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UNIVERSITY OF BELGRADE
FACULTY OF SPECIAL EDUCATION AND REHABILITATION

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

**Zbornik rezimea
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Tehnike procene u specijalnoj edukaciji i rehabilitaciji

*Assessment Techniques in Special Education
and Rehabilitation*

The linguistic development of pupils with dyslexia

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Annotation. This article deals with the problem of dyslexia in education. The technique of overcoming dyslexia was defined by the author. This dyslexia is connected with phonological deficit. The results of the study of the linguistic development of pupils with dyslexia.

Dyslexia – a specific impediment of reading. In Russia there is understanding of dyslexia both in the psychological-pedagogical and clinical-pedagogical classifications of speech impediment. These classifications complement each other. Specific impediment of reading is associated with underdevelopment of oral speech of pupils.

Specialists can diagnose “dyslexia” in pupils starting from grade 2. Pupils with dyslexia forever missed sensitive period of the formation of the basic prerequisites for writing-speech activity.

When pupils move from one to another functional changes in reading happen. Changing in the structure of reading causes the structure of its impediment.

Studying of reading of pupils from 5-7 grades shows the unformed. The latter was unformed structural and functional. This was reflected in the backlog of technical and semantic indicators of reading: the slow pace of reading, unproductive ways of reading,

multiple mistakes, misunderstanding of reading and inability to work with the information text.

The research of linguistic development included blocks of tasks on formation of phonematic competencies, lexical-grammatical competencies and coherent speech. We revealed the pathogenetic link between insufficient linguistic development (lexical-grammatical competence and coherent speech) and impairments in reading from pupils of 5-7 grades. The index of linguistic development of pupils with dyslexia show reliable difference on the T-test ($p < 0.001$).

Speech therapy work to overcome dyslexia of pupils should on a structural and functional characteristics of reading. Speech therapy work will encourage the development of the linguistic components which determine the quality of reading.

Key words: dyslexia, specific impediment of reading, linguistic development

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Komparativna analiza slobodnih asocijacija reči dece sa oštećenjem vida i dece tipičnog razvoja*

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Pod pojmom asocijacije reči podrazumeva se veza između dve ili više reči stvorene prema asocijativnim zakonima. Ispitivanje tehnikom slobodnih asocijacija reči omogućava uvid u leksičku, semantičku i gramatičku strukturu nekog jezika, a poređenjem karakteristika asocijacija reči između ispitanika različitih uzrasta, stiže se uvid u proces usvajanja jezičke strukture kao i nivoa razvijenosti jezika pojedinca. Većina istraživanja posvećenih jezičkim sposobnostima kod slepe dece fokusirana je na pitanje uticaja oštećenja vida na kašnjenje ili odstupanje u razvoju govorno-jezičkih funkcija.

Cilj ovog rada je bio da se uporede karakteristike slobodnih asocijacija reči dece sa oštećenjem vida i dece tipičnog razvoja. Uzorak su činili učenici oba pola od prvog do osmog razreda i to 68 učenika sa oštećenjem vida škole „Veljko Ramadanović“ iz Zemun i 141 učenik redovne osnovne škole „Ivan Gundulić“ iz Novog Beograda. U istraživanju je pri-

menjen test slobodnih asocijacija reči Kent-Rozenofa koji je adaptiran za srpsko govorno područje. Prilikom statističke obrade podataka korišćeni su χ^2 test i t-test.

Dobijeni odgovori su kategorisani na paradigmat-ske i neparadigmat-ske, a zatim je analizirana njihova učestalost u odnosu na školski uzrast i pol za obe grupe ispitanika. Takođe, upoređena je učestalost paradigmat-skih i neparadigmat-skih odgovora učenika sa oštećenjem vida i učenika tipičnog razvoja.

Rezultati su pokazali da je na svim uzrasnim nivoi-ma utvrđeno znatno više paradigmat-skih odgovora u odnosu na neparadigmat-ske i sintagmat-ske, kako kod učenika sa oštećenjem vida, tako i kod učenika bez oštećenja vida. Takođe je utvrđeno da učenici sa oštećenjem vida daju značajno više paradigmat-skih odgovora u odnosu na učenike bez oštećenja vida.

Ključne reči: slobodne asocijacije reči, jezička struktura, oštećenje vida, tipičan razvoj, deca

* Ovaj rad je proistekao iz projekta „Evaluacija tretmana stečenih poremećaja govora i jezika“ (br. 179068) koji finansira Ministarstvo prosvete, nauke i tehnološkog razvoja Republike Srbije.

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Comparative analysis of free word associations in children with visual impairment and children with typical development*

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The term *word association* implies the relation between two or more words produced according to associative laws. Analysis with the technique of free words association provides an insight into lexical, semantic and grammatical structure of language, and with comparison of word association characteristics between individuals of different ages, an insight into the process of adopting the language structure and level of language development. Most studies on language skills in blind children are focused on the question of the influence of visual impairment on the delay or deviation in the development of speech and language functions.

The aim of this study was to compare the characteristics of free word associations in children with visual impairment and children with typical development. The sample consisted of students of both genders, from the first to the eighth grade, 68 students with visual impairment from “Veljko

Ramadanović” school from Zemun, and 114 students with typical development from primary school “Ivan Gundulić” from Novi Beograd. Kent-Rozanoff’s free word association test, which was adapted for Serbian speaking area, was applied in this research. For statistical analysis we used χ^2 test and t-test.

The answers were categorized as paradigmatic and non paradigmatic, and then, their frequency related to school age and gender was further analyzed for both groups of respondents. The frequency of paradigmatic and non paradigmatic answers in students with visual impairment and students with typical development was also compared.

The results have shown that students of all ages, both with and without visual impairment, produce significantly more paradigmatic answers compared to non paradigmatic and syntagmatic answers. It was also found that students with visual impairment provide significantly more paradigmatic answers compared to students without visual impairment.

Key words: free word associations, language structure, visual impairment, typical development, children

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Procena auditivnog ponašanja kod gluve i nagluve dece iz perspektive surdologa*

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Auditivno ponašanje se definiše kao sistem međusobno povezanih radnji, koje se vrše radi obavljanja neke funkcije (govor, komunikacija, svest o okruženju, funkcionalna nezavisnost), i koje zahteva interakciju subjekta sa njegovim okruženjem. Auditivno ponašanje podrazumeva specifičan odgovor na stimulaciju zvukom, govorom ili nekim drugim zvučnim stimulansom, i predstavlja socijalnu veštinu. Usvajanje auditivnog ponašanja gluve i nagluve dece (putem slušnog aparata/kohlearnog implanta) označava sazrevanje slušanja i komunikacije, koje omogućavaju samostalno i efikasno funkcionisanje u čujućem okruženju. Auditivno ponašanje se ispituje različitim vrstama upitnika za roditelje/staratelje, radi sticanja znanja o funkcionisanju amplifikovanih osoba u kontaktu sa drugima i u različitim životnim situacijama.

Problem istraživanja bio je da se utvrdi učestalost auditivnog ponašanja kod gluve i nagluve dece, u odnosu na različite faktore koji mogu uticati na auditivno iskustvo deteta, iz perspektive surdologa.

Uzorak u ovom istraživanju je činilo 40-oro dece, uzrasta od dve do trinaest godina starosti, različitog uzrasta dijagnostike, vremena amplifikacije, dužine i intenziteta rehabilitacije slušanja i govora. Procenu učestalosti auditivnog ponašanja vršio je detetov terapeut-surdolog pomoću T.E.A.C.H. upitnika (Teacher's Evaluation of Aural/oral performance of Children. Ching, Hill, 2005).

Rezultati istraživanja ukazuju da učestalost auditivnog ponašanja, prema proceni surdologa, u velikoj meri zavisi od faktora kao što su: vreme dijagnostike, amplifikacije i početka rehabilitacije, vrste amplifikacije, ali i intenziteta rehabilitacije. Auditivno ponašanje gluve i nagluve dece poboljšava se sa uzrastom deteta, primenom adekvatne amplifikacije i rehabilitacije, kao i sticanjem slušnog iskustva.

Ključne reči: gluve i nagluve osobe, auditivno ponašanje, kohlearni implant, amplifikacija

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Assessment of auditory behavior of deaf and hard of hearing children – therapist’s perspective*

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Auditory behavior is a system of dependant actions dedicated to certain functions (speech, communication, consciousness about environment, independent functioning), demanding interaction of a subject and the environment. Auditory behavior is a social skill representing specific response to stimulation by sound, speech or some other stimulus. Acquiring auditory skills by deaf or hard of hearing children with the help of a hearing aid or cochlear implant, could improve maturation of hearing and communication, thus enabling independent and efficient functioning in a hearing environment. Assessment of auditory behavior is done by numerous questionnaires for parents/ caregivers in order to learn about the functioning of hearing impaired children in contact with others in various situations.

The goal of this study was to assess factors affecting auditory behavior of deaf and hard of hearing children from the therapist’s perspective.

The sample in this study was a group of 40 deaf and hard of hearing children, from 2 to 13 years of age, with different time of identification, amplification, duration and intensity of speech and hearing rehabilitation. Assessment of auditory behavior was done by a child’s therapist using TEACH questionnaire (Teacher’s Evaluation of Aural/oral performance of Children. Ching, Hill, 2005).

The results have shown that the pattern of auditory behavior, according to the therapist’s assessment, is strongly affected by the time of diagnosis, amplification and intervention, type of amplification and intensity of rehabilitation. Auditory behavior of deaf and hard of hearing children improves over time with the use of adequate amplification and rehabilitation and with gaining auditory experience.

*Key words: deaf and hard of hearing children,
auditory behavior, cochlear implant, amplification*

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

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Detekcija pragmatiskih deficita kod dece sa specifičnim jezičkim poremećajem*

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Specifični jezički poremećaj (SJP) se manifestuje deficitima u oblasti produkcije i razumevanja morfosintaksičkih, fonoloških i leksičkih aspekata jezika. Kod neke dece sa specifičnim poremećajem jezika pragmatiski deficiti predstavljaju najizraženiju posledicu oštećenja strukturalnih aspekata jezika. Procena pragmatiskih sposobnosti kod dece sa SJP može omogućiti ranu detekciju riziko faktora za pojavu težih poremećaja ponašanja i eventualno prisustvo nekog od poremećaja autističkog spektra ili hiperkinetičkog poremećaja.

Cilj ovog istraživanja je da se identifikuju mogući pragmatiski deficiti kod dece sa specifičnim poremećajem u razvoju jezika.

Uzorak je činilo 60 ispitanika podeljenih u dve grupe, 30 dece sa specifičnim jezičkim poremećajem i 30 dece tipičnog razvoja. U istraživanju je korišćena Komunikaciona čeklistu za decu (CCC-2), standardizovana i prilagođenu srpskom govornom području (Glumbić, 2010).

Analizom rezultata uočene su statistički značajne razlike između dve grupe u pogledu strukturalnih

aspekata jezika što je i očekivano s obzirom da jednu grupu čine deca sa dijagnostikovanim poremećajem u razvoju jezika. Skor opšte komunikacione sposobnosti, u skladu sa rezultatima na pojedinačnim subskalama, značajno je veći kod dece tipičnog razvoja nego kod dece sa specifičnim jezičkim poremećajem. Statistički značajno bolji rezultati na subskalama koje procenjuju pragmatске sposobnosti i recipročne socijalne relacije uočeni su kod dece sa SPJ. Međutim, analiza podataka je pokazala da uočeni pragmatiski deficiti kod dece tipičnog razvoja ne spadaju u atipičnu pojavu (SIDC skor>0).

Zaključeno je daje skrining pragmatiskih sposobnosti značaj u proceni dece sa specifičnim poremećajem u razvoju jezika i dece tipičnog jezičkog razvoja.

*Ključne reči: specifični poremećaj jezika,
pragmatičke sposobnosti, rana detekcija*

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Detection of pragmatic deficits in children with specific language impairment*

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Specific language impairment (SLI) is manifested through deficits in the field of production and understanding of the morpho-syntactic, lexical and phonological aspects of language. For some children with specific language impairment, pragmatic deficits represent the most obvious consequence of deficits in the area of structural aspects of language. The assessment of pragmatic abilities in children with SLI may allow early detection of risk factors for the occurrence of more severe behavioral disorders and the presence of an autistic spectrum disorder or hyperkinetic disorder.

The aim of this study is to identify possible pragmatic deficits in children with specific language impairment.

The sample consisted of 60 subjects divided into two groups: 30 children with specific language impairment and 30 children with typical development. Children's Communication Checklist (CCC-2), standardized for Serbian-speaking children (Glumbić, 2010) was used in this research.

The results showed statistically significant differences between the two groups in terms of structural aspects of language, which was expected given that one group consists of children diagnosed with SLI. General Communication Composite (GCC), in accordance with the results within subscales, was significantly higher in children with typical development than in children with specific language impairment. Significantly better results on the subscales that evaluate pragmatic abilities and reciprocal social relations have been observed in typically-developing group. However, data analysis showed that the observed pragmatic deficits in children with typical development do not represent atypical occurrence (SIDC > 0).

Key words: specific language impairment, pragmatic abilities, early detection

* This study was done as part of the project "Treatment evaluation of acquired speech and language disorders" (Project No 179068) funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia.

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Porodični pragmatiski profil pacijenta sa nespecificovanom neorganskom psihozom: studija slučaja*

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Dijagnoza nespecificovane neorganske psihoze implicira da kliničke prezentacije ne zadovoljavaju pune dijagnostičke kriterijume za bilo koji poremećaj shizofrenog spektra. U nekim slučajevima, pacijenti sa dijagnozom psihotičnog poremećaja takođe ispunjavaju dijagnostičke kriterijume za poremećaj autističkog spektra. To je i razlog zbog koga je sedamnaestogodišnji mladić sa dijagnozom nespecificovane neorganske psihoze upućen na defektološku procenu kako bi se dobile dodatne informacije o komorbidnom autističkom poremećaju. Tokom procene mladić je optuživao defektologe da su mu nametnuli intruzivne misli. Iako u ponašanju nije opserviran nijedan od simptoma karakterističnih za poremećaje autističkog spektra, ispitanik je ispoljavao značajne pragmatске deficite što se može objasniti oštećenom sposobnošću razumevanja namera drugih ljudi. Iznenađujuće, njegovi roditelji su takođe ispoljili neobičan i čudan stil komunikacije. Zbog toga je primenja Komunikaciona čeklista za odrasle (CC-A; Whitehouse & Bishop, 2009), kako bi se procenile komunikacione poteškoće svih članova porodice. Na taj način su dobijena tri kompozitna skora na podskalama: Strukturalni jezik, Pra-

gmatske veštine i Socijalno uključivanje. Ispitanik je ostvario najniže skorove na podskali Socijalno uključivanje, koji su ekvivalentni vrednosti -4 z skora (skor je niži od prvog percentila normativnog uzorka). Skor Pragmatičkih veština odgovara vrednosti -2,6 z skora (0,5 percentila), dok su skorovi na podskali Strukturalni jezik ekvivalentni vrednosti -1,2 z skora, odnosno dvanaestog percentila normativnog uzorka. Njegov otac je takođe ispoljio deficite u sve tri oblasti komunikacione kompetencije (vrednosti z skorova su -2,2; -1,9 i -1,5 što odgovara percentilnim vrednostima 1,4; 2,9 i 7 normativnog uzorka za podskale Pragmatске veštine, Socijalno uključivanje i Strukturalni jezik, respektivno). Pored intaktnih strukturalno-jezičkih veština i adekvatnog socijalnog uključivanja, majka ispitanog mladića je takođe ispoljila značajna ograničenja u pragmatскоj kompetenciji (vrednosti z skora su -1,1 što odgovara četrnaestom percentilu normativnog uzorka). Dobijeni nalazi upućuju na zaključak da pragmatски poremećaji članova porodice mogu da ukažu na postojanje šireg fenotipa kod ispitanika koji su u srodstvu sa pacijentom obolelim od naslednog mentalnog poremećaja.

