Content analysis was performed in order to detect: program activities, motivations to implement DM, representation of diversity in business environment.

The research has shown that only 8 companies (33.3%) implement DM programs specifically addressed to people with disabilities. These programs refer to three different areas:

- 1) removal of architectural barriers and improvement of technological facilities;
- 2) recruitment and job placement consistent with special needs of workers with disabilities;

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3) initiatives to raise awareness of employees on the rights and issues of people with disabilities.

Overall, motivations to implement DM programs for people with disabilities rely on the fulfillment of law requirements, commonsense and ideal values regarding social inclusion, and the improvement of the public image of the company.

In sum, the representation of disability relates to a stereotypical vision based on the weakness and limitations attributed to some minorities rather than on the detection of individual differences and potentialities. Therefore, DM does not seem an instrument to really value the resources of workers with disabilities for the achievement of the companies' goals.

*Key words: disability, diversity management,
human resources, business*

Razlike u stavovima edukacijskih rehabilitatora prema profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida s obzirom na mjesto rada

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Uspješno zapošljavanje osoba s oštećenjem vida ovisi o nizu faktora: osobnoj motivaciji, kvalitetnom obrazovanju, rehabilitaciji te pripremljenosti radne okoline za prihvata osobe s oštećenjem vida. Osim ovih faktora, veliku ulogu imaju i stavovi koje kolege imaju prema osobi s oštećenjem vida, odnosno prema njenim profesionalnim sposobnostima. Stavovi se češće temelje na osobnim nego realnim polazištima i u slučajevima nepripremljenosti radne sredine, odnosno nepoznavanja specifičnosti funkcioniranja osoba s oštećenjem vida, mogu nepovoljno djelovati na uspješnost profesionalne integracije ovih osoba.

Kad se razmatraju stavovi edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida, potrebno je u obzir uzeti prednost i važnost činjenice da ovi stručnjaci posjeduju veliku količinu znanja, kako o samoj populaciji s oštećenjem vida, tako i o znanjima i vještinama potrebnim stručnjaku kako bi uspješno obavljao posao na različitim radnim mjestima u području rehabilitacije.

Stoga je cilj ovog istraživanja utvrditi postoje li razlike u stavovima edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida s obzirom na mjesto zaposlenja ispitanika.

Za potrebe istraživanja kreiran je upitnik tipa Likertove skale (pet izbora), naziva Upitnik o stavovi

vima edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida.

Upitnik je primijenjen na uzorku od šezdeset i tri osobe (N=63) zaposlene u području integriranog obrazovanja, posebnog obrazovanja i različitih oblika rehabilitacijskog rada sa osobama s oštećenjem vida.

Na temelju rezultata ovog istraživanja može se zaključiti da nije nađena razlika između skupina ispitanika u području učinkovitog izvršavanja radnih zadataka s osobama s invaliditetom različitih kliničkih slika i na izvršavanje radnih zadataka na području edukacije i rehabilitacije osoba oštećena vida. Razlika je djelomično utvrđena u području procjene, opservacije, evaluacije i izrade programa na području edukacijske rehabilitacije i u području pružanja edukacijsko-rehabilitacijske podrške na biopsihosocijalnom području razvoja djece s teškoćama u razvoju i osoba s invaliditetom.

Ključne riječi: stavovi profesionalaca, osobe oštećena vida, profesionalna učinkovitost, radno mjesto

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Differences in the attitudes of educational rehabilitators towards the professional abilities of visually impaired educational rehabilitators regarding their workplace

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Successful employment of visually impaired persons depends on various factors: personal motivation, quality of education, rehabilitation and preparedness of work environment to accept a visually impaired person. Apart from these factors, significant importance lies in the attitudes of colleagues towards visually impaired persons and their professional abilities, which are more often based on personal opinions and beliefs, rather than on reality and facts. Such attitudes can lead to poor preparedness of work environment (which implies the lack of knowledge about the functioning of visually impaired persons) and finally end in unsuccessful professional integration of this population.

When considering the attitudes of educational rehabilitators towards the professional abilities of visually impaired educational rehabilitators, it should be noted that these experts own a great amount of knowledge, not only about the population of visually impaired persons, but also about the knowledge and skills needed by an expert to successfully perform his/her work in various workplaces in the area of rehabilitation.

Therefore, the goal of this research is to establish whether there are differences in the attitudes of educational rehabilitators towards the visually

impaired educational rehabilitators regarding the workplace of the subjects.

Likert-type questionnaire has been constructed for the purpose of this research and named The Attitudes of Educational Rehabilitators towards The Professional Abilities of Visually Impaired Educational Rehabilitators Questionnaire.

The questionnaire has been applied on the sample of sixty three subjects (N=63) employed in the area of integrated education, special education and various types of rehabilitation with visually impaired persons.

Based on the given results of this research, it can be concluded that the difference between these groups of subjects has not been found in the areas of successful completion of work tasks with the persons who have different types of disability and in the area of the completion of work tasks related to the education and rehabilitation process of visually impaired people. The difference has been found in the area of assessment, observation, evaluation and program-making in the area of educational rehabilitation and in the area of providing education and rehabilitation support in the biopsychosocial development of children and adults with disabilities.

Key words: professionals' attitudes, visually impaired persons, professional efficiency, workplace

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Stavovi edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida

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Krajnji cilj rehabilitacijskog procesa osoba s oštećenjem vida je njihovo uspješno zapošljavanje. Sve rehabilitacijske i obrazovne aktivnosti usmjerene su na to da osobe s oštećenjem vida steknu kompetencije koje će im omogućiti da uspješno izvršavaju radne zadatke u zanimanju koje im je dostupno i koje su odabrali. Pozitivne promjene u stavovima društva prema obrazovanju i zapošljavanju osoba s invaliditetom općenito, kao i razvoj suvremenih tehnologija koje su olakšale dostupnost informacija osobama s oštećenjem vida, dovele su do toga da se sve veći broj osoba s oštećenjem vida školuje u širokom spektru sveučilišnih programa. Jedan od programa koji u RH postaje sve interesantniji slijepim i slabovidnim osobama je i program obrazovanja za edukacijskog rehabilitatora uz preferenciju radnog mjesta u području oštećenja vida.

Cilj ovog istraživanja je utvrditi kakvi su stavovi radno aktivnih edukacijskih rehabilitatora o profesionalnoj učinkovitosti edukacijskih rehabilitatora s oštećenjem vida.

Za potrebe istraživanja konstruiran je Upitnik o stavovima edukacijskih rehabilitatora o profesionalnim sposobnostima edukacijskih rehabilitatora s oštećenjem vida.

U istraživanju su sudjelovala šezdeset i tri (N=63) edukacijska rehabilitatora zaposlena u području rehabilitacije osoba oštećena vida.