*Ključne reči: autizam, pragmatске sposobnosti,
procena*

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Family pragmatic profile of the patient with unspecified nonorganic psychosis: a case study*

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Diagnosis of unspecified nonorganic psychosis implies that clinical presentations do not meet the full criteria for any of the schizophrenia spectrum disorders. In some cases patients, diagnosed with psychotic disorder, also meet diagnostic criteria for autism spectrum disorder. This is the reason a 17-year-old boy, diagnosed with unspecified nonorganic psychosis, was referred to special education assessment in order to provide additional information on co-morbid autistic disorder. In the course of assessment he was accusing the special educators of being involved in making his intrusive thoughts. None of the symptoms, characteristic for autism spectrum disorder, was observed in his behaviour. However, he showed significant pragmatic deficits, which could be related to his impaired ability of inferring other people's intentions. Surprisingly, his parents also showed unusual and odd communication style. That is why, the Communication Checklist – Adult (CC-A; Whitehouse & Bishop, 2009) was used, for the assessment of communication difficulties of all family members. As a result three composite scores (Structural Language, Pragmatic Skills and Social

Engagement) were obtained. The boy achieved the lowest scores on the Social Engagement subscale, which is equivalent to -4 z-score (lower than the first percentile of the normative sample). The Pragmatic Skills score corresponds to -2.6 z-score (0.5 percentile), while the Structural Language score is equivalent to -1.2 z-score (the 12th percentile) of the normative sample. His father also showed deficits in all three areas of communication competence (z scores -2.2, -1.9, -1.5, i.e. 1.4, 2.9 and the 7th percentile of the normative sample for the Pragmatic Skills, Social Engagement and Structural Language composites, respectively). Apart from intact structural language skills and adequate social engagement, his mother also showed significant pragmatic difficulties (-1.1 z-score i.e. the 14th percentile of the normative sample). It could be concluded that familial pragmatic impairment may be indicative of a broader phenotype in individuals who are related to patients with heritable mental disorders.

Key words: autism, pragmatic abilities, assessment

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Akustičke karakteristike parametara mpt i wpm u govoru laringektomiranih bolesnika*

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Posle izvršene totalne laringektomije najprirodniji način postizanja govora je ezofagealni govor. On se uspostavlja stvaranjem novih funkcionalnih navika uz pomoć preostalih anatomsko-fizioloških struktura govora. U slučaju kada osoba nije u mogućnosti ili ne želi da usvoji ezofagealni govor vrši se ugradnja traheoezofagealnih vokalnih proteza i radi se na usvajanju traheoezofagealnog govora.

Cilj ovog rada bio je da se ispituju akustičke karakteristike parametara MPT i WPM, kao i perceptivne karakteristike govora kod pacijenata sa ezofagealnim govorom i kod pacijenata kojima je ugrađena traheoezofagealna vokalna proteza.

Metodologija – Istraživanje je sprovedeno na uzorku od 48 ispitanika, starosti od 48-85 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 minimum i maksimum). Razlike među grupama odre-

đene 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 parametra maksimalno vreme fonacije (MPT) kod ezofagealnih pacijenata bila je $2,82 \pm 0,90$, dok je kod pacijenata sa vokalnom protezom iznosila $7,25 \pm 2,40$. Prosečna vrednost parametra WPM (broj izgovorenih reči u minuti) kod ezofagealnih pacijenata bila je $71,89 \pm 29,83$, dok je kod pacijenata sa vokalnom protezom iznosila $88,75 \pm 22,80$. Razlike analiziranih vrednosti bile su statistički značajne ($p < 0,01$).

Zaključak: Analiza parametara MPT i WPM u ovom radu je pokazala da je govor kod ispitanika sa traheoezofagealnom vokalnom protezom kvalitetniji u odnosu na ispitanike sa ezofagealnim govorom.

Ključne reči: glas, akustička analiza, laringektomija

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Acoustic characteristics of mpt and wpm parameters in speech of laryngectomy patients*

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After total laryngectomy, esophageal speech is the most natural way to achieve speech. It is established with the creation of new functional habits with the help of the remaining anatomical-physiological structure of speech. In the case when a person is unable or unwilling to manage the technique of esophageal speech, an implantation of tracheoesophageal prosthesis is performed and it is worked on the adoption of tracheoesophageal speech.

The aim of this paper was to examine acoustic characteristics of MPT and WPM parameters, as well as perceptive voice characteristics in patients with esophageal speech and in patients with an implanted tracheoesophageal prosthesis.

Methodology – The research is performed on the sample of 48 examinees from 48 to 85 years of age. In the research we used Computer laboratory of voice analysis, model 4300, «Kay Elemetrics»

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Corporation. We used the descriptive statistics methods (arithmetic mean with standard deviation, as well as minimum and maximum) 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 between the two variables. To examine the effect of independent variables on the dependent one, we used the Multiple linear regression.

The results: The average value of maximum phonation time parameter (MPT) in esophageal patients was 2.82 ± 0.90 , and in patients with vocal prosthesis 7.25 ± 2.40 . The average value of WPM parameter (number of the words produced in a minute) in esophageal patients was 71.89 ± 29.83 , and in patients with vocal prosthesis 88.75 ± 22.80 . The differences in analyzed values were statistically significant ($p < 0.01$).

Conclusion: Analysis of MPT and WPM parameters in this paper showed that speech in patients with tracheoesophageal prosthesis is qualitatively better compared to those with esophageal speech.

Key words: voice, acoustic analyses, laryngectomy

Tipovi naporednog odnosa kao pokazatelji sintaksičke zrelosti tekstova učenika mlađeg osnovnoškolskog uzrasta*

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Iako se razvoju sposobnosti za produkciju pisanih tekstova poslednjih godina posvećuje značajna pažnja, mnoge faze ovog procesa još uvek nisu dovoljno rasvetljene. Razvoj ove sposobnosti uglavnom je proučavan sa aspekta sintaksičke zrelosti koja se konkretizuje upotrebom složenih sintaksičkih konstrukcija, u prvom redu zavisnih klausa i njihovim uključivanjem u strukturu upravne rečenice. S druge strane, produkcija klausa u naporednom odnosu tumači se kao pokazatelj nižeg nivoa sintaksičkog razvoja. Osnovni cilj ovog rada je da analizirajući i klasifikujući različite tipove naporednog odnosa među klauzama koji se javljaju u tekstovima učenika od prvog do četvrtog razreda ukaže da postojanje pojedinih odnosa koordinacije može da implicira viši nivo sintaksičke sposobnosti deteta.

Korpus za analizu sačinjen je od ukupno 543 teksta različitog žanra koje su produkovali učenici od prvog do četvrtog razreda jedne beogradske osnovne škole. Radovi su prebačeni u digitalni format i izdvojene su i na odgovarajući način kodirane konstrukcije u kojima se javljaju naporedni odnosi. Analiza je obuhvatila dva nivoa: broj nezavisnih klausa u okvi-

ru naporedno složene rečenice kao i tip naporednog odnosa među datim konstrukcijama. Podaci do kojih se došlo prikazani su korišćenjem deskriptivne statistike (aritmetičke sredine, standardne devijacije, minimalne i maksimalne vrednosti), a za poređenje rezultata i dovođenje u vezu pojedinih varijabli korišćena je jednofaktorska analiza varijanse.

Budući da su se u najvećem broju na svakom od ispitivanih uzrasta javili tipovi sastavnog i suprotnog odnosa, a da su obeležja rastavnog (alternativnog) i isključnog odnosa produkovana sporadično, te da na nivou čitavog korpusa nije notiran nijedan primer upotrebe naporednih odnosa zaključnog tipa, može se reći da, uprkos tome što se smatraju relativno lakim za produkovanje, pojedini tipovi naporednog odnosa zahtevaju viši nivo jezičke sposobnosti, odnosno da tekstovi u kojima se javljaju imaju viši stepen sintaksičke složenosti, a samim tim i zrelosti.

Ključne reči: nezavisno složene rečenice, naporedni odnosi, kasniji jezički razvoj, pisani jezički izraz, mlađi osnovnoškolski uzrast

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Types of Coordination as Markers of Syntactic Maturity in Written Discourse of Early School Age Children*

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For a long time influential linguists considered language development to be basically completed by the age of five or six. Consequently, research on school age children and adolescents has been quite rare. However, during the last two decades or so, quite some effort has been made to understand the nature of writing processes among schoolchildren. One of the most interesting and important aspects of writing ability is the fact that syntax is of great importance when it comes to later language development. The aim of this paper is to explore younger primary school age children writing competence by investigating compound sentences and coordinating conjunctions during the production of a written text. The most important thing in learning how to write is the child's development of an ability to produce and understand complex sentences of various kinds. Coordinating conjunctions are useful for connecting sentences, but compound sentences are often overused and traditionally seem to implicate poor syntactic ability.

The examinees were divided in 4 various age groups (all together 181 pupils) and they all wrote 3 essays each, so the whole corpus consisted of totally 543 texts. The compiled material analysis included two levels: compound sentences were registered first, and the number of clauses was measured, and then the type of coordination was determined.

The obtained results enable the insight into the number and type of coordinated constructions which the pupils from the first to the fourth grade of primary school produce. Also, coordinating conjunctions can indicate the higher level of syntactic maturity and syntactic complexity of text they are produced in. This research presented a new insight into syntactic competence of younger pupils in primary school and added compound sentences to further researches based on syntactic maturity.

Key words: compound sentences, coordinating conjunctions, later language development, written discourse, early school age

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Poređenje self-koncepta i nepoželjnih oblika ponašanja djece s i bez intelektualnih teškoća u sistemu socijalne zaštite

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self-koncepta između dvije grupe ispitanika. Razmotrena su ograničenja istraživanja i date su preporuke za buduća istraživanja.

Ključne riječi: intelektualne teškoće, self-koncept, nepoželjno ponašanje, sistem socijalna zaštita

Brojna istraživanja kod nas i u svijetu, ukazuju da djeca u sistemu socijalne zaštite, ispoljavaju oblike prosocijalnog, ali i agresivnog ponašanja. Djeca koja percipiraju veću razinu agresivnosti u domu, dobivaju manje socijalne podrške, doživljavaju svakodnevni stres, oblikuju lošu sliku o sebi te imaju više psihičkih poteškoća što rezultira socijalno nepoželjnim ponašanjem. Cilj istraživanja bio je utvrditi nivo self-koncepta i nepoželjnih oblika ponašanja djece s intelektualnim teškoćama i djece bez intelektualnih teškoća u sistemu socijalne zaštite. U istraživanju je sudjelovalo 35 korisnika Doma za odgoj djece i mladeži Osijek i SOS Zajednice mladih Osijek: 20 ispitanika s intelektualnim teškoćama i 15 ispitanika bez intelektualnih teškoća. Istraživanje je izvršeno primjenom Piers-Harris skale za procjenu self-koncepta i primjenom Ček lista ponašanja. Kod djece sa intelektualnim teškoćama utvrđen je niži nivo self-koncepta i veće prisustvo nepoželjnih oblika ponašanja u odnosu na djecu bez intelektualnih teškoća u sistemu socijalne zaštite. Razlike su pronađene između obje grupe na području socijalni simptomi ponašanja, tjelesni i psihosomatski simptomi i subskali mišljenje, percepcija i pamćenje, gdje su djeca bez intelektualnih teškoća u sistemu socijalne zaštite imala bolji rezultat. Utvrđena je statistički značajna razlika na razini $p < 0,05$ za ukupni rezultat na skali

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Comparing self-concept and undesirable behaviors of children with and without intellectual disabilities in the social welfare system

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Numerous studies have shown that children in the social welfare system manifested forms of both pro-social and aggressive behavior. Children who perceive a higher level of aggressiveness, receive less social support, experience daily stress, form poor self-concept, and show more mental difficulties, resulting in socially maladaptive behavior. The aim of this study was to determine the level of self-concept and undesirable behaviors of children with intellectual disabilities and children without intellectual disability in the social welfare system. The study included 35 children, situated in institutions of social welfare, Home for Upbringing Children and Youth Osijek and SOS Youth Community: 20 children with intellectual disabilities and 15 children without intellectual disabilities. The study was conducted using the Piers-Harris Self-Concept Scale and Behavior Check List. Lower levels of self-concept and the increase in the presence of undesirable forms of behavior were found in children with intellectual disabilities when compared to children without intellectual disability in the social welfare system. Differences were found between the two groups in the field of social behavioral symptoms, physical and psychosomatic symptoms subscale and opinion, perception and

memory, where children without intellectual disability in the social welfare system had better results. A statistically significant difference was determined at the level of $p < 0.05$ for the total score on the scale of self-concept between the two groups. The limits of study are established and recommendations for future research are provided.

Key words: intellectual disability, self-concept, undesirable behavior, social welfare system

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Vidna oštrina u djece s teškim perinatalnim oštećenjem mozga

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Kod djece s perinatalnim oštećenjem mozga često se javljaju problemi u vizualnom funkcioniranju. Također, osobito ukoliko je oštećenje mozga opsežno, uz oštećenje vida češća je pojavnost dodatnih utjecajnih teškoća, kao što su problemi motorike, spoznajni problemi, problemi u verbalnoj komunikaciji i sl. Sve ove dodatne teškoće dovode do toga da je procjena vidne oštrine korištenjem testova s optotipima otežana, odnosno u većini slučajeva i nemoguća.

Stoga u procjeni vida djece s teškim perinatalnim oštećenjem mozga, koristimo testove preferencijalnog gledanja kako bismo ispitali oštrinu vida. Rezultati detekcijske oštrine vida, dobiveni testovima preferencijalnog gledanja mogu se usporediti s razvojnim normama.

Cilj ovog rada je prezentirati rezultate detekcijske oštrine vida u djece s težim perinatalnim oštećenjem mozga te ih usporediti sa razvojnim normama detekcijske oštrine vida u djece tipičnog razvoja.

Oštrina vida ispitana je Teler testom (Teller acuity cards) u pedeset djece sa težim perinatalnim oštećenjem mozga. Većina djece imala su intrakranijska krvarenja (IVH), periventrikularnu leukomalaciju (PVL) i hipoksično ishemične promjene (HIE).

Rezultati su pokazali da je u većine djece s teškim perinatalnim oštećenjem mozga detekcijska oštrina

vida razvijena ispod očekivane granice za kronološku dob.

Ukoliko uzmemo u obzir činjenicu da većina djece s teškim perinatalnim oštećenjem mozga ima smanjenu oštrinu vida već po rođenju, kao i činjenicu da vidne stimulacije mogu poboljšati razvoj vida, moramo u svojoj praksi osigurati procjenu vida svoj djeci s perinatalnim oštećenjem mozga u toj ranoj razvojnoj dobi.

Ključne riječi: detekcijska oštrina vida, perinatalna oštećenja mozga, oštećenje vida, vidna oštrina, testovi preferencijalnog gledanja

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Visual acuity in children with severe perinatal brain damage

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Problems in visual functioning occur very often in children with perinatal brain damage. Also, especially if the perinatal brain damage is severe, in those children the incidence of additional disabilities (such as motor problems, cognitive problems, problems in verbal communication etc.) is higher. All of these additional problems make visual acuity assessment with optotypes very difficult, even impossible in most of the cases.

Therefore, in visual assessment of children with severe perinatal brain damage, we use preferential looking tests to assess visual acuity. The results of grating visual acuity obtained by preferential looking tests can be compared to developmental norms.

The goal of this paper is to present the results of grating visual acuity in children with severe perinatal brain damage in comparison to developmental norms of grating acuity in children with typical development.

Visual acuity was tested by Teller acuity cards in fifty children with severe perinatal brain damage. Most of the children had Intracranial Hemorrhage (ICH), Periventricular Leukomalacia (PVL) or Hypoxic-Ischemic Encephalopathy (HIE).

The results have shown that most children with severe perinatal brain damage have their visual acuity developed below the developmental age norm.

Considering the fact that most of the children with severe perinatal brain damage have decreased visual acuity even after birth, and the fact that visual stimulation can improve vision development at that early age, we have to provide vision assessment to all of these children at that early age.

Key words: grating visual acuity, perinatal brain damage, visual impairment, visual acuity, preferential looking tests

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Kvantitativno-kvalitativna svojstva dermatoglifa kod dečaka sa autizmom u AP Vojvodini

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Uvod. Dermatoglfika je nauka koja se bavi proćavanjem dermalnih šara (dermatoglifa) na volarnoj strani šaka i tabanima. Upotrebom kliničke dermatoglfike se može dijagnostikovati više od 150 oboljenja sa verovatnoćom do čak 99,99%. Cilj istraživanja je bio utvrđivanje moguće razlike u dermatoglfiskim karakteristikama digito-palmar-nog kompleksa (DPK) između autistićnih dećaka i zdrave populacije. Materijal i metod. Eksperimentalnu grupu su ćinila 32 dećaka sa autizmom uzrasta 7-15 godina (prosećne starosti 8,7 godina), a kontrolnu grupu 32 zdrava muškarca uzrasta 30-50 godina (prosećne starosti 38,4 godina). U okviru digitalnog dela DPK ispitivane su tri vrste dermatoglfiskih obrazaca na jagodicama prstiju (luk, petlja i kotur) kao i broj dermalnih grebena na svakom prstu posebno (FRC – finger ridge count) i ukupan broj dermalnih grebena na svih deset prstiju (TRC – total ridge count). Kod palmarnog dela DPK su mereni uglovi između triradijusa (atd, dat, adt, atb, btc, ctd) kao i broj dermalnih grebena (RC– ridge count) između triradijusa a-b, b-c i c-d. Rezultati. Dećaci sa autizmom su imali znaćajno veći broj lukova (8,44%) na jagodicama obe šake u odnosu na ispita-

nike kontrolne grupe (4,22%), dok su istovremeno imali manji broj petlje (28,44%) od kontrolne grupe (32,35%). Veći broj lukova je bio posebno izražen na ćetvrtom i petom prstu obe šake. Pored ove karakteristike dećaci sa autizmom su imali niži TRC i ab-RC kao i veći atd-ugao. Zaključak rada upućuje na ćinjenicu da dermatoglfiska analiza može biti od koristi u procesu ranog dijagnostikovanja autizma kao jedna od pomoćnih dijagnostićkih procedura.

Ključne reći: autizam, dermatoglifi, specijalna edukacija, dijagnostika

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Dermatoglyphic quantitative-qualitative features among autistic boys in AP Vojvodina

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Introduction. Dermatoglyphics is a science that examines dermal patterns on volar side of both palms and soles. By using clinical dermatoglyphics we can diagnose more than 150 diseases with a probability of up to 99.99%. The objective of this research is to determine possible differences of Dermatoglyphic Characteristics of Digito-Palmar Complex (DPC) comparing autistic boys with healthy population. Methods and Materials. The experimental group consisted of 32 boys with autism, aged from 7 to 15 (average age 8.7 years) while the control group consisted of 32 healthy men from 30 to 50 years old (average age 38.4 years). Within the digital scope of DPC we examined tree types of dermatoglyphic patterns on fingertips (arch, loop and whorl) as well as dermal ridge count on each finger separately (FRC – finger ridge count) and total dermal ridge count on all ten fingers (TRC – total ridge count). Within palmar DPC area we measured angles between triradius (atd, dat, adt, atb, btc, ctd) as well as dermal ridge count (RC– ridge count) between triradius a-b, b-c and c-d. Results. Autistic boys had significantly higher count of arches (8.44%) on fingertips of both hands when compared to control

group examinees (4.22%), while at the same time they had lower count of loops (28.44%) compared with the control group (32.35%). Higher count of arches was especially expressed on the fourth and fifth finger of both hands. Apart from this, autistic boys had lower TRC and ab-RC as well as wider atd-angle. Conclusion. Dermatoglyphic analysis can be helpful in process of diagnosing autism at an early age only as an additional diagnostic procedure.

Key words: autism, dermatoglyphic, special education, diagnostic

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Oblici tretmana u specijalnoj edukaciji i rehabilitaciji

*Forms of Treatment in Special Education and
Rehabilitation*

Stress that parents of autistic children and parents of children with cerebral palsy face

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Conclusion: The parents of autistic children are faced with bigger stress in managing everyday activities and control of life compared to parents of children with cerebral palsy.

Key words: stress, parents, autism, cerebral palsy

Introduction: Autism is a diagnosis that affects every member of a family in different ways. Parents should focus a bigger part of their attention toward the autistic child, which can have a stressful effect in the family as well as outside the family.

Aim of the study: To determine the stress that parents of autistic children face compared to parents of children with cerebral palsy.

Methodology: The entire sample includes 90 respondents, 45 of whom are parents of autistic children and 45 are parents of children with cerebral palsy. The survey was conveyed using a questionnaire, and methods of descriptive and comparative analysis were used. The comparison of the surveyed groups was analyzed by using χ^2 test and Fisher Exact test. The differences that were taken into consideration were at the level of significance $p < 0.05$.

Results: Parents of autistic children compared to parents of children with cerebral palsy, statistically show significant differences for the following variables: support from close community ($\chi^2=7.57$, $df=1$, $p=0.006$), stigmatization by family and community ($\chi^2=5.4$, $df=1$, $p=0.02$), isolation by the community ($\chi^2=10.3$, $df=1$, $p=0.001$), change in the relationship between spouses ($\chi^2=7.53$, $df=1$, $p=0.006$).

Podrška deci sa smetnjama u razvoju u predškolskoj ustanovi

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Obezbeđivanje podrške deci sa smetnjama u razvoju je jedan od najvažnijih aspekata inkluzivnog obrazovanja. Sistem vaspitanja i obrazovanja treba da osigura da sva deca imaju adekvatan pristup kvalitetnom obrazovanju, jer je pravo na obrazovanje osnovno ljudsko pravo. Cilj rad je: da se utvrdi broj dece sa smetnjama u razvoju i vrste smetnji u predškolskim ustanovama u kojima je realizovano istraživanje i da se utvrdi u kom stepenu se primenjuju različiti oblici podrške deci sa smetnjama u razvoju. Istraživanje je sprovedeno na uzorku od 85 vaspitača Sremskog okruga, upitnikom koji je namenski konstruisan za te potrebe. Podaci su obrađeni metodama deskriptivne statistike. Rezultati ukazuju da je u uzorku istraživanja za 56 dece sa smetnjama u razvoju (kognitivne, fizičke, senzorne i kombinovane smetnje), 88,4% ispitanih vaspitača izradilo pedagoški profil za dete sa smetnjama u razvoju, 30,2% primenjuje mere individualizacije, 27,4% je izradilo IOP, a 14,5% revidirani IOP. Preko 60% ispitanika smatra da je prostor u kome rade delimično prilagođen realizaciji inkluzivnog obrazovanja – u značajno većem stepenu je fizički pristupačan i opremljen didaktičkim materijalima u odnosu na opremljenost potrebnim pomagalicama ($p < 0,01$). Rezultati ukazuju da je potrebna dodatna obuka vaspitača za izradu i realizaciju IOP-a, zatim veća zastu-

pljenost i drugih oblika stručnog usavršavanja kao što su tribine, okrugli stolovi, aktivni..., angažovanje defektologa i povećana participacija i podrška roditelja i svih aktera u lokalnoj zajednici.

Ključne reči: podrška deci sa smetnjama u razvoju, inkluzija, vaspitači

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Supporting disabled pre-school children

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Providing support for disabled children is one of the most important aspects of inclusive education. The education system needs to ensure that all children have adequate access to quality education, because the right to education is a basic human right. The aim of this paper is to determine the number of disabled children and the types of disabilities in pre-school institutions where the research was carried out and to determine to what extent various forms of support are provided for disabled children. The research was carried out on a sample of 85 pre-school teachers from Srem district, using a questionnaire specifically designed for this purpose. The data was processed using methods of descriptive statistics. The results indicate that for the sample of 56 children with disabilities (cognitive, physical, sensory and combined), 88.4% of the surveyed pre-school teachers have compiled a pedagogical profile for disabled children, 30.2% are implementing measures of individualization, 27.4% have developed Individualized Educational Plans (IEP) and 14.5% have developed revised IEPs. More than 60% of the respondents believe that the premises where they conduct their work are partially adapted to the realization of inclusive education – they are significantly more physically accessible and equipped with didactic materials in comparison

to being equipped with the necessary aids ($p < 0.01$). The results indicate that it is necessary to provide additional training for the teachers to develop and implement IEPs, as well as a larger number of other forms of professional development such as panel discussions, round tables, professional groups, employing the services of a special educator and increased participation and support on the part of the parents as well as all participants from the local community.

*Key words: supporting disabled children, inclusion,
pre-school teachers*

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Prevenција pušenja i rana intervencija kod adolescenata obolelih od astme

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Nacionalna strategija za mlade ističe da je zdravlje mladih osnova za razvoj svakog društva i predlaže da se poveća briga o zdravstvenom ponašanju mladih. Zdravstveni rizici pušenja dobro su poznati, pa ipak sve više mladih počinje da puši. Smatra se da je oko 90% odraslih pušača sa pušenjem započelo u periodu adolescencije (Plazonić Fabian, 2011). Skoro jedna polovina učenika prvog razreda srednjih škola (46,0%) je u toku života popušila bar jednu cigaretu, svaki peti učenik prvog razreda srednjih škola u Srbiji (21,0%) trenutno puši, a približno jedna četvrtina (26,6%) mladih zapali svoju prvu cigaretu sa 14 godina ili pre (ESPAD, 2008). Ovi podaci ukazuju na postojanje velikog rizika upotrebe duvana u kasnijem periodu života, te prevenција pušenja mladih mora biti kontinuiran, aktivni proces, koji uključuje porodice adolescenata, okruženje, masmedije i celokupnu zajednicu, uz adekvatnu primenu zakonskih odredbi .

Prevenција pušenja u zdravstvenim ustanovama sprovodi se svakodnevno, u okviru kratkih intervencija pri kontaktima sa pacijentima, kroz kontinuirane edukacije o zdravstvenim i psihološkim rizicima nikotinske zavisnosti, uz uspostavljanje jasnih i argumentovanih pravila vezanih za pušenje, sa preporukom preveniranja pušenja na što ranijem uzrastu. U savetodavnom radu sa adolescentima obolelima od astme akcenat je na aktivnostima

promocije zdravih stilova života sa eliminisanjem duvanskog dima iz njihovog okruženja. Detekcija mladih pušača i rana intervencija u hospitalnim uslovima, pre formiranja pušačke navike i pojave prvih štetnih efekata duvana, je od velike važnosti za redukciju riziko faktora, olakšavanje ostavljanja pušenja i pravilan tretman astme. U postbolničkom oporavku, neophodno je pružiti pomoć i podršku u procesu istrajavanja bez cigareta, odupiranju pritisku vršnjaka koji puše i preusmeravanju aktivnosti i interesovanja adolescenata ka zdravom ponašanju. Istraživanje sprovedeno u našoj Ustanovi 2008. godine, među 211 pacijenata adolescentog doba, pokazalo je da je 94% protiv pušenja odraslih u njihovom prisustvu, a 76% je pozitivno ocenilo uvođenje vršnjačke edukacije o pušenju.

Ključne reči: prevenција pušenja, zdravlje mladih

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Smoking prevention and early intervention in asthma suffering adolescents

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National strategy for the young points out that the health of young people is the foundation of every society development, and recommends increasing the care for young people health habits. Smoking related health issues are well known, and yet more and more young people are beginning to smoke. It is considered that 90% of adult smokers started in their adolescent period (Plazonic Fabian, 2011). Almost half of high school first grade students (46%) have smoked at least one cigarette during their lifetime, every fifth first grade student smokes (21%) and a bit more than one quarter (26.6%) lights their first cigarette at the age of 14 or younger (ESPAD, 2008). This data indicates that there is a high risk of tobacco abuse in the latter parts of their lives, and that prevention of smoking among the young must be a continuous, active process, that includes the adolescent's family, peers, mass media and the whole community, followed by adequate application of legal measures.

Smoking prevention in health institutions is conducted on a daily basis, through short interventions with the patients, continuous education about health and psychological risks of nicotine addiction, setting clear and well argued rules regarding smoking with the recommendation of prevention starting at a younger age. In working

with the asthma suffering adolescents the accent is put on healthy lifestyle promotion with the removal of tobacco smoke from their surroundings. The detection of young smokers and early intervention in hospital conditions, before they fully develop their smoking habit and first manifestations of tobacco abuse become noticeable, is crucial for reducing the risk factors, proper asthma treatment and easier process of smoking elimination. In post hospital recovery, it is necessary to provide aid and support in preventing relapse, reducing peer pressure and rerouting their interests toward healthy behavior. The research conducted in our hospital in 2008, among 211 patients of adolescent age, showed that 94% is against adults smoking in their presence, and 76% supported increased education regarding smoking among their peers.

Key words: smoking prevention, health of young people

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Skleralna sočiva u rehabilitaciji pacijenata sa keratokonusom

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Keratokonius je poremećaj zakrivljenosti rožnjače. To je degenerativna bolest kada rožnjača, obično u pubertetu, usled urođene slabosti, postaje progresivno zakrivljenija nego normalno. Vremenom to dovodi do istovremenog stanjenja rožnjače, povećanja nepravilnosti oblika rožnjače, izrazitog povećavanja dioptrije, naročito astigmatizma i smanjenje vidne oštine. Nema crvenila i bolova, jedino je moguća pojačana osetljivost na svetlo i osećaj rasipanja svetlosti, loš noćni vid. U početnim stadijumima, nošenje naočara omogućuje relativno dobru korekciju vida, dok se u naprednijim stadijumima, usled povećavanja nepravilnosti rožnjače, ukazuje potreba za nošenjem kontaktnih sočiva.

Cilj istraživanja je utvrditi ulogu i značaj skleralnih kontaktnih sočiva u rehabilitaciji pacijenata sa keratokonusom u odnosu na standardna RGP sočiva i podizanju kvaliteta života pacijenata.

Metode: Istraživanje je trajalo godinu dana (od marta 2014. do marta 2015. god.) i obuhvatilo 30 pacijenata uzrasta od 18-50 godina sa korigovanom vidnom oštrinom standardnim RGPsočivima na boljem oku, manjom od 0,4. Svakom pacijentu na osnovu detaljnog pregleda su prepisana odgovarajuća skleralna sočiva. Efekti primene skleralnih sočiva u

odnosu na standardna RGP sočiva su praćeni merenjem vidne oštine na optotipu.

Rezultati: Prednost skleralnih sočiva u odnosu na standardna RGP je pre svega u povećanju vidne oštine ali i povećanju komfora nošenja, jer se skleralno sočivo ne oslanja na rožnjaču. Takođe, oboleli od keratokonusa obično imaju visok astigmatizam rožnjače koji se mnogo bolje koriguje skleralnim nego klasičnim RGP toričnim sočivima. Dalje, skleralna sočiva imaju velike optičke zone što olakšava vidnu funkciju onda kada dođe do decentracije sočiva na oku i imaju tendenciju da se bolje centriraju na oku, od manjih RGP sočiva.

*Ključne reči: keratokonus, skleralna sočiva,
RGP sočiva*

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Scleral lenses in rehabilitation of patients with keratoconus

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Keratoconus is a disorder of the corneal curvature. It is a degenerative disease where the cornea, usually in puberty, progressively becomes more curved than normal due to inherent weakness. Over time, this leads to the simultaneous thinning of the cornea, increasing irregularity in shape of the cornea, a significant increase in diopter, astigmatism increase and reduction of visual acuity. There is no redness or pain, only increased sensitivity to light is possible, feeling of light scattering and poor night vision. In the initial stages wearing glasses allows relatively good vision correction, while in the later stages, due to the increasing irregularity of the cornea, there is a need for wearing contact lenses.

The aim of this study is to determine the function and significance of plastic scleral contact lenses in the rehabilitation of patients with keratoconus compared to a standard RGP lenses and increasing life quality of patients.

Methods: The study lasted for one year (from March 2014 to March 2015) and included 30 patients from 18 to 50 years of age, with corrected visual acuity with standard RGP lens in the better eye, smaller than 0.4. Each patient was prescribed scleral contact lenses based on a detailed examination. Effects of

scleral lenses application compared with standard RGP lenses were monitored by measuring visual acuity on optotypes.

Results: The advantage of plastic scleral lenses over standard RGP lenses is primarily in the increase of visual acuity but also in the increased wearing comfort, because the scleral lens does not lean on the cornea. Also, people with keratoconus typically have high corneal astigmatism, which is much better corrected with scleral lenses than with classic RGP toric lenses. Furthermore, scleral contact lenses have large optical zone which facilitates visual function when the lens is decentrated in the eye and also tend to be better centered on the eye than smaller RGP lenses.

*Key words: keratoconus, scleral contact lenses,
RGP lenses*

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

*Education of Persons with Disabilities and
Developmental Disorders*

Udžbenici i pomoćna didaktička sredstva u obrazovanju učenika sa smetnjama u razvoju

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U Republici Srbiji učenici sa smetnjama u razvoju se obrazuju u osnovnim i srednjim školama i školama za obrazovanje učenika sa smetnjama u razvoju. Obrazovanje ovih čenika je regulisano Zakonom o osnovama sistema obrazovanja i vaspitanja, Pravilnikom o dodatnoj obrazovnoj, zdravstvenoj i socijalnoj podršci detetu i učeniku, Pravilnikom o bližim uputstvima za utvrđivanje prava na individualni obrazovni plan, njegovu primenu i vrednovanje, kao i drugim podzakonskim aktima. Rad prikazuje istraživanje koje je za problem izdvojilo aktuelni pristup sistema obrazovanja i vaspitanja po kome učenici sa smetnjama u razvoju koriste iste udžbenike i pomoćna didaktička sredstva kao i svi drugi učenici. U okviru metodološkog pristupa u realizaciji istraživanja korišćen je metod baziran na akcionom pristupu uz korišćenje upitnika i ček lista pripremljenih za nastavni kadar u školama za obrazovanje učenika sa smetnjama u razvoju. Cilj istraživanja je bio da se utvrde potreba defektologa i nastavnika za prilagođenim udžbenicima, priručnicima, kao i nastavnim sredstvima za rad sa ovim učenicima. Istraživanje je imalo za cilj i utvrđivanje broja učenika sa smetnjama u razvoju koji mogu kvalitetno da se obrazuju isključivo korišćenjem prilagođenih udžbenika. Praktične implikacije istraživanja ukazuju na činjenicu da su prilagođeni udžbenici neophodni u radu sa

učenicima koji ne mogu da ostvare minimalne standarde postignuća. Činjenica da se u školama za obrazovanje učenika sa smetnjama u razvoju primenjuje "redovan" plan i program ne isključuje neophodnost uvođenja prilagođenih udžbenika što je i naznačeno u Zakonu o udžbenicima iz 2015. Zaključci istraživanja ukazuju na neophodnost uvođenja prilagođenih udžbenika za sve uzraste dece i učenika sa smetnjama u razvoju.