Podatci prikupljeni istraživanjem obrađeni su statističkim paketom STATISTICA 7, Programom za robustnu diskriminacijsku analizu i analizu univarijatne analize varijance.

Dobiveni rezultati su pokazali statistički značajne razlike u stavovima ispitanika s obzirom na spol; ispitanici smatraju edukacijske rehabilitatore s oštećenjem vida manje učinkovitim od ispitanica.

Statistički značajna razlika utvrđena je i u stavovima ispitanika s obzirom na zanimanje, rezultati su pokazali da edukacijski rehabilitatori, u usporedbi s učiteljima, profesionalnu učinkovitost edukacijskih rehabilitatora s oštećenjem vida ocjenjuju lošijom.

Ključne riječi: stavovi profesionalaca, osobe oštećena vida, zanimanje, spol, profesionalna učinkovitost

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Attitudes of educational rehabilitators towards the professional abilities of visually impaired educational rehabilitators

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The ultimate goal of the rehabilitation process of visually impaired persons is their successful employment. All rehabilitation and educational activities of visually impaired persons are aimed at gaining the competencies necessary to successfully complete work tasks in their chosen career. Positive changes in social attitudes towards the education and employment of people with disabilities in general, as well as the development of modern technologies which made access to information a lot easier for visually impaired people, have led to the increased number of visually impaired persons in great variety of university programs. One of the programs in Croatia that is becoming more and more interesting for the blind and low vision persons is the university program in the field of educational rehabilitation, especially in the area of visual impairments.

The aim of this research is to find out what the attitudes of working educational rehabilitators are towards the professional efficiency of visually impaired educational rehabilitators.

The Attitudes of Educational Rehabilitators towards The Professional Abilities of Visually Impaired Educational Rehabilitators Questionnaire has been constructed for the purpose of this research.

In total, sixty three (N=63) educational rehabilitators employed in the area of visual impairments have participated in this research.

The collected data have been analysed with statistics and analytics software package STATISTICA 7, Program for the robust discriminative analysis and ANOVA analysis.

The results have shown statistically significant difference in the attitudes of the subjects with regard to their sex; visually impaired educational rehabilitators were considered less effective by male than female subjects.

Also, statistically significant difference has been found in the attitudes of the subjects with regard to their profession; the results have shown that educational rehabilitators, in comparison with teachers, found visually impaired educational rehabilitators less effective.

Key words: attitudes of the professionals, visually impaired persons, profession, sex, professional efficiency

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Asistivna tehnologija za osobe s disleksijom

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Odgovarajuća asistivna tehnologija može biti veoma korisno pomagalo za prevazilaženje specifičnih poteškoća za osobe sa disleksijom. Veliki je broj istraživanja koja su ukazala na njenu korisnost za osobe sa disleksijom. Asistivna tehnologija predstavlja most između mogućnosti učenika i zadataka koje mora izvršiti. Sve je više dokaza da asistivna tehnologija može pridonijeti jačanju temeljnih vještina dekodiranja, razumijevanja i čitanja. U ovom radu analizirana je asistivna tehnologija, hardveri, softveri koji se koriste kako bi se učenicima sa disleksijom omogućilo što bolje i efikasnije obrazovanje. Napravljen je prikaz kako kompjuter omogućava individualizirano, strukturirano, sekvencijalno učenje, kao i podršku, što je upravo ono što jedna osoba sa disleksijom treba.

*Ključne reči: disleksija, asistivna tehnologija,
obrazovanje osoba sa disleksijom*

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Assistive technology for individuals with dyslexia

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Appropriate assistive technology can be a very useful tool for solving specific problems for people with dyslexia. A large number of studies have pointed to its usefulness for people with dyslexia. Assistive technology is a bridge between students and tasks that should be solved. There is increasing evidence that assistive technology can help in strengthening the basic skills of decoding, comprehension and reading. In this paper we analyzed assistive technology, hardware, and software that can be used to help students with dyslexia and enable a better and more efficient education. The paper presents how a computer allows individualized, structured, sequential learning and support, which is exactly what a person with dyslexia needs.

*Key words: dyslexia, assistive technology, education
of persons with dyslexia*

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The grade of dependence in daily functioning of children with autism compared to children with mild intellectual disability

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Introduction: The mission of every educator is to teach a child with special needs basic life skills, so it can function independently in frames of their possibilities and abilities. Children with autism, because of its specific characteristics, have significant difficulties in daily functioning. The purpose of this research was to perceive the grade of dependence in daily functioning of children with autism compared to children with mild intellectual disability.

Methodology: The entire sample includes 64 respondents, of whom 32 are parents of children with autism and 32 are parents of children with mild intellectual disability. During the research we used a questionnaire intended for both groups of participants which contains open and closed type questions, related to the independent execution of children's daily activities. Chi square test and Fisher Exact test were used for comparing the results of both groups. The differences on $p < 0.05$ level of significance were taken as significant.

Results: The results were processed with descriptive and comparative analysis. The children with autism execute most daily activities partially independently, while children with mild intellectual

disability execute them fully independently. Based on the comparative analysis, it is determined that there is a significant statistical difference in the answers of parents on the question whether their child can function independently ($X=35.18$; $df=4$; $p < 0.001$), which confirms that children with autism can function independently in much lesser extent compared to children with mild intellectual disability. According to the comparative analysis, no significant statistical difference is found in the answers of parents on whether the day centers and the schools which the children with autism and mild intellectual disability visit implement methods and strategies for improvement of their daily functioning ($X=0.336$; $df=1$; $p=0.562$).

Conclusion: An intense work with special educators and more involvement by the family is needed for the improvement of the quality of life of children with autism.

*Key words: autism, daily functioning,
mild intellectual disability*

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The use of health care system by deaf and hard of hearing people in municipalities of Tetovo and Gostivar

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Different way of communication of deaf and hard of hearing people in the Republic of Macedonia makes it impossible for them to get the appropriate health services they are entitled to, just like the general population. That is why we conducted a research with the purpose to recognize the initial problems that people with hearing impairments in the Republic of Macedonia face when accessing health institutions.

The total of 40 respondents participated in this research conducted in two municipalities of the Republic of Macedonia, Tetovo and Gostivar showing how they perceive the health care system in this country. It was a qualitative type of research, where we used the technique of an interview, and all the answers of the respondents were recorded by a video camera, and then analyzed with a technique called interim.

The results of this research show that, even though the deaf community in our country has the right of accessing health care institutions with an interpreter, (secured by the Law of sign language of the Republic of Macedonia), they do not use those rights, and are disadvantaged when trying to access the health care system.

Our recommendation is to inform these people about their rights of using interpreters secured by the Law of sign language. Then the state should

respond to their needs by providing them with not just an interpreter, but also facilitating materials for information like flat screens, etc. in every health care center.