Ključne reči: udžbenici, priručnici, pomoćni didaktički materijal, učenici sa smetnjama u razvoju, škola

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Textbooks and didactic aids in educating students with developmental disabilities

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of introducing adapted textbooks for all ages of children and students with disabilities.

Key words: textbooks, manuals, didactic aids, students with disabilities, school

The paper presents a study that starts from the current system of education in which students with disabilities use the same textbooks and didactic aids as all other students. Within the methodological approach, the research method based on action approach was applied, using instruments such as questionnaires and interviews for teachers and special education teachers who work at schools for students with disabilities.

The aim of this study was to determine the needs of special education teachers and general education teachers for adapted textbooks, manuals and teaching materials for working with these students. The aim also includes determining the number of students who are educated according to Individual Educational Plan. The practical implications of the research point to the fact that adapted textbooks are necessary in working with students who cannot reach minimum standards of achievement. The fact that schools for education of students with disabilities apply "regular" curriculum does not exclude the necessity of introducing adapted textbooks as indicated in the Law on textbooks from 2015. Research findings point to the necessity

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Vaspitanje i obrazovanje dece sa cerebralnom paralizom u Republici Srbiji i Republici Češkoj

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Deca i mladi sa cerebralnom paralizom (u daljem tekstu CP) predstavljaju specifičnu populaciju s obzirom na njihova primarno fizička ograničenja koja su najčešće udružena sa drugim simptomima kao što su govorni poremećaji, perceptivne smetnje, snižene intelektualne sposobnosti, epilepsija i emocionalna nestabilnost. Prema istraživanjima u Srbiji i Češkoj, najzastupljenije teškoće koje utiču na socijalnu participaciju dece i mladih sa CP su zabeležene u oblasti školskog funkcionisanja i to sa statistički značajnim odnosom prema stepenu oštećenja pojedinca. U velikoj meri su prisutni i fizički, društveni i politički činioци kao razlog ograničenja njihovog neometanog pohađanja nastave. Za njihovu adekvatnu uključenost u socijalnu sredinu, neophodno je obrazovanje i vaspitanje koje je u skladu sa individualnim sposobnostima svakog učenika. Danas postoji širok spektar mogućnosti školovanja dece sa CP, ali je i dalje jedan broj školske populacije ostao izvan vaspitno-obrazovnog sistema.

Imajući u vidu različite društveno-ekonomske posledice proizašle iz dugotrajne postsocijalističke transformacije u Republici Srbiji, s jedne strane i zaokruženost ovih procesa i članstvo Češke Republike u Evropskoj Uniji, s druge strane, cilj ovog rada je da se identifikuju sličnosti i razlike u obrazovanju dece i mladih sa CP. Za izvore podataka smo koristili zvanične baze podataka iz ove oblasti kao i preglede

postojeće literature i akademskih članaka od 2005. do 2015. godine, u Srbiji i Češkoj. Dobijena saznanja na osnovu uporedne analize kvaliteta obrazovanja dece i mladih sa CP u različitim društvenim, kulturnim, ekonomskim i obrazovnim okolnostima, daju širi uvid u mogućnosti obrazovanja dece sa CP kao i integraciju ove populacije u širu socijalnu sredinu. Na temelju ovog rada mogle bi se kreirati smernice za dalji praktičan rad u cilju unapređenja kvaliteta obrazovanja dece i mladih sa CP.

*Ključne reči: cerebralna paraliza, obrazovanje,
Češka, Srbija*

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Education of children with cerebral palsy in the Republic of Serbia and the Czech Republic

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Children and young people with cerebral palsy (hereinafter CP) represent a specific population with regard to their primary physical limitations which are most often associated with other symptoms such as speech disorders, perceptual disorders, intellectual disabilities, epilepsy and emotional instability. According to research in Serbia and the Czech Republic, the most common problems that affect the social participation of children and adolescents with CP were observed in the area of school functioning and with a statistically significant relation to the individual's degree of damage. Physical, social, and political factors are also present to a large extent, as a reason to limit their unhindered attendance.

For their adequate involvement in the social environment, it is necessary to provide schooling and education in accordance with individual abilities of each student. Today there is a wide range of educational opportunities for children with CP. Nevertheless, a number of school children remained outside the schooling and educational system.

Taking into consideration different socio-economic consequences resulting from long-term post-socialist transformation in Serbia on one side and completeness of these processes and the membership of the Czech Republic in the European Union, on the other, the

aim of this study is to identify the similarities and differences in children's education and young people with CP. We used the official databases in this area as well as review of the existing literature and academic articles from 2005 to 2015 in Serbia and the Czech Republic as data sources. The resulting findings on the basis of a comparative analysis of the quality of education of children and young people with CP in different social, cultural, economic and educational circumstances provide a broader insight into the possibilities of educating children with CP, as well as the integration of this population into the wider social environment. On the basis of this study it is possible to create guidelines for further practical work to improve the quality of education of children and adolescents with CP.

Key words: cerebral palsy, education, Czech Republic, Serbia

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Povezanost iskustva u realizaciji inkluzivne nastave i osećaja samoeфикаsnosti nastavnika*

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Nastavnikovo osećanje samoeфикаsnosti je verovanje nastavnika u njegovu moć da pomogne učniku da ostvari zadatak, kao i verovanje da može da dopre do svakog učenika. Nastavnici koji imaju jasnu percepciju svoje eфикаsnosti, imaju tendenciju da pokažu veću posvećenost svom poslu, otvoreni su za inovacije, ulažu više truda i imaju viši nivo zadovoljstva poslom.

Cilj ovog istraživanja je da utvrdi da li postoji povezanost iskustva u realizaciji inkluzivne nastave i osećaja samoeфикаsnosti nastavnika. Uzorak istraživanja činilo je 148 nastavnika i to 113 nastavnika (76,35%) koji su imali iskustva u realizaciji inkluzivne nastave i 35 (23,65%) nastavnika bez tog iskustva, u tri osnovne škole u Beogradu, jednoj osnovnoj školi u Prijepolju i jednoj osnovnoj školi u Novom Pazaru. Za potrebe ispitivanja korišćena je skraćena verzija Skale nastavničkih oćećaja eфикаsnosti (Teachers' Sense of Efficacy Scale – TSES / Short form). Skala sadrži 12 pitanja.

Rezultati pokazuju da, nastavnici koji su imali iskustva u realizaciji inkluzivne nastave u odnosu na drugu grupu nastavnika, imaju viši stepen osećaja samoeфикаsnosti u pogledu uspešnog uspostavljanja kontrole nad učenicima koji su bućni ili nemirni ($p < 0,01$), kao i u uspostavljanju kontrole u učionici sa svakom grupom učenika ($p < 0,01$). Nastavnici koji nemaju iskustva u realizaciji inkluzivne nastave imaju viši osećaj samoeфикаsnosti u odnosu na nastavnike koji imaju ovo iskustvo, u pogledu spremnosti da koriste različite strategije ocenjivanja znanja ($p < 0,05$).

Izgleda, da iskustvo u realizaciji inkluzivne nastave ne utiče značajno na celokupan osećaj samoeфикаsnosti nastavnika. Ovo se može razumeti kroz prizmu uslova realizacije inkluzivne nastave, ali i kroz prizmu korišćene Skale, koja ispituje osećaj samoeфикаsnosti pri svakodnevnim teškoćama u realizaciji nastave i nije usko usmerena na realizaciju nastave sa učenicima sa teškoćama u ućenju i razvoju.

Ključne reći: iskustvo, inkluzivna nastava, samoeфикаsnost, nastavnici

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Correlation between experience and teachers' sense of efficacy*

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The teachers' sense of efficacy is the belief of a teacher in his/her power to help the student accomplish the task, as well as the belief that he or she can reach every student. Teachers who have a clear perception of their effectiveness tend to show greater commitment to their work, they are open to innovation, invest more effort and have higher level of job satisfaction.

The aim of this study was to determine whether there is a correlation between experience and teachers' sense of efficacy in implementation of inclusive education. The study sample consisted of 148 teachers, precisely 113 (76.35%) teachers with experience in implementing inclusive education and 35 (23.65%) without that experience from three elementary schools in Belgrade, one elementary school in Prijepolje and one elementary school in Novi Pazar. Teachers' Sense of Efficacy Scale (TSES

/ Short form) was used. The Scale consists of 12 questions.

The results show that teachers with experience in the implementation of inclusive education have higher level of efficacy than teachers without that experience in the establishment of control over the students who were noisy or unruly ($p < 0.01$), as well as in the establishment of control with every group of students ($p < 0.01$). Teachers without experience in the implementation of inclusive education have higher level of efficacy than teachers with that experience in willingness to use different strategies of knowledge assessment ($p < 0.05$).

It seems that the experience in the implementation of inclusive education does not significantly affect the overall sense of teachers' efficacy. This can be understood through the prism of the conditions of implementation of inclusive education but also through the prism of the used Scale, which examines the sense of efficacy in everyday difficulties in teaching and is not narrowly focused on the realization of education for pupils with learning difficulties and developmental delays.

Key words: experience, inclusive education, efficacy, teachers

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Suradnja odgojitelja i roditelja djece s teškoćama u okviru individualnog plana podrške

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Koncept inkluzivnog odgoja i obrazovanja pretpostavlja humaniziranje odgoja i obrazovanja u svim njegovim aspektima. To između ostaloga znači i stvaranje mogućnosti za bolje zadovoljavanje sposobnosti, interesa i potreba djece, njihovih roditelja, kao i profesionalaca u procesu odgoja i obrazovanja. Inkluzivni predškolski programi omogućuju djeci s teškoćama promatranje, oponašanje i doticaje s ostalom djecom. Na taj način razvijaju odnose s vršnjacima, što im je neizmjerljivo važno za zdrav spoznajni i socijalno-emocionalni razvoj kao i bolju spremnost za uključivanje u redovitu školu. Kroz odabir individualiziranih postupaka u radu s djecom s teškoćama prilikom pripreme djece za redovitu školu, djeca se osjećaju uspješnija te postaju zadovoljnija, kao i njihovi roditelji. Priprema djece za školu vrlo je važan aspekt aktivnosti odgojitelja u vrtićima, jer o tome ovisi djetetov kasniji uspjeh u osnovnoj školi. Sukladno tome, cilj ovoga rada je opisati neke načine u pružanju adekvatne podrške djeci u starijoj vrtićkoj skupini koja imaju teškoće u usvajanju predčitačkih vještina kao i potrebne smjernice za individualizirani odgojno-obrazovni program. Metodom anketiranja odgojiteljica jedne starije predškolske skupine i roditelja djece s teškoćama usvajanja predčitačkih vještina ispitana su njihova iskustva kroz međusobnu suradnju. Njihova mišljenja ukazuju na važnost međusobne suradnje i uključivanja roditelja u odgojno-obrazovni predš-

kolski rad. Također su opisana iskustva odgojitelja i roditelja koja se odnose na rad s djecom s teškoćama u razvoju predčitačkih vještina tijekom pripreme predškolske djece za redovitu školu.

Ključne riječi: odgojno-obrazovna inkluzija, individualizirani program, odgojitelji, roditelji

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Cooperation between educators and parents of children with disabilities within the individual plan support

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The concept of inclusive education implies education humanized in all its aspects. This among other things means creating opportunities to better meet the skills, interests and needs of children, their parents and professionals in the process of education. Inclusive preschool programs provide disabled children with observation, imitation and contacts with other children. In this way, relationships with their peers are developed, which is immensely important for their healthy cognitive and social-emotional development as well as for their competences to become involved in a regular school. Through individualized methods in working with children with disabilities preparing them for regular school, children feel more successful and become happier, as well as their parents. Preparing children for school is a very important aspect of educators' activities in preschool, because the child's later success in primary school depends on that. According to that, the aim of this paper is to describe some methods in providing adequate support to children in older preschool groups who have difficulties in adopting preschool reading skills, as well as the necessary guidelines for individualized educational program. Children with difficulties in adopting preschool skills in older preschool groups and their parents are interviewed about their cooperative experiences. Their opinions point to the importance of cooperation and parents'

involvement in the educational preschool work. Educators' and parents' experiences, which are related to methods in working with children with difficulties in adopting preschool skills, are also described while preparing preschool children for regular school.

Key words: inclusive education, individualized program, educators, parents

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Analogni oblici izražavanja pri opisu slika kod gluvih i nagluvih učenika*

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Jezička produkcija (pisana, govorna i znakovna) se kod gluvih i nagluvih učenika odvija na specifičan način.

Cilj istraživanja je bio utvrditi frekvenciju upotrebe reči i različitih vrsta rečenica u okviru analognih oblika izražavanja (pisani, govorni i znakovni) kod gluvih i nagluvih učenika od trećeg do osmog razreda (N=83).

U istraživanju je korišćena Strip priča (S. Vladislavljević, 1983) sastavljena od četiri slike međusobno povezane redosledom događaja.

Podjednak broj reči upotrebljen je u znakovnom jeziku i pisanom izrazu ($p=0,503$), a nešto manji broj u govoru gluvih i nagluvih učenika. Statistička značajnost ($p=0,01$) je uočena u poređenju između pisanog i govornog i znakovnog i govornog izraza.

U govornom i pisanom izrazu upotrebljen je podjednak broj prostih rečenica ($p=0,210$), a najveći u okviru znakovnog jezika ($p=0,01$).

Najveći broj prosto-proširenih rečenica upotrebljen je u okviru znakovnog jezika ($p=0,01$), a podjednak u govornom i pisanom izrazu ($p=0,920$).

Glupi i nagluvi učenici su najviše složenih rečenica upotrebili u okviru znakovnog jezika, zatim pisanog, a najmanje u okviru govornog izraza (sve dobijene razlike su visoko statistički značajne, $p=0,01$).

Kod učenika trećeg razreda složena rečenica pojavljuje se samo u znakovnom izrazu, a učenici osmog razreda pri opisu nisu nabrajali izolovane pojmove i reči. Izdvojene su i karakteristične rečenice sa specifičnim greškama (pisane, govorne i znakovne) u odnosu na svaku opisivanu sliku.

*Ključne reči: opis slika, analogni oblici izražavanja,
glupi i nagluvi učenici*

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Analogue forms of expression in the description of images in deaf and hard of hearing students*

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Linguistic production (written, oral or sign) in deaf and hard of hearing students takes place in a specific way.

The aim of this study was to determine the frequency of using words and different types of sentences within analogue forms of expression (written, spoken and sign) in deaf and hard of hearing third grade to eighth grade students (N=83).

A Comic strip (S.Vladislavljevic, 1983) composed of four pictures linked by the sequence of events was used in this study.

Equal number of words was used in sign language and written expression ($p=0.503$), whereas fewer words were used in the speech of the deaf and hard of hearing students. Statistical significance ($p=0.01$) was observed in the comparison of written and spoken and sign and spoken expression.

Equal number of simple sentences was used in spoken and written expression ($p=0.210$) and the largest in sign language ($p=0.01$).

The largest number of compound sentences was used in sign language ($p=0.01$), and equal in spoken and written expression ($p=0.920$).

However, the largest number of complex sentences was used in sign language, somewhat less in writing, while the smallest number of them was used in speech ($p=0.01$).

Third grade students use complex sentences only in sign expression, and eighth grade students do not use isolated concepts and words when describing images.

Typical sentences with specific errors (written, spoken and sign) have also been pointed out with regard to each described image.