Key words: deaf community, interpreter, sign language, health care

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Nove tehnologije i slobodno vrijeme studenata oštećena vida na Sveučilištu u Zagrebu

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Slobodno vrijeme je važno područje u životu svake osobe pa tako i osobama oštećena vida. Obrazovanje, a samim time i studiranje, vrlo je važan period u životu svake mlade osobe, u kojem se studenti susreću s novim situacijama, kao što je, između ostaloga, i samostalno donošenje odluka i prihvaćanje odgovornosti. Težina ovih odgovornosti postaje veća kad se na studiranje odluče i studenti oštećena vida. S obzirom da nove tehnologije u velikoj mjeri pridonose promjenama u društvu, njihovo korištenje u slobodno vrijeme može pružiti nove mogućnosti u uklanjanju prepreka i podizanju kvalitete života.

Za potrebe ovog rada provedeno je istraživanje u kojem je korišten upitnik vlastite konstrukcije koji se sastojao od 23 čestice podijeljene u tri područja (opći podaci, slobodno vrijeme i nove tehnologije, aspekti kvalitete života). Cilj ovog istraživanja bio je steći uvid u korištenje novih tehnologija (reproduktori i snimači, elektronsko povećalo, elektronski štamp, skener, govorna jedinica, čitači i uvećivači ekrana, GPS, mobitel) u području slobodnog vremena studenata s oštećenjem vida na Sveučilištu u Zagrebu. Uzorak ispitanika su činili studenti s oštećenjem vida (n=31) Sveučilišta u Zagrebu. Dobiveni podaci su obrađeni statističkim programskim paketom Statistica 9, a rezultati istraživanja su pokazali utjecaj korištenja novih tehnologija na provođenje aktivnosti slobodnog vremena te važnost i učestalost korištenja novih tehnologija u životu studena-

ta oštećena vida. Nove tehnologije najviše utječu na kvalitetnije izvršavanje obaveza na fakultetu, ostvarivanje novih kontakata i odnosa, organizaciju slobodnog vremena. Aktivnosti slobodnog vremena na koje nove tehnologije najviše imaju utjecaj su zabavno-interesnog karaktera.

Ključne riječi: nove tehnologije, studenti s invaliditetom, slobodno vrijeme, oštećenja vida

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Assistive technology and leisure time of visually impaired students at the University of Zagreb

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Leisure time is an important part of every person's life including visually impaired persons. Education, including University level studies, is an integral and important part of young people's lives. In this period of life almost everybody faces new situations, such as independent decision-making and taking responsibility for these decisions. Making one's own decisions and taking responsibility for them in this part of life seems even more demanding when dealing with visual impairment. Assistive technologies contribute to significant changes in our society and play an increasing role in everyday life. The use of assistive technologies can provide new opportunities regarding overcoming the barriers, both physical and social, and improving the quality of life.

A questionnaire consisted of 23 items divided in 3 parts (general information, leisure time activities, aspects of quality of life) has been designed for the purpose of this research. The aim of this research was to gain comprehensive insight of assistive technology (players and recorders, electronic magnifier, electronic cane, scanner, talking unit, screen readers and screen magnifiers, GPS, cell phones) use in leisure time of visually impaired students at the University of Zagreb. Participants included in this research were visually impaired students (n=31). The data has been analyzed

with statistical software package Statistica 9, and the results showed the influence of assistive technology use on leisure time activities, as well as the importance and frequency of assistive technology use by visually impaired students. Assistive technologies had the most influence on the fulfillment quality of study obligations, creating new contacts and relationships and organizing leisure time. Leisure time activities which are the most affected by using assistive technologies are activities for fun and other interests.

Key words: assistive technology, students with disabilities, leisure time, visual impairment

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Socijalna distanca prema osobama sa dijagnozom mentalne bolesti u zavisnosti od empatije, samopoštovanja i znanja o mentalnim bolestima

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Socijalna distanca je kompleksan fenomen koji se razvija pod uticajem eksternih i faktora ličnosti. Značajno je utvrditi koji su to sve konstrukti koji stoje u osnovi socijalne distance kako bi se predudredilo njeno formiranje. Cilj istraživanja je bio da se utvrdi da li empatija, samopoštovanje i znanje o mentalnim bolestima utiču na ispoljavanje socijalne distance. Uzorak je obuhvatao 471 ispitanika, starijih od 13 godina, od čega 61% poznaje osobu koja ima dijagnozu mentalnog poremećaja. Učesnici istraživanja su imali za zadatak da popune Skalu socijalne distance, Skraćenu skalu količnika empatije, Rozenbergovu skalu samopoštovanja, Subskalu znanja o mentalnim bolestima i Upitnik o demografskim karakteristikama. Primenjena je hijerarhijska regresiona analiza sa Enter metodom i rezultati ukazuju da su sva tri konstruisana modela statistički značajna. (pol, uzrast ($\beta=.06$, $p\leq.00$) i stepen obrazovanja-varijabla 'postdiplomske studije' je kontrolna dummy varijabla (osnovna škola $\beta=4.47$, $p\leq.00$; srednja $\beta=3.04$, $p\leq.00$); visoka $\beta=2.36$, $p\leq.05$)) i objašnjava 6% varijanse kriterijumske varijable ($F(5,465)=5.523$, $p\leq.00$). Drugi model objašnjava 8% varijanse socijalne distance, a u njega su uključene varijable koje podrazumevaju poznavanje osobe sa dijagnozom mentalnog poremećaja ($\beta=1.549$, $p\leq.00$) i stepen samoprocenjenog znanja o mentalnim bolestima (varijabla 'minimalno znanja' je kon-

trojna; nešto znanja ($\beta=-2.383$, $p\leq.00$); imam znanja ($\beta=-2.902$, $p\leq.00$)); ($F(9, 461)=7.883$, $p\leq.00$). Treći model objašnjava dodatnih 5% kriterijumske varijable ($F(12, 458)=8.491$, $p\leq.00$) a njega konstruiše skor na empatiji ($\beta=-.05$, $p\leq.05$), znanju ($\beta=-.105$, $p\leq.01$) i samopoštovanju ($\beta=.177$, $p\leq.00$). Socijalna distanca je ukupno objašnjena sa 16% varijablama koje su primenjene u ovom istraživanju. Rezultati potvrđuju kompleksnost konstrukta socijalne distance jer u njegovom konstituisanju utiču i demografske karakteristike i unutrašnji faktori. Najbolji prediktori su poznavanje osobe sa dijagnozom mentalnog poremećaja i ispoljeno znanje.

Ključne reči: socijalna distanca, empatija, samopoštovanje, mentalni poremećaj, znanje o mentalnim poremećajima

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The impact of empathy, self-esteem and knowledge about mental illnesses on social distance toward people with a diagnosis of mental illness

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Social distance is a complex phenomenon developed under the influence of external and personality factors. To prevent its formation, it is important to establish which constructs underlie social distance. The aim of this study was to determine whether empathy, self-esteem and knowledge about mental illness affect the expression of social distance. The sample included 471 respondents, aged 13 and more; 61% knew a person diagnosed with a mental disorder. The participants had a task to complete the Social distance scale, Abbreviated empathy ratio scale, Rosenberg self-esteem scale, Mental health literacy subscale and Socio-demographic questionnaire. The hierarchical regression analysis with Enter method was applied. The results indicate that all three constructed models were statistically significant. The first model included demographic characteristics (gender, age ($\beta=.06, p\leq .00$) and level of education –the variable 'postgraduate study' was a control dummy variable (primary school $\beta=4.47, p\leq .00$; secondary $\beta=3.04, p\leq .00$; degree $\beta=2.36, p\leq .05$)) and it accounts for 6% of the criterion variable variance ($F(5,465)=5.523, p\leq .00$). The second model explains 8% of the variance of social distance, and it included a variable of familiarity with persons with mental illness ($\beta=1.549, p\leq .00$) and a self-reported mental illness knowledge (variable 'minimal knowledge' is a control variable;

little knowledge ($\beta=-2.383, p\leq .00$); have knowledge ($\beta=-2.902, p\leq .00$)); ($F(9,461)=7.883, p\leq .00$). The third model explains an additional 5% of the criterion variables ($F(12,458)=8.491, p\leq .00$) and is composed of the scores on empathy ($\beta=-.05, p\leq .05$), knowledge ($\beta=-.105, p\leq .01$) and self-esteem ($\beta=.177, p\leq .00$). Social distance is explained by 16% of the variables that were applied in this study. The results confirm the complexity of the construct of social distance. Its constitution is influenced by demographic characteristics as well as internal factors. The best predictors were familiarity with persons with mental illness and mental illness knowledge.

Key words: social distance, empathy, self-esteem, mental disorder, mental illness knowledge

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Stavovi osoba sa senzornim i motoričkim poremećajem prema osobama sa motoričkim poremećajima

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Iako se u literaturi može pronaći veliki broj istraživanja na temu stigmatizacije osoba sa ometenošću, mali broj istraživača se bavio ispitivanjem stavova osoba sa ometenošću prema drugim osobama sa ometenošću. Cilj istraživanja je bio utvrđivanje strukture i valence stavova osoba sa senzornim i motoričkim poremećajima prema osobama sa motoričkim poremećajima i korelata iz domena socio-demografskih odlika. Uzorakom je obuhvaćeno 180 ispitanika, uzrasta od 16 godina naviše, različitog stepena obrazovanja. Sa oštećenjem vida bilo je 58 ispitanika, sa oštećenjem sluha 56 i sa motoričkim oštećenjem 63 ispitanika. Primenjena je Revidirana Multidimenzionalna skala za procenu stavova prema osobama sa ometenošću. Originalni instrument je multidimenzionalna poluprojektivna indirektna tehnika koja se sastoji od tri subskale za ispitivanje afektivne, kognitivne i bihevioralne komponente stava. Kroz vinjetu sa socijalnim scenarijom, u kojoj se jedna osoba iznenada stavlja u situaciju neposrednog susreta s osobom sa ometenošću, od ispitanika se traži da od ponuđenih mogućnosti odabere šta bi imaginarna osoba razmišljala, osećala i radila kada bi se našla u takvoj situaciji. Dobijeni rezultati pokazuju da ispitanici imaju umereno pozitivne emocije ($AS=2.48$), kogniciju ($AS=2.63$) i ponašanje ($AS=2.52$) prema osobama sa motoričkim poremećajima. Na subskali Emocije nisu dobijeni glavni

efekti faktora, ali je dobijena interakcija između vrste ometenosti i nivoa obrazovanja ($F(5,144)=2.926$, $p=.015$). Na subskali Ponašanje dobijen je glavni efekat faktora obrazovanja ($F(3,148)=3.108$, $p=.028$). Post hoc analizom (Scheffe) dobijena je razlika između ispitanika koji imaju završenu osnovnu i srednju školu ($p=.013$). Ispitanici sa osnovnom školom imaju negativniji stav ($AS=2.73$, $SD=.52$), nego sa srednjom ($AS=2.43$, $SD=.47$). Na subskali Kognicija nisu dobijeni glavni efekti glavnih faktora kao ni značajnost njihovih interakcija. Predstavljeni rezultati ukazuju da osobe sa ometenošću pretežno imaju umereno pozitivne stavove prema osobama sa motoričkim poremećajima. Moguće da ovakva valenca stava predstavlja posledicu projekcije percepcije slične životne situacije.

Ključne reči: stav osoba sa ometenošću, osobe sa motoričkim poremećajem, stav prema osobama sa ometenošću

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Attitudes of people with sensory and motor impairments toward people with physical disabilities

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A growing body of research has focused on the stigma experienced by people with disabilities, but there is little information on the attitudes of people with disabilities toward other disability groups. The study deals with attitudes toward people with physical disability, their structure and valence, and relation to socio-demographic variables. A revised semi-projective multidimensional instrument was applied to the sample (N=180) of participants with visual (N=58), hearing (N=56) and motor impairments (N=63), aged 16 and older, of different levels of education. The structure of the original scale is based on the assumption that attitudes have a threefold structure, comprising emotional, cognitive and behavioral components. Through a vignette with a social scenario in which one person is placed in a position of unexpected encounter with a person with disabilities, the respondents were asked to choose what an imaginary person would think, feel or do. The results show that the respondents express moderate positive emotions (M=2.48), cognition (M=2.63) and behavior (M=2.52) toward persons with physical disabilities. The main factor effects were not obtained on the subscale Emotions, but interaction between the type of disability and level of education ($F(5.144)=2.926$, $p=.015$) was obtained. On the Behavior subscale the main effect of the factor Education was obtained

($F(3.148)=3.108$, $p=.028$). Post hoc analysis (Scheffe) shows the difference between the respondents who have completed primary and secondary education ($p=.013$). Respondents with primary education have a more negative attitude (M=2.73, SD=.52) than the respondents with secondary education (M=2.42, SD=.47). On the Cognition subscale neither the effects of the main factors nor the significance of their interactions were obtained. The presented results suggest that persons with disabilities have moderately positive attitudes towards people with physical disabilities. It is possible that such a valence of attitude is a consequence of the projection of perception of similar life situations.