Key words: image description, analogue forms of expression, deaf and hard of hearing students

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Uticaj socio-demografskih i kliničkih varijabli na nivo opažene stigmatizacije i samocenjenje odraslih osoba sa intelektualnom ometenošću

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Iako su osobe sa intelektualnom ometenošću (IO) jedna od najstigmatizovanih društvenih grupa, istraživanja o iskustvu stigmatizacije kod ovih osoba nisu brojna

Cilj istraživanja je da se ispita uticaj socio-demografskih i kliničkih varijabli na socijalno poređenje, nivo opažene stigmatizacije i samocenjenje kod odraslih osoba sa IO.

Uzorak je činilo 63 punoletnih osoba sa lakom IO i 37 sa umerenom IO oba pola, od kojih 38 živi u instituciji, a ostali u porodici. Sve ispitane osobe sa umerenom IO imaju stigmatizirajuće obeležje i 36 sa lakom IO. Od instrumenata su korišćeni Upitnik doživljene stigmatizacije, Prilagođena Rosenbergova skala samopoštovanja i Adaptirana skala socijalnog poređenja.

Utvrđeno je da se muškarci i žene ne razlikuju u nivou opšteg samocenjenja, kao ni u stepenu opažene stigmatizacije. Ispitanici sa stigmatizujućim obeležjem pokazuju viši nivo opažene stigmatizacije i niže samocenjenje. Ove osobe se pozitivnije procenjuju u obe vrste socijalnog poređenja (sa osobama tipične populacije i sa osobama sa IO). Ispitanici sa lakom IO procenjuju sebe negativnije u poređenju sa oso-

bama sa umerenom IO. Osobe koje žive u porodici se pozitivnije procenjuju u poređenju sa osobama koje žive u instituciji.

Potrebno je usmeriti pažnju na osobe sa IO i stigmatizujućim obeležjem koje su predisponirane da višim opažanjem stigmatizacije i nižim samocenjenjem ispoljavaju veći rizik za probleme mentalnog zdravlja.

Ključne reči: socio-demografske i kliničke varijable, intelektualna ometenost, opažena stigmatizacija, samocenjenje, socijalno poređenje

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Influence of socio-demographic and clinical variables on perceived stigmatization and self-esteem of adult persons with intellectual disability

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Although people with intellectual disabilities (ID) are one of the most stigmatized social groups, research on the experience of stigma in these persons is rare.

The aim of the study was to examine the influence of socio-demographic and clinical variables on social comparison, the level of perceived stigma and self-esteem in adult persons with intellectual disability (ID).

The sample encompassed 63 adults with mild and 37 with moderate ID of both sexes. A total of 62 subjects were in institutions, while 38 live with their families. All the persons with moderate ID have stigmatizing characteristics and 36 with mild ID. Questionnaire of Perceived Stigma, Adapted Rosenberg Self-Esteem Scale and Adapted Scale of Social Comparison were applied.

It was found that men and women do not differ in the level of general self-esteem as well as in the degree of perceived stigma. It was found that people with stigmatizing characteristics have higher levels of perceived stigma and lower self-esteem. They positively evaluated themselves in both types of social comparisons. Individuals with mild ID evaluated themselves more negatively in both types

of social comparisons. Persons who live in the family positively evaluated themselves in both types of social comparisons, when compared to people living in institutions.

It is necessary to focus attention on those persons with ID and stigmatizing characteristics as they experience higher level of perceived stigmatization and low self-esteem which puts them at greater risk for mental health problems.

Key words: socio-demographic and clinical variables, intellectual disability, perceived stigmatization, self-esteem, social comparison

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Promjene u specijalnim ustanovama na nivou osnovnog obrazovanja u Crnoj Gori – u svijetlu inkluzije

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Prvi koraci u pravcu inkluzivnog obrazovanja djece sa posebnim obrazovnim potrebama u Crnoj Gori su napravljeni 1997. godine, i to za djecu predškolskog uzrasta, a i narednih nekoliko godina su bile posvećene implementaciji inkluzije u vrtićima. Tokom školske 2001/2002. godine započeto je sa inkluzivim obrazovanjem djece sa posebnim obrazovnim potrebama i na nivou osnovnih škola. Istovremeno, ustanove u kojima su, prije početka početka implementacije inkluzije u Crnoj Gori, djeca sa posebnim obrazovnim potrebama sticala osnovno obrazovanje, bitno su transformisane. Između ostalog, došlo je do transformacije ovih ustanova u resursne centre, što je praćeno obogaćivanjem njihove inostrukture i sadržaja, naglom promjenom broja djece koja osnovno obrazovanje stiču u centrima, kao i unapređenjem saradnje centara sa ustanovama i institucijama čiji je fokus interesovanja posebno obrazovanje. Broj djece koja osnovno obrazovanje stiču u resursnim centrima, otkako je otpočeo proces inkluzije, ima trend opadanja, a došlo je i do promjena u kategorijama ove djece, u smislu da je autizam postao "goruća tema." Kako su resursni centri, od početka implementacije inkluzije i preusmjeravanja dijela djece sa posebnim potrebama u redovne škole, bitno rasterećeni, omogućeno je bolje prilagođavanje nastavnog kadra po-

trebama učenika, odnosno kvalitetnija individualizacija rada. Na osnovu intervju sa zaposlenima, identifikovan je znatan napredak u funkcionisanju resursnih centara, ali postoji imperativ da se nastavi sa trendom kvalitetnog opremanja centara, daljim povezivanjem sa srodnim ustanovama u regionu, kao i potreba da se kadar kontinuirano edukuje, što bi, prema mišljenju učesnika u istraživanju, trebalo prepoznati i na nivou stručnih komora.

Ključne riječi: resursni centri, inkluzija, osnovno obrazovanje, djeca sa posebnim obrazovnim potrebama

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Changes in specialised institutions at the level of primary education in Montenegro, in the light of the process of inclusion

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Initial steps in the context of inclusive education of children with special educational needs in Montenegro were taken in 1997 for preschool children. During several following years, implementation of inclusion was initiated in kindergartens. During the school year 2001/2002, inclusive education for children with special needs was introduced into primary schools. Simultaneously, institutions that had been dedicated to the education of children with special needs prior to the introduction of inclusive education in Montenegro underwent serious transformations. Among other alterations, these facilities have been converted to resource centres – a process that involved innovations in terms of infrastructure and content, which caused a shift in the number of children attending these centres, and an improved cooperation between these centres and institutions which focus on special education. The number of children who obtain primary education in resource centres suffered a decline ever since the process of inclusion was initiated, while the categorisation of children with special needs underwent changes when autism became a “burning issue”. Resource centres have not been attended as frequently ever since the processes of inclusion of children with special needs started to be implemented in regular schools. Hence, the teaching staff are being trained to attend to the problems of students with special needs,

which renders the work process with these children more individualised. Based on the information provided by interviews with employees, it can be inferred that significant progress has been made in the context of functionality of resource centres, but it is imperative to continue with such a trend of high quality adaptation of these institutions. In addition, connections with related institutions in the region must be made, while continually providing the staff with relevant education and training – processes that, according to the interviewees, should be acknowledged at the level of chambers of experts.

Key words: resource centres, inclusion, primary education, children with special educational needs

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Odvajanje žita od kukolja: Izazovi utvrđivanja delotvornosti programa prevencije i tretmana disruptivnih poremećaja kod dece i adolescenata

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Sinergija teorije, istraživanja i kliničke prakse u oblasti unapređenja mentalnog zdravlja, vaspitanja i razvoja dece i adolescenata iznedrila je veliki broj različitih programa prevencije i tretmana. Proces diferencijacije i umnožavanja programa intervencija se nastavlja smelim kombinacijama utvrđenih i inovativnih programa kao i pozajmljivanjem metoda iz nekad suprostavljenih pristupa i orijentacija. Svi ti programi pretenduju na sopstveni blagotvoran uticaj na blagostanje dece i adolescenata. Naučno zasnovana evaluativna istraživanja su pokazala da dobra namera i teorijska uverljivost nisu dovoljne te da mnogi programi nisu efikasni dok drugi čak ne ispunjavaju ni osnovni princip Hipokratove etike – non nocere, nastupajući kao dodatni ometajući faktor funkcionisanja i razvoja dece i adolescenata.

Rad nudi pregled racionala i rezultata nastojanja više naučnih, strukovnih i drugih organizacija da utvrde stroge naučno-istraživačke procedure, kriterijume i standarde za procenu i kategorizaciju programa, kako bi se, o njihovoj stvarnoj delotvornosti, kompetentno i odgovorno mogla obavestiti naučna i stručna javnost, zaniteresovane agencije i potencijalni korisnici. Prikaz i kritička analiza najuticajnijih procedura i kriterijuma za utvrđivanje „evidence based“ statusa programa ilustrovana je pregledom karatak pregled model programa, programa sumnjivog stepena delotvornosti kao i programa koji su potvrđeno štetni ali se i dalje široko

primenjuju u oblasti prevencije i tretmana dece i mladih sa disruptivnim poremećajima.

Završni deo rada nudi raspravu o dobrim i lošim stranama, problemima u primeni i implikacijama ove empiriocentrične orijentacije, validaciju programa na dalji razvoj teorije, istraživanja i prakse u oblasti prevencije i tretmana razvojnih problema i poremećaja mladih.

Ključne reči: Evidence based practices, disruptivni poremećaji dece i adolescenata, programi prevencije i tretmana, evaluacija delotvornosti programa

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Separating the wheat from the tares: Challenges of determining the effectiveness of disruptive disorders prevention and treatment programs in children and adolescents

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Synergy between theory, research and clinical practice in improving mental health, education, and development of children and adolescents produced a large number of different prevention and treatment programs. The process of differentiation and multiplication of intervention programs is continued by daring combinations of already established and innovative programs, and by adopting methods from formerly opposing approaches and orientations. All these programs aspire to their beneficial influence on children and adolescents' wellbeing. Scientific evaluative studies have shown that good intentions and theoretical plausibility are not enough, and that many programs are not effective, while some even fail to meet the basic principle of the Hippocratic Oath - non nocere, being an additional hindering factor of children and adolescents' functioning and development.

This paper presents an overview of the rationale and the results of the efforts made by numerous scientific, professional, and other organizations to establish strict scientific procedures, criteria, and standards for the assessment and categorization of the programs, so that scientific and professional community, interested agencies, and potential users could be competently informed about their actual effectiveness. The review and critical analysis of the most influential procedures and criteria for determining evidence based status of the programs

are illustrated by the overview of short review model programs, programs with disputable effectiveness, and programs confirmed to be damaging but still widely used in prevention and treatment of children and adolescents with disruptive disorders.

The final part of the paper presents a discussion about advantages and disadvantages, problems in implementation and implications of this empirical orientation, validation of programs for further development of theory, research and practice in prevention and treatment of developmental problems and disabilities of youth.

Key words: Evidence based practices, disruptive disorders of children and adolescents, prevention and treatment programs, evaluation of program effectiveness

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Dnevni boravak – mogućnosti i izazovi

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Zaštita mladih sa poremećajima ponašanja, a posebno dece i maloletnika u sukobu sa zakonom, dobija novu dimenziju uspostavljanjem posebnog pravosuđa za maloletnike. Naime, pored pitanja koja vrsta tretmana i u kojim uslovima obećava da će, u najkraćem vremenskom roku, zadovoljiti razvojne potrebe deteta, kao i potrebe njegove porodice, nameće se i zahtev za poštovanjem osnovnih principa i prava deteta, kao i da potrebna usluga bude obezbeđena u njegovoj sredini i da bude usklađena sa prirodnim životnin tokom deteta, obezbeđujući kontinuitet njegovog razvoja. Zakon o maloletnim učiniocima krivičnih dela i krivičnopravnoj zaštiti maloletnih lica (2006) predvideo je uvođenje novih usluga i tretmana u zajednici, a posebno je značajno koncipiranje usluge dnevnog boravka za decu i mlade sa poremećajima u ponašanju, koja je regulisana kao pravo. Dnevni boravak je forma tretmana koja se može odrediti kao sredina kontinuuma "institucionalni-vaninstitucionalni" tretman. Predstavlja skup programa različitog stepena specijalizacije i intenziteta, koji su više strukturirani nego tipičan vaninstitucionalni tretman, a koji su istovremeno manje restriktivni nego tipične forme zavodskog – institucionalnog tretmana. Programi i tretmani koji se razvijaju u dnevnom boravku imaju različite ciljeve koji se u savremenoj praksi kreću od podsticanja razvoja, kompenzacije propuštenog u razvoju

deteta i korektivno-terapijskih pristupa. Teorijsko-metodološki pristupi u okviru ovog koncepta kreću se od humanistički orijentisanih do bihejvioralnih, naročito kognitivno-bihejvioralnih i sistemskih i porodičnih pristupa. Osnovni cilj ovog rada je analiza i unapređenje rada dnevnih boravaka u Srbiji, kao i pokušaj podsticanja interesovanja naučne i stručne javnosti za adekvatno pozicioniranje tretmana ove populacije u sisitemu društvenog reagovanja na razvojne probleme dece i mladih.

Ključne reči: tretman, poremećaji ponašanja, kombinovane smetnje, dnevni boravak, mladi

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Day care – opportunities and challenges

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Protecting young people with behavioral disorders, especially children and minors in conflict with law is getting a new dimension by establishing a separate minor's justice system. Namely, apart from the the question what kind of treatment, and in which conditions, promises to meet the developmental needs of the child in the shortest possible time, as well as the needs of his/her family, there is a requirement to respect the fundamental principles and rights of the child, and to provide necessary services in the child's environment which would be in accordance with the child's life, ensuring the continuity of his/her development. The Law on Juvenile Offenders and Criminal Protection of Minors (2006) predicted the introduction of new services and treatment in the community, where the concept of day care services for children and youth with behavioral disorders is particularly important and regulated as their right.

Day care is a form of treatment that can be defined as the middle of the continuum "institutional – non-institutional" treatment. It is a set of programs with different degrees of specialization and intensity, which are more structured than typical non-institutional treatment, all of which are less restrictive than the typical form of prison – institutional treatment. Programs and treatments developed at day care have different objectives,

which in contemporary practice range from encouraging development, compensation of what is missing in a child's development and corrective and therapeutic approaches.

Theoretical and methodological approaches in this concept range from humanistic oriented to behavioral, especially cognitive-behavioral, systemic and family approaches.

The main goal of this paper is to analyze the improvement of day care centers in Serbia, as well as to attempt to encourage the interest of scientific circles in the proper positioning of the treatment of this population in the system of social reaction to developmental problems of children and youth.

*Key words: treatment, behavioral disorders,
combined problems, day care, youth*

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Obrazovne potrebe i edukativni tretman osuđenih

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U zatvorima se nalazi znatan broj osuđenih koji nisu stekli osnovno ili srednjoškolsko obrazovanje. Autori su posvetili pažnju identifikaciji edukativnih potreba osuđenih i tretmanskim aktivnostima usmerenih na zadovoljenje tih potreba. Istraživanje je obavljeno je u Kazneno-popravnom zavodu Sremska Mitrovica na uzorku od 120 ispitanika sa edukativnim potrebama. Obrazovne potrebe su posmatrane kao potrebe za obrazovanjem na nivou osnovnoškolskog obrazovanja; sticanje stručnih kvalifikacija; naknadni završetak srednjoškolskog obrazovanja, odnosno kroz potrebu prekvalifikacije. Istovremeno su analizirane i pojedine sociodemografske, kriminološke i penološke karakteristike osuđenih, kao što su starost, vrsta krivičnog dela i dužina izrečene kazne, adaptacija na zatvorski tretman i promene u ponašanju. Efektivnost obrazovnih procesa tokom izvršenja zatvorske kazne sagledavana je kroz promene u skor u rizika recidivizma i manifestovanom ponašanju tokom izvršenja zatvorske kazne. Vršene su komparacije osuđenih sa obrazovnim potrebama s obzirom na činjenicu ne/uključenosti u edukativni proces. Rezultati su pokazali poboljšanja na adaptivnom nivou, smanjenje skora rizika i pozitivno vrednovanje nastalih promena od strane uprave zatvora kod osuđenih uključenih u edukativni proces.

Ključne reči: zatvor, osuđeni, obrazovne potrebe, obrazovanje, ponašanje

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Educational needs and education treatment of the convicted

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prison management for the convicted who are involved in the educational process.

Key words: prison, convicted, educational needs, education, behavior

In prisons, there is a large number of prisoners who do not have a basic-primary or secondary education. The authors of this paper paid attention to the identification of training needs of prisoners and treatment activities aimed at satisfying those needs. The study was carried out in Penitentiary Sremska Mitrovica on a sample of 120 prisoners with educational needs. Educational needs are taken as the need for education at the level of primary education; acquisition of professional qualifications; subsequent completion of secondary education, or the need for retraining. Individual socio-demographic, criminological and penological characteristics of the convicts are analyzed simultaneously, such as age, type of criminal offense and the length of sentences, adaptation to prison treatment and behavior changes. The effectiveness of the educational process during the execution of the prison sentence was perceived through changes in score of risk for recidivism and manifested behavior during the execution of a prison sentence. Comparisons of the convicted with educational needs were carried out with respect to their non/involvement in the educational process. The results showed improvement in the adaptive level, reducing the risk score and positive valuation changes from

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Postpenalna pomoć: Karika koja nedostaje*

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Do izmena krivičnog zakonodavstva u Srbiji 2014. godine briga o licima otpuštenim iz zatvora je bila poverena Centrima za socijalni rad. Podrška koja je pružana bivšem osuđeniku nakon izvršenja kazne zatvora se uglavnom svodila na jednokratnu novčanu pomoć i pružanje saveta o ostvarivanju osnovnih prava. Istraživanja su ukazala na grupu faktora rizika koji su povezani sa uspešnom reintegracijom lica otpuštenih iz zatvora: smeštaj, zaposlenje, stručno osposobljavanje i obrazovanje, zdravstvena zaštita, zloupotreba psihoaktivnih supstanci, podrška porodice. Reformatori domaćeg krivičnog zakonodavstva su očigledno imali u vidu ove istraživačke nalaze. Novim Zakonom o izvršenju vanzavodskih sankcija i mera propisana je obaveza službi za tretman u zavodima da izvrše procenu potreba za pružanjem pomoći osuđenom nakon izvršene kazne zatvora. Ukoliko se proceni da potreba postoji ili osuđeni sam zatraži pomoć, pristupa se izradi programa pomoći koji sprovodi poverenik Kancelarije za alternativne sankcije. Program se sastoji od skupa mera i postupaka koji se primenjuju uz saglasnost lica

otpuštenog iz zatvora, kako bi se olakšala njegova reintegracija u zajednicu. Navedene mere i postupci su fokusirani upravo na oblasti koje su istraživanja označila kao ključne faktore za uspešno prilagođavanje životu na slobodi. Nakon uvođenja svake zakonske novine „koja obećava“ postavljaju se logična pitanja: Šta bi se moglo očekivati od praktične primene novih zakonskih rešenja? Da li postoje preduslovi za sprovođenje zakonskih odredbi? Koje su prednosti, a šta su slabosti i prepreke koje mogu ometati funkcionisanje sistema postpenalne pomoći? Ovaj rad ima za cilj pokušaj analize ovih pitanja.

*Ključne reči: zatvor, postpenalna pomoć,
reintegracija*

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Prison aftercare: The missing link*

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Until the 2014 criminal law reforms in Serbia, the care of persons released from prison was entrusted to the Centers for Social Work. The care has mainly been limited to providing one-time financial support and advice on how to exercise their basic rights. Research has identified a set of risk factors related to successful reintegration of persons released from prison: accommodation, employment, vocational training and education, health care, substance abuse, family support. Reformers of domestic criminal legislation obviously had in mind these research findings. The new Law on the execution of alternative sanctions and measures stipulates the obligation of prison administration to assess the needs of convicted persons for support after release from prison. In case the need for support has been estimated, or at the convicted person's own request, aftercare program is prepared and implemented by the commissioner of the Office for the Alternative Sanctions. Aftercare program includes set of measures and procedures that may be applied with

the consent of released person in order to facilitate his/her reintegration into community. The above measures and procedures are focused precisely on the areas indicated by research as the key factors for successful adaptation to life in freedom. After the introduction of every legal novelty "that promises", a logical question arises: What could be expected from the practical application of new legislation? Are there prerequisites for the implementation of the legal provisions? What are the advantages and what are the weaknesses and obstacles that may interfere with the functioning of the aftercare? This work aims to attempt to analyze these questions.

Key words: prison, aftercare, reintegration

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Determinante agresivnog ponašanja dece i adolescenata: uticaj pola, uzrasta i nivoa intelektualnog funkcionisanja*

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Cilj ovog istraživanja je sagledavanje uloge pola, uzrasta i nivoa intelektualnog funkcionisanja u agresivnom ponašanju dece i adolescenata. Uzorak čini 724 dece i adolescenata, oba pola (55,3% dečaka i 45,7% devojčica), uzrasta 6–18 godina ($AS=10,3$; $SD=3,33$), sa različitim nivoom intelektualnog funkcionisanja (50% normativni nivo, 33% laka IO i 17% umerena IO). Podaci su prikupljeni od vaspitača i nastavnika primenom ASEBA TRF/6–18. Otkrivene su značajne polne razlike u pravcu višeg nivoa agresivnog ponašanja kod dečaka u odnosu na devojčice ($t=7,384$; $df=722$; $p=0,000$). Uzasne razlike nisu statistički značajne ($F(2,721)=2,334$; $p=0,098$). Između poduzoraka ispitanika sa različitim nivoom intelektualnog funkcionisanja postoje značajne razlike u agresivnom ponašanju. Prema rezultatima post hoc testa, nivo agresivnog ponašanja ispitanika sa normativnim nivoom intelektualnog funkcionisanja niži je nego kod ispitanika sa lakom i umerenom IO ($p=0,000$), dok između ispitanika sa lakom i umerenom IO nema značajnih razlika ($p=0,191$). Rezultati regresione analize pokazuju da pol, uzrast

i nivo intelektualnog funkcionisanja objašnjavaju 18,4% varijanse agresivnog ponašanja. Promenljiva koja daje najznačajniji doprinos predikciji zavisne varijable je nivo intelektualnog funkcionisanja ($\beta=0,329$), a u nešto manjoj meri pol ($\beta=-0,231$). Obe promenljive daju značajan, jedinstven doprinos predikciji agresivnog ponašanja ($p=0,000$). Uzrast nema uticaj na agresiju ($\beta=0,032$; $p=0,362$). Dobijeni rezultati su diskutovani u kontekstu savremenih teorijskih i empirijskih saznanja o razvoju agresivnog ponašanja i efektivnim pristupima u prevenciji i tretmanu.

Ključne reči: agresivno ponašanje, pol, uzrast, intelektualno funkcionisanje

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Determinants of aggressive behavior in children and adolescents: influence of gender, age, and level of intellectual functioning*

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The objective of this study is to determine the role of gender, age, and intellectual functioning in children's and adolescents' aggressive behavior. The sample consisted of 724 children and adolescents of both sexes (55.3% boys and 45.7% girls), aged from 6 to 18 (M=10.3; SD=3.33), functioning at different intellectual levels (50% with average intelligence, 33% with mild intellectual disability and 17% with moderate intellectual disability). Data were collected from kindergarten and elementary school teachers, using the ASEBA TRF/6–18. The boys display higher rates of aggressive behaviour than the girls (t=7.384; df=722; p=0.000). Age differences are not statistically significant (F(2,721)=2.334; p=0.098). There are significant differences in aggressive behavior between different subsets according to their intellectual level. Post hoc test reveals that the participants with average intellectual abilities have lower level of aggressive behavior than the participants with mild and moderate intellectual disability (p=0.000), while there are no significant differences between two subsets with mild and moderate intellectual disabilities (p=0.191). The

regression analysis shows that altogether, gender, age and level of intellectual functioning, explain 18.4% of the variance of aggressive behavior. The independent variables that provide the most significant contribution to the prediction of the dependent variable are intellectual functioning ($\beta=0.329$) and, to a lesser extent, gender ($\beta=-0.231$). Both variables provide a significant, unique contribution to the prediction of aggressive behavior (p=0.000). Age has no effect on aggression ($\beta=0.032$; p=0.362). The obtained results are discussed in the context of contemporary theoretical and empirical knowledge on the development of aggressive behavior and effective approaches to its prevention and treatment.

Key words: aggressive behaviour, gender, age, intellectual functioning

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Predviđanja rizika od nasilja pojedinaca – Pristupi u ispitivanju i preporuke za buduća istraživanja*

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Predviđanje rizika od nasilja pojedinaca značajno je, aktuelno, ali još uvek nedovoljno proučeno područje koje zahteva realistično, ispravno sagledavanje šta je rizik, a potom i pouzdano sprovođenje ispitivanja rizika od nasilja pojedinca u kome stručnjak mora doneti mnogostruke odluke: kakva je verovatnoća da dođe do nasilja datog pojedinca, koji je tip nasilja verovatan da se desi, koliko često, koliko ozbiljno, u kom kontekstu i prema kome; ali i koji je najbolji pristup da se faktori rizika sagledaju i donese pouzdana odluka. U radu su analizirana tri pristupa u donošenju odluka u ovom domenu: statistički, klinički i strukturirano kliničko suđenje. S obzirom na pristupe u donošenju odluka neki autori se zalažu za primenu strukturiranog kliničkog suđenja kao optimalnog metoda. Međutim, za kombinovanje podataka dobijenih ispitivanjem različitih aspekata rizika od nasilja pojedinca, potrebna su dalja istraživanja. A na temu predviđanja rizika, po svoj prilici su najbitnija nova početna empirijska saznanja iz nedovoljno proučenog područja rizične komunikacije i upravljanja rizikom, za koje postoje indicije da se moraju obavezno uzimati u obzir u predviđanju rizika od nasilja pojedinaca.

Ključne reči: rizik, nasilje, predviđanje, pojedinac, ispitivanje

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

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Predicting risk of violence of individuals – assessment approaches and recommendations for future research

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Predicting the risk of violence of individuals is a significant, current, but still insufficiently studied area that requires a realistic, proper understanding what the risk is, and then a reliable assessment of the risk of violence in which the expert must make multiple decisions: what is the probability of the occurrence of violence in the individual, which type of violence is likely to happen, how often, how seriously, in what context and to whom; but also which is the best approach to review the risk factors and make a reliable decision. The paper analyzes three approaches to decision-making in this domain: statistical, clinical and structured clinical judgment. With regard to decision-making approaches, some authors advocate the use of structured clinical judgment as an optimal method. However, the combination of data obtained by examining different aspects of individual's violence risk requires further research. With regard to risk prediction, new initial empirical findings from insufficiently studied areas of risk communication and risk management are presumably the most important, for which there are indications that they must necessarily be taken into account in predicting the risk of violence of individuals.

Key words: risk, violence, prediction, individual, assessment

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Šta se krije iza sintagme „happy victimizer phenomenon“ i koje su zamke u njenoj empirijskoj proveri na našim uzorcima dece?*

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U inostranim istraživanjima iz osamdesetih godina prošlog veka uočeno je da deca mlađih uzrasta pripisuju pozitivne emocije pojedincima koji krše norme ponašanja i narušavaju prava i potrebe drugih, sa instrumentalnim obrazloženjem da oni tako dolaze do željenih ciljeva, tj. dobiti, zanemarujući moralno prekoracenje, tj. štetu i povredu žrtve, što je označeno sintagmom „*happy victimizer phenomenon*“.

Dokora primetno zanimanje istraživača za ovaj koncept u svetu poslednjih godina jenjava, dok se u našoj literaturi tek pojavljuju radovi u ovoj oblasti. U njima se o konceptu govori kao o „*fenomenu srećnih prestupnika*“. Za očekivati je da će se naši istraživači ubuduće više baviti ovim problemom, te je u ovom radu kritički razmotrena i osporena praksa da se za sintagmu „*happy victimizer*“ koristi formulacija „*srećni prestupnik*“. Dat je i kritički osvrt na postulat da su u osnovi fenomena isključivo kognitivne varijable i predloženi su modeli njegovog ispitivanja koji polaze od orijentacije na druge imajući u vidu značenje sintagme i empirijsku građu na kojoj se temelji. Ukazano je na neophodnost da se u proveri koncepta na uzorcima naše dece izbegne zamka da se o njemu govori kao o razvojnoj zakonitosti, a još manje o njegovoj univerzalnosti, iako njegovi zagovornici

nastoje da stvore takav utisak i pored nedostataka teorijske i empirijske argumentacije za takvu tezu.

Takođe je ukazano na potrebu da se pri ispitivanju ovog fenomena, vodeći računa o veličini i reprezentativnosti uzoraka, uzimaju u obzir individualne razlike u spremnosti dece da moralna prekoracenja povezuju sa osećanjem sreće jer one veoma dobro reflektuju nivo agresivnih tendencija dece što sadašnja istraživanja u potpunosti zanemaruju, kao što je slučaj i sa drugim intervenišućim varijablama (npr. emocionalnom hladnoćom, kulturom i sl).

Ključne reči: deca, atribucije emocija, viktimizer, prestupnik

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What is behind the phrase “happy victimizer phenomenon” and what are the misconceptions in its empirical testing on our samples of children?*

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In the foreign research from the eighties of the last century it was observed that children of younger ages attribute positive emotions to individuals who violate norms of behavior and impair the rights and needs of others, rationalizing it instrumentally with their reaching desired goals, i.e. profit, ignoring the moral transgression i.e. damage and injury of victims, which was indicated by the phrase “*happy victimizer phenomenon*”.

Recent noticeable researchers’ interest in this concept is fading in the world in the last few years, while in our literature, empirical works in this area have just emerged, in which the concept is referred to as “*happy offenders phenomenon* “. It is expected that our researchers continue to give more attention to this problem, and in this paper we critically examined and challenged the practice of translating the phrase “*happy victimizer*” with the phrase “*happy offender*”. We provided a critical review of the postulate that exclusively cognitive variables underlie the phenomenon and we proposed models of testing it which are based on orientation toward others, bearing in mind the meaning of the term *happy victimizer* and empirical material on which it is based. We pointed out the necessity to verify

the concept on samples of our children avoiding the trap to talk about it as developmental regularity and universality, although its proponents are trying to create such an impression, despite the lack of theoretical and empirical arguments for such a thesis.

We also pointed to the need to examine this phenomenon, beside taking care of the size and representativeness of the samples, taking into account individual differences in children’s readiness to associate moral transgression with a sense of happiness because they could very well reflect the level of aggressive tendencies of children which previous studies completely ignored (as it is the case with other intervening variables e.g. emotional coldness, culture, etc.).

Key words: children, the attribution of emotions, victimizer, offender

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Rasprostranjenost, karakteristike i moguće mere prevencije seksualnog uznemiravanja na visokoškolskim ustanovama: metodologija i ključni rezultati empirijskog istraživanja na Fakultetu za specijalnu edukaciju i rehabilitaciju

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Seksualno uznemiravanje na visokoškolskim ustanovama podrazumeva bilo koji oblik neželjenog verbalnog, neverbalnog ili fizičkog ponašanja seksualne prirode usmerenog prema studentima i ispoljenog od strane zaposlenog lica ustanove ili drugog studenta. Rezultati svetskih istraživanja pokazuju da se uglavnom ispoljava u vidu verbalnog i neverbalnog ponašanja, sa naglašenom rodnom dimenzijom u smislu da su žrtve dominantno ženskog, a izvršioци muškog pola. Ovaj rad ima za cilj da predstavi metodologiju i ključne rezultate istraživanja seksualnog uznemiravanja studentkinja i studenata Fakulteta za specijalnu edukaciju i rehabilitaciju. Ideju za istraživanje dala je grupa studenata u okviru nastave na predmetu Kriminologija, u okviru nastavne jedinice u kojoj studenti uče pisanje istraživačkih projekata. Studenti su imali aktivno učešće u svim fazama istraživanja – od pravljenja istraživačkog projekta do obrade i analize podataka. Istraživanje je imalo za cilj da se dođe do podataka o rasprostranjenosti, karakteristikama i mogućim merama prevencije i podrške žrtvama, koji bi poslužili kao osnova za kreiranje odgovarajućih praktičnih mera na Fakultetu. Istraživanje je realizovano tokom aprila i maja 2014. godine na uzorku od 147 studenata sve četiri godine redovnih studija, primenom ankete o viktimizaciji. Rezultati pokazuju da su studenti FASPER-a izloženi seksualnom

uznemiravanju, kako od strane zaposlenih, tako i od strane kolega. Lično iskustvo seksualnog uznemiravanja imalo je 20% studenata/studentkinja, dok je 28% studenata oba pola upoznato sa iskustvima drugih kolega/koleginica. Istraživanjem je potvrđena rodna dimenzija seksualnog uznemiravanja, jer su lično iskustvo imale većinom studentkinje koje su bile uznemiravane od strane zaposlenih i/ili kolega muškog pola. Prema načinu izvršenja dominira verbalni kontakt sa seksualnom konotacijom, koji se odvijao u slušaonici, u prisustvu drugih kolega i koleginica. U pogledu mogućih mera prevencije i podrške žrtvama, većina ispitanika smatra da je potrebno postojanje posebne službe za pomoć i podršku studentima, koja bi, kao nezavisni posrednik između studenata i Fakulteta, žrtvama trebala da pruža emotivnu podršku i praktičnu pomoć.