Key words: attitudes of people with disabilities, people with physical disabilities, attitudes toward other disability groups

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Integracija osoba sa smetnjama i teškoćama u razvoju u obrazovni sistem u Crnoj Gori

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Cilj procesa vaspitanja i obrazovanja je kvalitetna i sveobuhvatna priprema pojedinca za život u društvu, a pravo na obrazovanje je jedno od temeljnih ljudskih prava, čije bi uživanje moralo biti omogućeno svim građanima jedne političke zajednice, pa tako i pojedincima sa smetnjama i teškoćama u razvoju. Imajući u vidu činjenicu da je u Crnoj Gori u toku proces adaptacije obrazovnih djelatnosti osobama sa smetnjama i teškoćama u razvoju, postavlja se pitanje: koje su aktivnosti preduzete u cilju pune integracije ovih osoba u proces edukacije u Crnoj Gori, odnosno: u kojoj mjeri je kompletan obrazovni proces metodski prilagođen navedenom dijelu populacije? Kroz analizu do sada preduzetih aktivnosti, te kroz sagledavanje sadržaja i dinamike izmjena obrazovnog procesa koje su imale za cilj prilagođavanje ovog procesa osobama sa smetnjama i teškoćama u razvoju, daje se presjek aktuelnog stanja u odnosu na istraživačko pitanje. Na temelju prikaza onog dijela zakonskog okvira koji se odnosi na analizirani dio populacije, kao i na osnovu osvrta na Pravilnik i Strategiju inkluzivnog obrazovanja, kao i na podatke koji prikazuju stanje u praksi, zaključuje se da su do sada preduzeti napori podstakli i velikim dijelom omogućili uključenost osoba sa smetnjama i teškoćama u razvoju u obrazovni proces ali se i ukazuje na činjenicu da su neki segmenti preduzetih aktivnosti nepotpuni, kao što su i poje-

dina rješenja u okviru Strategije anahrona. Polazeći od proklamovanih ciljeva, zakonske legislative, aktuelnog stanja na terenu i dostupnih resursa, sagledavaju se pravci djelovanja kojima bi se trebalo pristupiti u skorijoj budućnosti, kako bi se u Crnoj Gori ostvarila puna inkluzija osoba sa smetnjama i teškoćama u razvoju u proces obrazovanja a time se i stvorili preduslovi za punu integraciju ovih osoba u crnogorsko društvo.

Ključne riječi: vaspitanje, obrazovanje, integracija, učenici sa smetnjama i poremećajima u razvoju

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Integration of people with learning and physical disabilities into the Montenegrin education system

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The aim of education is quality and comprehensive preparation of an individual for his/her social life, and the right to education is one of fundamental human rights, which should be available to all citizens in a political community, including those with learning and physical disabilities. Taking into consideration that Montenegro is currently in the process of adapting its education system to persons with learning and physical disabilities, the following questions are raised: What measures in Montenegro were undertaken in order to fully integrate these persons into our education system? To what extent is our complete education system adapted to persons with learning and physical disabilities in the sense of teaching methodology? Thorough the analysis of already taken measures, and taking into consideration the content and dynamics of changes of our education system performed with the aim to adjust this system to persons with learning and physical disabilities, we will offer our analysis of the current situation and provide answers to two questions mentioned above. On the basis of the legal framework which is related to this population segment, Rulebook and Strategy of Inclusive Education and data which reflect the current situation in this filed, we can conclude that already implemented measures, to a large extent, encourage and enable people with learning and

physical disabilities to be included into education system, but at the same time, we are fully aware that some of the inclusion segments are not complete and that some of the solutions from Strategy are anachronous. Starting from the proclaimed objectives, legislation, current situation in the field, and available resources, we shall take into account action plans which should be implemented in the near future, in order for Montenegro to achieve full inclusion of people with learning and physical disabilities into our education system, thus creating preconditions for the full integration of these people into the Montenegrin society.

Key words: education, integration, pupils with learning and physical disabilities

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Uticaj socioekonomskih činilaca na kvalitet života osoba sa telesnim invaliditetom

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Uvod: Kvalitet života kod osoba sa telesnim invaliditetom predstavlja kompleksan parametar za praćenje prilagodavanja i funkcionisanja osoba sa invaliditetom kao i opšte blagostanje i zadovoljstvo životom, ali i za praćenje dostupnosti zdravstvene i socijalne zaštite.

Cilj: Opšti cilj istraživanja je otkrivanje i pružanje opštih znanja o kvalitetu života osoba sa telesnim invaliditetom.

Metode: Ovo je studija preseka sa kontrolnom grupom. U studiji je učestvovalo 390 osoba sa telesnim invaliditetom, sa teritorije Republike Srbije bez Pokrajine Kosovo. Kontrolnu grupu sačinjavalo je

105 osoba bez invaliditeta. Kvalitet života procenji- van je Upitnikom o socijalnim činiocima koji utiču na kvalitet života, koji se odnosi na osnovne demo- grafske odlike ispitanika, ekonomski status, fizičko i socijalno okruženje. Ovaj upitnik je konstruisan za potrebe ovog istraživanja. Za analizu podataka ko- rišćene su standardne statističke metode.

Rezultati: osobe sa telesnim invaliditetom ocenju- ju svoj kvalitet života slično u različitim regionima Srbije. Istraživanje je pokazalo da socijalni faktori imaju značajan uticaj na kvalitet života osoba sa te- lesnim invaliditetom. Rezultati ukazuju na loš mate- rijalni položaj ispitanika sa invaliditetom i da im je neophodna društvena pomoć u prevazilaženju lošeg materijalnog stanja.

Zaljučak: Osobe sa telesnim invaliditetom ocenjuju svoj kvalitet života značajno nižim kao i zadovolj- stvo svojim životom, u odnosu na osobe bez invali- diteta. Invalidnost predstavlja faktor rizika za siro- maštvo.

*Ključne reči: kvalitet života, invalidnost,
socijalni činioci, socijalna zaštita*

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Impact of socio-economic factors on the quality of life of people with physical disabilities

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Quality of life for people with physical disabilities is a complex parameter for tracking adjustment and functioning of persons with disabilities and the general well-being and life satisfaction, and also for monitoring the availability of health and social care.

Objective: The overall objective of the research is to discover and provide general knowledge about the quality of life for people with physical disabilities.

Methods: This was a cross sectional study with a control group. The study involved 390 people with physical disabilities, from the territory of the Republic of Serbia without Kosovo province. The control group consisted of 105 persons without disabilities. Quality of life was assessed by the questionnaire on social factors that affect the quality of life, which refers to the basic demographic characteristics of the respondents, economic status, physical and social environment. This questionnaire was developed for this research. Data analysis used the standard statistical methods.

Results: Persons with physical disabilities assess their quality of life similarly in different regions of Serbia. Research has shown that social factors have a significant impact on the quality of life for people with physical disabilities. The results indicate a poor financial position of those with disabilities and that they need social assistance in overcoming poor economic conditions.