Ključne reči: seksualno uznemiravanje, studenti, studentkinje, FASPER, istraživanje, visokoškolske ustanove

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Prevalence, characteristics and possible preventive measures against sexual harassment in tertiary institutions: methodology and key results of empirical research at the Faculty of Special Education and Rehabilitation

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Sexual harassment in tertiary institutions includes any form of unwanted verbal, non-verbal or physical conduct of a sexual nature directed toward students and manifested by an employee of the institution or another student. Results of worldwide research show that it is mainly manifested in the form of verbal and non-verbal conduct, with emphasized gender dimension in the sense that females are dominantly victims and males are the perpetrators. This paper aims to present the methodology and key findings of the survey on sexual harassment of female and male students of the Faculty of Special Education and Rehabilitation. The idea for the survey had come from a group of students within the course of Criminology and the teaching unit in which students learn how to write research projects. Students had an active participation in all stages of the survey – from creation of the research project to data processing and analysis. The survey was aimed to get data on the prevalence, characteristics and possible measures of prevention and support for victims, which would serve as a basis for designing appropriate practical measures at the Faculty. The survey was conducted during April and May 2014 on a sample of 147 students of all four study years, using victimization survey. The results show that students of FASPER are exposed to sexual harassment, both by employees and by other students. 20 per cent of

female and male students have personal experience of sexual harassment, while 28 per cent of students of both sexes are familiar with their male/female colleague's experience of sexual harassment. The survey has confirmed gender dimension of sexual harassment, since mostly female students were sexually harassed by male employees and male students. According to the method of execution, verbal contact with sexual connotation is dominant, which took place in the lecture hall, in the presence of other colleagues. With regard to possible measures of prevention and support for victims, most respondents considered that the existence of special service for help and support for students is needed, which, as an independent intermediary between students and the faculty, should provide emotional support and practical help for victims.

Key words: sexual harassment, male students, female students, FASPER, survey, tertiary institutions

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Nasilje u porodici i izveštavanje u medijima*

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Nasilje u porodici predstavlja ozbiljan društveni problem, pa je Krivičnim zakonikom Republike Srbije inkriminisano ponašanje kojim se ugrožava spokojstvo, telesni integritet ili duševno stanje člana sopstvene porodice. Značaj, opasnost, ali i kako se čini sve veća zastupljenost ovog patološkog ponašanja, čine da se u medijima sve češće govori o nasilju u porodici. Pri tome novinski članci i televizijski prilozima neretko insistiraju na pojedinostima koje oslikavaju surovost nasilnika ili na pojedinostima koje će pre svega skandalizovati javnost, uz zanemarivanje izveštavanja koje bi ukazivalo na uzroke pojave i načine da se ona spreči i suzbija. Čini se da izveštavanje u medijima pre svega služi podizanju rejtinga i ostvarivanju dobiti, dok se edukativna funkcija i odgovorno i argumentovano obaveštavanje povlače u drugi plan. Navedeno ne utiče povoljno na prosvetavanje stanovništva, niti na razvoj sposobnosti za adekvatno reagovanje u slučaju susretanja sa nasiljem u porodici. Stoga je u radu predstavljen normativni okvir koji se odnosi na nasilje u porodici i na izveštavanje medija, nakon čega sledi analiza načina

na koji o nasilju u porodici izveštavaju neki od naših najpopularnijih medija. Rad se završava preporukama čija bi primena mogla pozitivno uticati na medijsko izveštavanje o nasilju u porodici, a time posredno i na ostvarivanje generalnopreventivne funkcije krivičnog prava.

*Ključne reči: nasilje u porodici, javno mnjenje,
prevencija, mediji*

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Family violence and the media*

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Domestic violence is a serious social problem, so The Criminal Code of the Republic of Serbia has criminalized violent behavior which endangers tranquility, physical integrity and mental condition of a member of the family. In our media everybody is talking about domestic violence. At the same time, newspaper articles and TV programs have often insisted on details that portray the cruelty of the perpetrator or on the details which would primarily scandalize the public, while at the same time the kind of reporting that would indicate the causes of domestic violence and emphasize the ways to prevent and combat this behavior has been disregarded. It seems that the reporting in the media has primarily served to boost the rating and increase the profit, while the educational function has retreated into the background. The above does not benefit education of the population or the development of the capacity for adequate response in the event of encountering domestic violence. Therefore, the paper presents the normative framework related to domestic

violence and the media coverage of it, followed by analysis of the ways in which domestic violence has been displayed in some of the most popular media. The paper concludes with some recommendations the implementation of which could improve media coverage of family violence, and the efficiency of criminal justice response.

Key words: domestic violence, public, prevention, media

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Forum teatar u funkciji prevencije vršnjačkog nasilja

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Forum teatar, kao oblik participatornog pozorišta i najpoznatija tehnika teatra potlačenih, smatra se jednom od efektivnih strategija prevencije vršnjačkog nasilja u školskom okruženju. Reč je o dramskom performansu u kome se, kroz priču jednog ili više glavnih junaka, ukazuje na tipične probleme u određenom socijalnom kontekstu, nastale kao rezultat nesrazmere moći (odnos žrtve-protagoniste i tlačitelja-antagoniste), pri čemu situacije koje dovede do poraza glavnog junaka ostavljaju prostor publici da svojim intervencijama promeni negativan ishod i ukaže na postupke kojima se poraz mogao izbeći. Karakter forum predstave, zasnovan na aktivnom uključivanju i interaktivnom odnosu glumaca i publike, pruža okvir za sagledavanje problema iz različitih perspektiva, te iznalaženje konstruktivnih rešenja u cilju postizanja pozitivnih promena i ishoda.

Uvažavajući preventivni potencijal forum teatra, postavljena je, februara 2015. godine, u organizaciji Centra za pozitivan razvoj dece i omladine, predstava forum teatra „Je l' jasno?!“ koja se bavi problemima

ma vršnjačkog nasilja, pritiska vršnjaka i nepravde u školskom okruženju. Forum scene predstave su kreirane kroz seriju od 30 forum radionica sa decom bez roditeljskog staranja koja se nalaze na domskom smeštaju u Centru za zaštitu odojčadi, dece i omladine – Beograd (dom „Drinka Pavlović“), koji su ujedno bili i glumci te predstave i čije su lične priče bile okosnica problema prikazanih u predstavi. Zatim je predstava izvedena u sedam beogradskih osnovnih škola, pred publikom koju su činili učenici sedmog i osmog razreda (oko 600 učenika).

Na osnovu analize sadržaja prikazanih priča, sagledavanja prirode i toka intervencija upućenih od strane publike, kao i zabeleženih reakcija i komentara učesnika predstave, u radu će, nakon objašnjenja suštine forum teatra i procesa kreiranja forum scena predstave, biti izvedeni zaključci o efektima i opravdanosti primene ovog oblika primenjenog pozorišta u školskim programima prevencije vršnjačkog nasilja.

Ključne reči: forum teatar, teatar potlačenih, vršnjačko nasilje, prevencija, škola

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Forum theatre in the prevention of bullying

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Forum theatre, as a form of participatory theatre and the most famous techniques of theatre of the oppressed, is considered one of the effective strategies of violence prevention in the school environment. It is a drama performance in which typical problems are indicated in a specific social context through a story of one or more main characters. These problems are the results of the imbalance of power (of the victim-protagonists and oppressor-antagonists), and situations leading to the defeat of the main character are left for the audience to intervene and to change the negative outcome and indicate the actions which would avoid the defeat. The nature of forum performances, based on active and interactive relationship between actors and the audience, provides a framework for understanding the problem from different perspectives, and finding constructive solutions in order to achieve positive change and outcomes.

Taking into account the preventive potential of forum theatre, the organization Center for Positive Youth Development, set a forum theatre performance “Is that clear?!” in February 2015,

dealing with the problems of bullying, peer pressure and injustice in the school environment. Forum scenes were created through a series of 30 forum workshops with children without parental care that are under institution-based residential care at the Center for Protection of Infants, Children and Youth – Belgrade (organizational unit “Drinka Pavlović”), who were also the actors of the play and whose personal stories were the backbone of the problems presented in the play. The play was performed in seven elementary schools in Belgrade, in front of seventh and eighth grade students (around 600 students).

In this paper, conclusions will be drawn about the effects and justification of the usage of this form of applied theatre in school bullying prevention programs, based on the content analysis of stories presented and on the assessment of nature and the course of the interventions, reactions and comments of the audience. In addition, the essence of forum theatre and the process of creating forum scenes for the play will be explained.

Key words: forum theatre, theatre of the oppressed, bullying, prevention, school

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Roditeljsko disciplinovanje u funkciji prevencije problema ponašanja*

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Savremena nauka prepoznaje važnost roditeljskog disciplinovanja u podsticanju pozitivnog razvoja i prevenciji problema ponašanja dece i omladine. Pod disciplinovanjem, kao jednom od ključnih vaspitnih postupaka roditelja, podrazumeva se usmeravanje ponašanja deteta u socijalno poželjnom pravcu kako putem korekcije neprihvatljivog ponašanja, tako i kroz podsticanje pozitivnih obrazaca socijalnog ponašanja. Samim tim, moguće je, s obzirom na usmerenost disciplinskih postupaka, odnosno okolnost da li slede ili prethode problemima ponašanja deteta, razlikovati korektivno i pozitivno roditeljsko disciplinovanje.

Korektivno ili reaktivno disciplinovanje je usmereno na modifikaciju ponašanja i predstavlja odgovor roditelja na dečja ponašanja koja su percipirana kao neprimerena. Korektivni postupci, kojima roditelji nastoje da isprave ili zaustave nepoželjno ponašanje deteta, mogu biti u formi kažnjavanja (npr. fizičke i verbalne kazne, ukidanje privilegija, ograničenje kretanja, zadavanje dodatnih obaveza) ili alternative kažnjavanju (npr.

ignorisanje, nadzor, objašnjavanje, nagrađivanje). Sa druge strane, pozitivno ili proaktivno disciplinovanje je primarno fokusirano na jačanje, podsticanje i ohrabrivanje pozitivnog ponašanja deteta, ali se njegovi efekti ostvaruju i na planu redukovanja mogućnosti za nastajanje i razvijanje nepoželjnih obrazaca i modela ponašanja. Drugim rečima, proaktivni vaspitni postupci ne samo da promovišu pozitivan razvoj i ponašanje dece, već doprinose i prevenciji potencijalnih problema ponašanja. Stoga se ovi vaspitni postupci, kojima roditelji, korišćenjem metoda podučavanja i vežbanja, nastoje da razviju socijalne veštine deteta i izgrade pozitivan i saradujući odnos sa njim, često označavaju preventivnim disciplinovanjem.

U radu će, nakon pojmovnog određenja korektivnog i pozitivnog disciplinovanja, biti ukazano na moguće ishode različitih vaspitnih postupaka roditelja, potrebu njihove komplementarne primene, kao i ključne pretpostavke ostvarivanja njihove efektivnosti na planu prevencije problema ponašanja dece i omladine.

Ključne reči: disciplinovanje, kažnjavanje, pozitivno roditeljstvo, prevencija

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Parental discipline as a tool for behavioral problems prevention*

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Modern science recognizes the importance of parental discipline for stimulating positive development and developing the prevention of behavioral problems in children and youth. Discipline, as one of the key parental practices, is defined as handling the child's behavior in a socially acceptable way through correction of unacceptable behavior, and by encouraging positive social behavior. Therefore, since disciplinary practices follow or precede behavioral problems of the child, it is desirable to distinguish corrective and positive parental discipline.

Corrective or reactive discipline is focused on behavior modification and it is a parent's response to children's behaviors which are perceived as inappropriate. Corrective actions, in which parents are trying to correct or stop undesirable behavior of a child, may be in the form of punishment (e.g. corporal and verbal punishment, deprivation of privileges, moving restrictions, placing additional obligations) or alternatives to punishment (i.e. ignoring, monitoring, explaining, rewarding). On the other hand, the positive or proactive discipline is primarily focused on strengthening, fostering

and encouraging positive behavior in children, but its effects are notable in the planning of reducing the possibilities for the formation and development of undesirable patterns and models of behavior. In other words, proactive parental practices not only promote positive development and behavior of children, but also contribute to the prevention of potential behavioral problems. Thus, these parental practices, in which parents use methods of teaching and practicing, are trying to develop the child's social skills and to build a positive and cooperating relationship with the child. These practices are often referred to as parental discipline.

In this paper, corrective and positive discipline concepts will be determined, possible outcomes of different parental practices and the need for their complementary use will be shown, and finally, key assumptions which provide their effectiveness in preventing problem behaviors of children and youth will be presented.

Key words: discipline, punishment, positive parenting, prevention

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Povezanost školske klime i vršnjačkog nasilja

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Iako ne postoji opšte prihvaćena definicija školske klime većina autora se slaže u tome da je školska klima multidimenzionalan i kompleksan konstrukt, koji se odnosi na kvalitet i karakter školskog života. Njena procena je veoma kompleksna i složena, pa samim tim predstavlja veliki izazov za istraživače. Najšire gledano, školska klima podrazumeva skup svih okolnosti u kojima se odvija proces obrazovanja i vaspitanja, kao i široku mrežu odnosa koji vladaju među učesnicima obrazovno-vaspitnog procesa.

Razvijanje adekvatne školske klime, stvaranje bezbednog i podsticajnog okruženja, uspostavljanje kvalitetnih međuljudskih odnosa i kreiranje uslova za pozitivan i zdrav razvoj dece, ističu se kao veoma značajni ciljevi obrazovno-vaspitnog sistema. Pozitivna školska klima ima važnu ulogu u kreiranju zdrave školske atmosfere, ali se dovodi u vezu i sa redukovanjem vršnjačkog nasilja u školskoj sredini. Rezultati brojnih istraživanja potvrđuju uticaj različitih elemenata školske klime na pojavu vršnjačkog nasilja – školsko okruženje, veličina škole, organizaciona struktura i dr.

Cilj rada pretpostavlja sistematsko sagledavanje povezanosti školske klime i vršnjačkog nasilja. Uvidom u istraživanja koja su se bavila ovom problematikom, može se primetiti postojanje negativne povezanosti vršnjačkog nasilja sa pokazateljima pozitivne školske klime: jasno postavljena pravila

ponašanja, nastavnici motivišu i prate napredak i rad učenika, primena disciplinskih mera, kvalitetna nastava uz primenu savremenih oblika i metoda rada, nagrađivanje postignuća, pozitivna odeljenska klima, dobra saradnja sa roditeljima i dr.

Sasvim je izvesno da školsko okruženje sa svim svojim karakteristikama, klimom i načinom organizacije, direktno ili indirektno doprinosi određenom načinu ponašanja. Iz toga proizilazi naše mišljenje da se pozitivna školska klima može tretirati kao osnov za redukovanje i prevenciju vršnjačkog nasilja u školi. Stoga su u radu izvedene preporuke za unapređivanje školske klime i sprovođenje interventnih i preventivnih programa vršnjačkog nasilja u školskoj sredini.

Ključne reči: školska klima, vršnjačko nasilje, prevencija, intervencije

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Correlation between school climate and bullying

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Although there is no universally accepted definition of school climate, most authors agree that the school climate is a complex and multidimensional construct that refers to the quality and character of school life. Its assessment is very complex and complicated, and therefore represents a major challenge for researchers. In its most general meaning, school climate means the set of all the circumstances in which the process of education and upbringing takes place, as well as a wide network of relations existing between the participants of the educational process.

Developing adequate school climate, creating a safe and supportive environment, establishing quality interpersonal relations and creating conditions with positive and healthy development of children, stand out as very important goals of the educational system. Positive school climate plays an important role in creating healthy school atmosphere, but is also associated with the reduction of bullying in the school environment. Results of numerous studies confirm the impact of different elements of the school climate on the occurrence of bullying – the school environment, school size, organizational structure, etc.

The aim of this paper assumes systematic focus on the connection of school climate and bullying. After examining the research that dealt with this issue,

one can notice the existence of a negative correlation between the indicators of bullying and positive school climate: a clear set of conduct rules, teachers motivate and monitor the progress and work of students, the application of disciplinary measures, quality teaching with modern forms and methods of work, rewarding achievements, positive classroom climate, good cooperation with parents, etc.

It is obvious that the school environment with all its features, climate and organization, directly or indirectly contributes to a certain way of behavior. This leads to our opinion that the positive school climate can be treated as a basis for reduction and prevention of bullying at school. Therefore, this paper presents recommendations for improving the school climate and bullying prevention programs.