Conclusion: People with physical disabilities assess their quality of life and their life satisfaction significantly lower compared to people without disabilities. Disability is a risk factor for poverty.

*Key words: quality of life, disability,
social factors, social protection*

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Kvalitet života porodice osoba sa multipla sklerozom

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Bavljenje životom osoba koje žive sa hroničnim oboljenjima i onesposobljenošću sve više je predmet brojnih naučnih disciplina koje kao suštinsku promenu uvode porodicu obolelog kao poseban entitet. Prema holističko ekološkoj perspektivi porodica je ključni faktor u oraganizovanju i kreiranju brige i nege hronično obolele osobe.

Predmet istraživanja: u kojoj meri bolest utiče na članove porodice koji se staraju o obolelom.

Cilj je da se deskripcijom kvaliteta života porodica osoba sa multipla sklerozom izdvoje domeni kvaliteta života u kojima se dešavaju najveće promene usled procesa brige i nege.

U Srbiji prema podacima živi oko 6000 obolelih od multiple sklerose. Istraživanje je obuhvatilo 100 porodica obolelih sa teritorije republike Srbije bez autonomne pokrajine Kosovo.

U istraživanju je korišćen WHOQOL-BREF upitnik i posebno konstruisan Upitnik o psihosocijalnim potrebama porodica osoba sa multipla sklerozom.

Kvalitet života kod porodica osoba sa multipla sklerozom niži je nego kod populacije sličnih sociodemografskih karakteristika., nivo kvaliteta života sada je niži nego pre početka bolesti. Pad je primetan u svim domenima fizičkom, psihičkom, socijalnom domenu i domenu okruženja, u psihiičkom i socijalnom domenu pad je najuočljiviji.

Zaključak: Uticaj bolesti je primetan u svim životnim sferama i to u negativnom smislu. Ispitivanje uzorka pokazuje da su negovatelji zadovoljni porodičnim odnosima. Porodicama je najpotrebnija psihološka pomoć i podrška, potom materijalna pa fizička pomoć u kući. Prema mišljenju negovatelja nivo kvaliteta života može da se podigne kroz uvođenje novih prava u oblasti zdravstvene i socijalne zaštite, kroz transparentniju politiku zapošljavanja,

*Ključne reči: kvalitet života porodica,
multipla skleroza*

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Quality of family life of persons with multiple sclerosis

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Dealing with lives of persons living with chronic illness and disability has increasingly become the subject of numerous scientific disciplines which as a fundamental change introduce the family of the patient as a separate entity. According to holistic ecological perspective, the family is a key factor in organizing and providing care of chronically ill people.

Research subject: to what extent the disease affects family members who care for the sick.

The goal is to identify the domains of the quality of life where the biggest changes occur due to the process of care, by describing the quality of family life of persons with multiple sclerosis.

According to the available data, there are about 6000 people with multiple sclerosis living in Serbia. The study included 100 families from the territory of the Republic of Serbia without the Autonomous Province of Kosovo.

WHOQOL-BREF questionnaire and a specially designed questionnaire on the psychosocial needs

of families of persons with multiple sclerosis were used in this study.

Quality of life in families of persons with multiple sclerosis is lower than in the population with similar socio demographic characteristics. The level of quality of life is lower than it was before the beginning of illness. The decrease is noticeable in all physical, psychological, social and environmental domains, while it is most evident in psychological and social domains.

Conclusion: The negative influence of the illness is noticeable in all spheres of life. Sample analysis indicates that caregivers are satisfied with family relations. Families are most in need of psychological help and support, then material support and finally physical assistance at home. According to caregivers' opinion, the level of quality of life can be raised through the introduction of new rights in the areas of health and social care through transparent recruitment policy.

*Key words: quality of life in families with
multiple sclerosis*

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Funkcionalnost porodica sa decom sa ometenošću*

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Zdrava i funkcionalna porodica nije ona koja nema problema, već ona koja se otvoreno suočava sa različitim izazovima. Disfunkcionalnom možemo smatrati porodicu koja ne ispunjava razvojne zadatke koje društvo pred nju postavlja. Sa koliko uspeha će se porodica suočiti sa izazovima koje nosi rođenje deteta sa ometenošću, najviše zavisi od kvaliteta odnosa među njenim članovima.

Cilj ovog rada je utvrđivanje sličnosti i razlika u kvalitetu interpersonalnih odnosa u okviru porodica koje imaju decu sa ometenošću i porodica koje ovakvu decu nemaju.

Istraživanje je sprovedeno na uzorku od 116 roditelja dece od 2 do 8 godina. Uzorak je podeljen na dva poduzorka. Prvi su činili roditelji koji su imali dete sa ometenošću (44%), a drugi roditelji dece tipičnog razvoja (56%).

Za procenu kvaliteta interpersonalnih odnosa u okviru porodičnog kruga upotrebljena je Skala za procenu stila porodičnog funkcionisanja.

Primenom Man-Vitnijevog U-testa između dve ispitivane grupe roditelja nisu pronađene statistički značajne razlike u ukupnom skor na Skali za procenu stila porodičnog funkcionisanja ($U=1032,000$; $p=0,301$). U oba ispitivana poduzorka registrovane su visoke prosečne vrednosti skorova na Skali u celini, što ukazuje na globalno visok nivo porodične kohezivnosti. Analizom pojedinačnih stavki, primenom Man-Vitnijevog U-testa, registrovano je da su roditelji dece tipičnog razvoja imali značajno više skorove od roditelja dece sa ometenošću na sedam stavki.

Ovo istraživanje je realizovano kao studija poprečnog preseka, pa rezultati daju uvid samo u trenutni način funkcionisanja porodica koje imaju dete sa ometenošću. U svetlu dobijenih nalaza može se reći da ometenost deteta nije jedini, a svakako ni odlučujući faktor koji doprinosi funkcionalnosti porodice ili je narušava.

Ključne reči: kohezivnost, ometenost, porodica

* Rad je proistekao iz projekata: „Kreiranje protokola za procenu edukativnih potencijala dece sa smetnjama u razvoju kao kriterijuma za izradu individualnih obrazovnih programa“, broj 179025 (2011-2014) i „Socijalna participacija osoba sa intelektualnom ometenošću“, broj 179017 (2011-2014). Realizaciju oba projekta finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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Functionality in families with children with disabilities*

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A healthy and functional family is not the one with no problems, but the one that openly confronts different challenges. A dysfunctional family is the one not fulfilling the development tasks set out by the society. The level of success in facing the challenges brought by having a child with disabilities depends mostly on the quality of its members' relationships.

The aim of this research is establishing similarities and differences in the quality of interpersonal relationship within families with children with disabilities and families without children with disabilities.

The research was conducted on a sample of 116 parents of children aged between 2 and 8. The sample was divided into two subsamples. The first one consisted of parents with children with disabilities (44%), and the other consisted of parents with typically developing children (56%).

* The research has derived from the projects: "Creating a protocol for the assessment of educational potentials of children with disabilities as a criterion for the development of individual educational programs", number 179025 (2011-2014) and "Social participation of persons with intellectual disability", number 179017 (2011-2014). The realization of both projects is financed by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

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We used the Family Functioning Style Scale for assessing the quality of interpersonal relationships within a family circle.

After applying the Mann-Whitney U-test, no statistically significant differences in the total score on the Family Functioning Style Scale ($U=1032.000$; $p=0.301$) were established between the two assessed parent groups. High average score values were identified on the Scale as a whole in both assessed subsamples, implying the globally high level of family cohesion. After analyzing separate items using the Mann-Whitney U-test, it was determined that the parents of typically developing children had significantly higher scores than the parents of children with disabilities in seven items.

This research was realized as a cross-section study, so the results provide only an insight into the current way the families with disabled children function. In the light of the obtained results it can be said that a child's disability is not the only, and certainly not the decisive factor contributing to the functionality of the family or infringing it.

Key words: cohesion, disability, family

Kultura gluvih i kohlearna implantacija*

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Danas većina antropologa vide kulturu kao složenu mrežu promenljivih obrazaca koji povezuju ljude u različitim situacijama i društvene formacije različitih osnova. Prema tom gledištu bilo koja grupa može izgraditi svoj vlastiti kulturni identitet. Tako možemo razlikovati kulture savremenih država, kulturu radne klase, andergraund kulturu, kulturu gluvih...

Pripadnici zajednice Gluvih smatraju da se gluvi ljudi ponašaju slično, koriste isti jezik, dele ista verovanja, imaju svoju tradiciju, vrednosti, pravila ponašanja, humor, umetnost. Zagovornici gluvoće kao kulture pored termina kultura uvek navode veliko slovo „G“ – Gluvi, dok malo slovo „g“ označava gluvoću kao patologiju.

Prema podacima FDA (Food and Drug Administration), od aprila 2009. godine do danas oko 188 000 ljudi širom sveta su dobili kohlearne implante. U odnosu na zemlje u okruženju, Srbija je relativno kasno započela sa ovom intervencijom. Od 2002. do 2013. godine odrađeno je preko 300 kohlearnih implantacija.

Stepen do kojeg pojedinac sa kohlearnim implantatom razvija sposobnost govora i jezika varira u zavisnosti od uzrasta (veća je verovatnoća da će mlađi korisnici razviti sposobnost govora od starijih korisnika) i kvaliteta i učestalosti auditornog treninga. Da bi mozak, nakon kohlearne implantacije, uopšte mogao da prepozna akustički nadražaj, potrebno je dosta vremena da se registrovani zvukovi integrišu u kortikalnim regijama i da se počne slušati ljudski glas. Zato dominantnu ulogu ima rehabilitacija slušanja i govora, te implantirana deca dugo godina pohađaju institucije za rehabilitaciju.

Ideja da je gluvoća defekt koji treba popraviti je direktno suprotstavljena verovanju i učenju zajednice Gluvih. Naučnici sa invaliditetom odbacuju ideju da se problem invalidnosti nalazi u pojedincu čije telo odstupa od normale. Prema njihovom mišljenju, problem leži u društvenoj nesposobnosti da prihvati sve svoje članove. Rešenje problema invalidnosti se ne ogleda u izmeni osoba sa fizičkim razlikama, već u socijalnim, pravnim, obrazovnim i drugim prilagođavanjima koja će im omogućiti punopravno učešće u društvu.

*Ključne reči: kohlearna implantacija,
kultura gluvih, naučnici*

* 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, nauke i tehnološkog razvoja Republike Srbije.

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*Culture of the deaf and cochlear implantation**

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Today, most anthropologists see culture as a complex web of shifting patterns that link people in different situations and social formations of different bases. According to this view any group can construct its own cultural identity. Thus, we can distinguish the culture of modern states, working-class culture, underground culture, deaf culture ...

Members of the deaf community believe that deaf people behave similarly, use the same language, share the same beliefs, have their own traditions, values, etiquette, humor, art. Proponents of deafness as a culture always put capital letter “D” – Deaf next to the term culture, while a lowercase “d” means deafness as pathology.

According to data from the FDA (Food and Drug Administration), about 188 000 people worldwide have received cochlear implants from April 2009 to today. Compared to neighboring countries, Serbia started relatively late with this intervention. Over 300 cochlear implantations were performed from 2002 to 2013.

The degree to which an individual with a cochlear implant develops the ability to speak a language varies depending on age (it is more likely that young people will develop the ability to speak than older users) and the quality and frequency of auditory training. After cochlear implantation, for the brain to be able to recognize the acoustic stimulus, it takes a lot of time to integrate the sounds registered in the cortical regions and to start listening to human voice. Therefore, rehabilitation of hearing and speech plays the most important role, and implanted children attend rehabilitation institutions for many years.

The idea that deafness is a defect to be repaired is directly opposed to the belief and teaching of the deaf community. Scientists with disabilities reject the idea that the problem of disability is the individual whose body deviates from the norm. In their opinion, the problem lies in the social inability to accept all members. Solution to the problem of disability is not reflected in changes of people with physical differences, but in the social, legal, educational and other adjustments that will allow them full participation in the society.

*Key words: cochlear implantation,
culture of the deaf, scientists*

* This article is related to the research project “Designing a Protocol for Assessing the Educational Potentials of Children with Disabilities as a Criterion for Development of Individual Educational Programs” (No. 179025), financially supported by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

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Participacija osoba s ometenošću u oblasti socijalnih odnosa, odmora i razonode

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Socijalna participacija je jedan od centralnih koncepta savremenih pristupa osobama s ometenošću i značajan je prediktor kvaliteta života. Prema modelu „Nastajanja situacije hendikepa“ ograničenja u socijalnoj participaciji nastaju kada barijere u fizičkom i socijalnom okruženju utiču na osobu sa oštećenjem, oboljenjem ili povredom na način da onemogućavaju potpunu i kvalitetnu realizaciju njenih životnih navika.

Cilj ovog rada je prikaz iskustava odraslih osoba s ometenošću u pogledu barijera sa kojima se susreću prilikom učešća u aktivnostima koje se odnose na slobodno vreme, rekreaciju i socijalne odnose. Uvidom u raspoloživu literaturu (pregledom elektronskih baza podataka) izdvojili smo reprezentativne empirijske nalaze i na osnovu njih izveli određene teorijske i praktične implikacije.

Mada uspeh socijalne inkluzije osoba s ometenošću u velikoj meri zavisi od mogućnosti za ostvarivanje veza sa pripadnicima opšte populacije i učestvovanja u zajedničkim aktivnostima u lokalnoj zajednici, mnoga istraživanja pokazuju da ove osobe imaju probleme u uspostavljanju i održavanju socijalnih odnosa. U literaturi su opisana kako pozitivna, tako i negativna iskustva življenja u zajednici ovih osoba.

Učešće u rekreativnim i aktivnostima razonode doводи do pozitivnih ishoda (povećanje nezavisnosti, adaptivnog ponašanja...). Većina osoba s ometenošću ne participira u fizičkim aktivnostima, iako one mogu odigrati važnu ulogu u njihovom zdravstvenom stanju. Kvalitativna istraživanja načina provođenja slobodnog vremena ukazala su da ove osobe učestvuju u širokom spektru slobodnih aktivnosti. Jedan oblik aktivnosti slobodnog vremena su turistička putovanja. Osobe s ometenošću se u ulozi turiste suočavaju sa više teškoća, što može imati negativne posledice.

Prevazilaženje barijera u ovoj oblasti životnih navika predstavlja jedan od imperativa u radu sa ovom populacijom. Istraživanja su identifikovala i klasifikovala te barijere, a u slučaju konkretne osobe njihova kombinacija je jedinstvena. Nadalje, participacija u slobodnim aktivnostima treba da bude bazirana na željama i interesovanjima svake od ovih osoba kako bi se maksimalizovali potencijalni pozitivni efekti ovog tipa životnih navika.

*Cljučne reči: socijalna participacija,
osobe s ometenošću, socijalni odnosi,
slobodno vreme*

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Participation of people with disability in social relationships, pastime and leisure

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Social participation is one of the central concepts of modern approaches to people with disabilities and is a significant predictor of life quality. According to the model of "Disability Creation Process", restrictions in social participation occur when barriers in physical and social environment affect a person with an impairment, illness or injury so as to prevent the full and efficient realization of his/her life habits.

The aim of this paper is to present the experiences of adults with disabilities in terms of the barriers they face when participating in activities related to leisure, recreation and social relationships. By reviewing the available literature (electronic databases), we selected a representative empirical findings and derived some theoretical and practical implications.

Although the success of social inclusion of people with disabilities largely depends on opportunities to interact with members of general population and participate in joint activities in the local community, many studies show that these persons have problems in establishing and maintaining social relationships. Both positive and negative experiences of community life of these individuals

are described in the literature. Participation in recreational and leisure activities leads to positive outcomes (increased independence, adaptive behavior ...). Most people with disabilities do not participate in physical activities, although those may play an important role in their health status. Qualitative research about ways of spending free time indicated that these individuals participate in a wide range of activities. One form of leisure activities are tourist trips. Tourists with disabilities face many difficulties, which may have negative consequences.

Overcoming barriers in this area of life habits is one of the imperatives in working with this population. Studies have identified and classified these barriers, but for a particular person their combination is unique. Furthermore, participation in leisure activities should be based on needs and interests of each person in order to maximize the potential positive effects of this type of life habits.

*Key words: social participation,
people with disabilities, social relations,
leisure time*

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Uticaj moždanog udara na kvalitet života osoba sa afazijom i osoba očuvanih govorno-jezičkih funkcija*

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Procena kvaliteta života kod osoba sa moždanim udarom predstavlja jedan od načina utvrđivanja uticaja posledica oštećenja mozga na obavljanje socijalnih i svakodnevnih životnih aktivnosti.

Cilj ovog rada je da se utvrdi kvalitet života osoba koje su pretrpele moždani udar, sa posebnim osvrtom na utvrđivanje razlika u kvalitetu života između osoba sa govorno-jezičkim poremećajima i osoba bez poremećaja na govornom i jezičkom planu.

Uzorak je činilo 27 ispitanika sa cerebrovaskularnim insultom, podeljenih u dve grupe. Prva grupu predstavljalo je 14 ispitanika sa poremećajima govorno-jezičkih funkcija, a drugu grupu ispitanici bez poremećaja govora i jezika. Ispitanici su testirani najranije tri meseca posle insulta. U istraživanju je primenjena skala SAQOL-39 kojom se procenjuje funkcionisanje osoba sa moždanim udarom i afazijom u oblasti komunikacije, fizičkog, psihosocijalnog i energetskeg domena.

Rezultati istraživanja su pokazali da osobe sa moždanim udarom kvalitet funkcionisanja u fizičkom, psihosocijalnom i energetskeg domenu u proseku ocenjuju nižim skorom (3.18-3.40), nego kvalitet

funkcionisanja u domenu komunikacije (4.03). Istovremeno je utvrđeno da se kod ispitanika sa afazijom skorovi u većini ispitivanih oblasti kreću oko 50-og percentila, izuzev komunikacije koju su ocenili bolje od 70 posto afazične populacije. S druge strane, ispitanici bez afazije kvalitet komunikacije visoko ocenjuju, dok je, na primer, skor u oblasti fizičkog funkcionisanja znatno niži u ovoj grupi ispitanika, nego kod ispitanika sa afazijom ($t=0.01$, $p\leq 0.05$).

Zaključeno je da moždani udar u znatnoj meri utiče na kvalitet života osoba sa govorno-jezičkim poremećajem i osoba očuvanih govorno-jezičkih funkcija.

*Ključne reči: kvalitet života, moždani udar,
komunikacija, afazija*

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Effect of stroke on quality of life of people with aphasia and people with preserved speech and language functions*

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Quality of life assessment in patients with stroke is one of the ways of determining the impact of brain damage on the performance of social and daily living activities.

The aim of this study was to determine the quality of life of people who have suffered a stroke, with particular emphasis on identifying the differences between people with and without speech and language disorders.

The sample consisted of 27 participants with cerebrovascular accident divided into two groups. The first group included 14 participants with speech and language disorders while the other group included 13 participants who didn't have language disorders. All participants were tested minimum three months after the stroke. The scale SAQOL-39 was applied in order to assess the functioning of persons with stroke and aphasia in the field of communication, physical, psychosocial and energy domains.

The results showed that people with stroke have a lower average score (3.18-3.40) of the quality of

functioning in physical, psychosocial and energy field comparing to the field of communication (4.03). Also, the scores of the participants with aphasia, in most of the studied areas, were around the 50th percentile, with an exception of communication which was scored better than the scores of 70 percent of the aphasic population. On the other hand, within the participants without aphasia, the quality of communication is highly rated, but the scores in physical functioning are significantly lower in this group than in the group of participants with aphasia ($t=0.01$, $p\leq 0.05$).

It was concluded that stroke significantly affects the quality of life of people with speech and language disorders and those with preserved speech and language functions.

Key words: quality of life, brain stroke, communication, aphasia

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