Key words: school climate, bullying, prevention, intervention

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

Diskvalifikujuće siromaštvo: slabljenje socijalnih veza

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Tekstovi socioloških klasika (de Tocqueville, Marx, Simmel) i evropska empirijska istraživanja poslednjih decenija, omogućavaju izgradnju jednog plodnog analitičkog okvira za razmišljanje o siromaštvu u razvijenim zemljama Zapada danas. Nakon „trideset slavni godina“ (1945-1975) koje se mogu analizirati uz pomoć idealno-tipskih konstrukta „integrisanog“ i „marginalnog“ siromaštva, danas je preovlađujući tip „diskvalifikujuće“ siromaštvo, nastalo onda kada su se moderna salarijalna društva suočila sa masovnom i dugotrajnom nezaposlenošću i prekarizacijom radnih mesta. Uporedo se raširila kolektivna predstava o siromaštvu kao „društvenom padu“ i slika siromaha kao gubitnika na kraju jednog procesa koji obuhvata kumulaciju nekoliko hendikepa ili životnih poraza. Novi eksplikativni faktor, koji nije bio proučen u delima klasika, jeste-oblik i intenzitet društvenih veza. Kao i drugi društveni slojevi i siromašni izvlače iz tih veza istovremeno i zaštitu i priznanje neophodno za njihovo društveno postojanje. Istraživanja otkrivaju tendenciju slabljenja i čak prekidanja veza sa porodicom i prijateljima, ali i sa institucijama i asocijacijama, dakle smanjenje resursa koji mogu biti iskorišćeni u suočavanju sa životnim nedaćama i društvenu devalorizaciju. Generalizovano osećanje nesigurnosti u kolektivnoj svesti danas je pojačano i pojavom „prostorne diskvalifikacije“ u smislu koncentracije, u „osetljivim“

četvrtima, stanovništva sa velikim rizikom od nezaposlenosti, prekarizacije, siromaštva, i zavisnosti od sistema socijalne intervencije.

Ključne reči: diskvalifikujuće siromaštvo, kumulacija hendikepa, spacijalizacija siromaštva, socijabilnost, socijalna devalorizacija

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Disqualifying Poverty: Social Connections Weakening

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Classical sociological texts (de Tocqueville, Marx, Simmel) and European empirical research in the last decades enable the construction of a fruitful analytical frame for thinking about poverty in the advanced western societies. After „thirty glorious years“ (1945-1975) which can be analyzed by using the ideal-type constructs of „integrated“ and „marginal“ poverty, the concept of „disqualifying poverty“ seems to be more useful today, when modern salaried societies face massive, long-term unemployment and a growing number of precarious jobs. Collective representation of poverty as a „social failure“ with the corresponding image of a „loser“, being a result of a process of handicaps cumulation, have spread simultaneously. A new explanation factor, which had not been explored in classics' works, emerged: the forms and the intensity of social connections. Like other social strata, the poor are drawing out their protection and their recognition, indispensable for their social existence, from these connections. The research reveals the tendency of weakening, even breaking the connections with family and friends, but also with institutions and social associations, thus diminishing resources that might be used in facing the misfortunes of life, and the tendency of a strong social devalorization. The generalized feeling of insecurity in collective conscience is also

enforced by the specialization of disqualification: the concentration, in „vulnerable“ neighborhoods, of disadvantaged inhabitants with high risk of unemployment, precarization, poverty and dependence of social intervention institutions.

Key words: disqualifying poverty, handicaps cumulation, poverty specialization, sociability, social devalorization

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Utjecaj religioznosti na suočavanje s gubitkom vida

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Gubitak vida, naročito kada se radi o stečenom gubitku, izuzetno je stresan događaj koji izaziva različite, uglavnom negativne, emocionalne reakcije kao što su šok, strah, poricanje, ljutnja, depresija itd. Osim nošenja s emocionalnim aspektom ovog gubitka, osoba se mora naučiti nositi s različitim promjenama u životnim aktivnostima i navikama. Brojna istraživanja pokazuju kako religija i duhovnost mogu pružiti korisne strategije suočavanja s tim gubitkom te osiguravaju široku mrežu podrške koja pomaže osobama da se nose sa stresorima koji proizlaze iz teškoća nastalih uslijed gubitka vida.

Cilj ovoga istraživanja bio je utvrditi postoji li povezanost između intenziteta religioznosti i strategija suočavanja s gubitkom vida kod odraslih osoba oštećena vida te postoje li razlike između ispitanika na korištenim testovima s obzirom na spol, vrijeme gubitka vida i obrazovanje. U istraživanju su korištena dva upitnika: Brief COPE upitnik za ispitivanje strategija suočavanja, te Santa Clara Strength of Religious Faith upitnik za ispitivanje intenziteta religioznosti. Prikupljeni podaci su obrađeni metodom KVAKAN (kvazikanoničkom korelacijskom analizom) i ANOVA analizom. Uzorak je činilo ukupno dvadeset (N=20) odraslih osoba s oštećenjem vida, u dobi od 25 do 80 godina.

Rezultati istraživanja pokazuju kako postoji značajna povezanost (0,76) između varijabli različitih

strategija suočavanja i intenziteta religioznosti. Također, utvrđena je razlika među ispitanicima na Brief COPE upitniku u odnosu na dob (F=12,41, p=0,003), obrazovanje (F=26,99, p=0,000) i vrijeme gubitka vida (F=24,13, p=0,000), dok je hipoteza o postojanju razlika na SCSRF upitniku moguće samo djelomično prihvatiti jer su pronađene razlike s obzirom na spol (F=6,46, p=0,019) i obrazovanje (F=7,74, p=0,012), no ne i s obzirom na vrijeme gubitka vida (F=0,54, p=0,520). Dobiveni rezultati upućuju na to da bi se veća pažnja trebala posvetiti uključivanju religioznosti u proces rehabilitacije osoba oštećena vida.

Ključne riječi: religioznost, suočavanje, gubitak vida

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The role of religiosity in coping with vision loss

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Vision loss, especially when it comes to acquired vision loss, is an extremely stressful event which may cause various, mostly negative, emotional reactions such as shock, fear, denial, anger, depression etc. Besides coping with the emotional aspect of this loss, a person has to learn to cope with various changes in life activities and habits. Numerous studies show that religion and spirituality can provide useful coping strategies in dealing with that loss and they offer support to help people cope with vision loss stressors.

The aims of this research were to establish whether there is a correlation between the intensity of religiosity and coping strategies in dealing with vision loss in visually impaired adults, and whether there are differences in results between subjects in the used tests regarding sex, time of vision loss and education. Two questionnaires were used in this research: Brief COPE questionnaire for testing coping strategies, and Santa Clara Strength of Religious Faith Questionnaire for testing the intensity of religiosity. The collected data have been analyzed using the KVAKAN method (quasi-canonical correlation analysis) and ANOVA analysis. The sample consisted of twenty (N=20) visually impaired adults, aged 25 to 80.

The results of the research show that there is a strong correlation (0.76) between the variables of various coping strategies and the intensity of religiosity. Also, a difference has been found between participants on the Brief COPE test, regarding the factors of age (F=12.41, p=0.003), education (F=26.99, p=0.000) and time of vision loss (F=24.13, p=0.000), while the hypothesis on the SCSRF test is only partly proven true because the differences have been found regarding sex (F=6.46, p=0.019) and education (F=7.74, p=0.012), but not regarding the time of vision loss (F=0.54, p=0.520). The results indicate that more attention should be paid to the inclusion of religiosity in the process of rehabilitation of visually impaired persons.

Key words: religiosity, coping, vision loss

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Uticaj demografskih karakteristika na ispoljene stavove prema osobama koje su slepe

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Cilj ovog istraživanja je bio da se utvrdi da li određene demografske karakteristike utiču na ispoljene stavove prema osobama koje su slepe. Primenjena je revidirana Multidimenzionalna skala za procenu stavova prema osobama sa ometenošćuna uzorku od 2544 ispitanika koja se sastoji od tri subskele: afektivne, kognitivne i bihejvioralne. Ukupno je 21% ispitanika imao predhodni kontakt sa osobom sa ometenošću a 47% ispitanika je imalo završenu osnovnu ili srednju školu. Faktorskom analizom su izdvojeni faktori unutar subskala, a potom je primenjena trofaktorska (pol X stručna sprema X da li poznajete osobu sa ometenošću) analiza varijanse. Ispitanici koji su predhodno imali kontakt sa osobama sa ometenošću su imali viši skor na faktorima *pozitivne kognicije* ($F(1, 2214) = 38.62, p < .00$) i *ponašanje približavanja* ($F(1, 2208) = 23.22, p < .00$) i niži skor na faktoru *ponašanje izbegavanja* ($F(1, 2208) = 9.16, p < .01$) i *negativne emocije 2* ($F(1, 2214) = 8.35, p < .01$). Žene su imale niži skor na faktoru *opreznost* ($F(1, 2216) = 5.19, p < .05$). Ispitanici sa nižom stručnom spremom imaju viši skor na faktoru *zbunjujuće kognicije* nego osobe koje imaju postdiplomske studije ($F(2, 2213) = 4.29, p < .05$) i niži skor na faktoru *ponašanje izbegavanja* ($F(2, 2208) = 3.65, p < .05$). Kada se posmatraju ukupni skorovi na subskalama uočava se da osobe koje su imale predhodan kontakt sa osobama sa ometenošću imaju pozitivniji stav na

afektivnoj ($F(1, 2219) = 4.99, p < .05$) i kognitivnoj subskali ($F(1, 2219) = 27.63, p < .00$) dok ispitanici sa nižom stručnom spremom imaju pozitivniji stav na kognitivnoj komponenti nego ispitanici sa postdiplomskim studijama ($F(1, 2219) = 4.06, p < .05$). Rezultati ukazuju da je predhodni kontakt sa osobom sa ometenošću najviše doprineo pozitivnim stavovima, tako da je važno da se osobe sa ometenošću uključuju u društvo kao bi se smanjila stigma prema njima.

Ključne reči: stigma, osobe sa oštećenjem vida, osobe sa ometenošću, slepilo

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Influence of demographic variables on attitudes towards blind persons

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The aim of this study was to explore potential influence of demographic variables on attitudes towards blind persons. Revised Multidimensional Attitudes Scale toward Persons with Disabilities was applied on a sample of 2544 participants, which consist of three subscales: affects, cognition and behavior. The total of 21% of the participants had previous contact with people with developmental disability and 47% of the participants finished elementary or high school. Factor analysis pointed out the factors within subscales and then a three-way ANOVA (gender x educational level x previous contact with persons with disability) was conducted. Participants who had previous contact with persons with disability achieved higher score on factors *positive cognition* ($F(1, 2214) = 38.62, p < .00$) and *approaching behavior* ($F(1, 2208) = 23.22, p < .00$) and lower score on factors *avoiding behavior* ($F(1, 2208) = 9.16, p < .01$) and *negative emotion 2* ($F(1, 2214) = 8.35, p < .01$). Women had a lower score on factor *caution* ($F(1, 2216) = 5.19, p < .05$). The respondents with low education level had a higher score on factor *perplexing cognition* than the participants with graduate education level ($F(2, 2213) = 4.29, p < .05$) and a lower score on factor *avoiding behavior* ($F(2, 2208) = 3.65, p < .05$). Overall, the participants who had previous contact with persons with disability displayed more positive

attitude on affective ($F(1, 2219) = 4.99, p < .05$) and cognitive subscales ($F(1, 2219) = 27.63, p < .00$). The participants with low education level expressed more positive attitudes on cognition component than the participants with graduate education level ($F(1, 2219) = 4.06, p < .05$). The data shows that previous contact with persons with disability had higher contribution to positive attitudes, which lead to the conclusion of importance of inclusion of people with disability in the society in order to decrease stigma toward them.

Key word: stigma, persons with visual impairment, persons with disability, blindness

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Stavovi učenika tipičnog razvoja prema vršnjacima sa Daunovim sindromom*

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Jedno od važnih pitanja kojim se definiše uspeh inkluzivnog obrazovanja se odnosi na prihvatanje učenika sa intelektualnom ometenošću.

Cilj ovog rada je usmeren na ispitivanje stavova dece tipičnog razvoja prema vršnjacima sa Daunovim sindromom.

Uzorkom je obuhvaćeno 77 učenika, uzrasta od osam do četrnaest godina, koji pohađaju redovnu osnovnu školu. U istraživanju je korišćen prvi deo Skale za procenu dečjih stavova prema Daunovom sindromu. Ovim delom instrumenta ispitani su stavovi prema različitim aspektima druženja i školovanja sa hipotetičkim detetom sa Daunovim sindromom. Viši skorovi na ovom delu skale ukazuju na negativnije stavove. Ispitanicima su verbalnim putem opisane fizičke karakteristike dece sa Daunovim sindromom uz prikazivanje odgovarajućih fotografija.

Rezultati analize odgovora na pojedinačnim stavkama ukazuju na generalno pozitivne stavove u pogledu spremnosti za druženje sa vršnjacima sa Dauno-

vim sindromom – više od 50% učenika daje pozitivne odgovore. S druge strane, više od 50% ispitanika ističe različitost u pogledu nekih akademskih aktivnosti, interesovanja i načina školovanja učenika sa Daunovim sindromom. Dalje, uočena je negativna korelacija između uzrasta ispitanika i skorova koji se odnose na spremnost za druženje sa ovom decom ($r=-0,239$, $p=0,50$). Primenom t-testa za nezavisne uzorke nisu dobijene statistički značajne razlike u odnosu na pol i razred (niži/viši) u pogledu spremnosti za druženje i školovanje sa vršnjacima sa Daunovim sindromom.

U cilju pripreme učenika tipičnog razvoja za prihvatanje vršnjaka sa intelektualnom ometenošću značajno je primeniti programe indirektnog kontakta i pružiti deci informacije koje će im pomoći da uoče sličnosti između sebe i deteta sa Daunovim sindromom.

Ključne reči: Daunov sindrom, stavovi, inkluzija

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Typically developing students' attitudes towards peers with Down syndrome*

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One of the important issues that defines the success of inclusive education is related to acceptance of students with intellectual disabilities.

The aim of this study is focused on examining the attitudes of typically developing children towards peers with Down syndrome.

The sample included 77 students, from eight to fourteen years of age, who attend regular elementary school. In this study, we used the first part of The Children's Attitudes towards Down Syndrome Scale. This part of the instrument examined attitudes towards various aspects of friendship and education with a hypothetical child with Down syndrome. Higher scores on this part of the scale indicate more negative attitudes. Physical characteristics of children with Down syndrome were verbally described to the respondents by showing them the corresponding photos.

Results of the analysis of responses on individual items indicate generally positive attitudes in terms

of willingness to socialize with their peers with Down syndrome – more than 50% of the students gave positive answers. On the other hand, more than 50% of the respondents highlight some differences in terms of academic activities, interests and education modes of children with Down syndrome. Furthermore, there is a negative correlation between the age of subjects and scores relating to willingness to socialize with these children ($r=-0.239$, $p=0.50$). By using the t-test for independent samples, statistically significant differences were not determined in relation to gender and grade (lower/higher) in terms of readiness to socialize and be educated with their peers with Down syndrome.

In order to prepare typically developing students for accepting peers with intellectual disability it is important to implement programs of indirect contact and provide information that will help children to notice the similarities between themselves and a child with Down syndrome.

Key words: Down syndrome, attitudes, inclusion

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Istraživanje korištenja čitača ekrana i pristupačnosti web stranicama osobama oštećena vida

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Čitači ekrana, kao dio informacijske asistivne tehnologije, softverski su programi koji omogućuju slijepim i slabovidnim osobama čitanje teksta prikazanog na zaslonu računala pomoću govorne jedinice ili brajličnog zaslona. Kroz korištenje ovih asistivnih tehnologija osobe oštećena vida ostvaraju samostalnost kako u korištenju računala tako i u pristupu informacijama. Kako bi osobe oštećena vida adekvatno i svrhovito mogle koristiti web sadržaje potrebno je da internet stranice budu pristupačne. Pojam web pristupačnosti općenito se odnosi na osiguravanje mogućnosti pristupa i korištenja sadržaja na webu od strane svih korisnika, a što obuhvaća opažanje i razumijevanje informacija i sadržaja, te kretanje i interakciju s webom i njegovim sadržajima. Osobama oštećena vida često su nedostupni i nepristupačni alati koji omogućuju kvalitetno korištenje web sadržaja. Web stranice nisu prilagođene korištenju njihovim čitačima ekrana, imaju poteškoća u pretraživanju i iščitavanju sadržaja te jesamim time kvaliteta informacija i dostupnost bitno narušena, potrebno je više vremena uložiti u ostvarivanje cilja, a povećava i frustracija.

Cilj ovog istraživanja je utvrditi koliko studenti oštećena vida koriste i poznaju asistivne tehnologije (čitače ekrana) i specifične probleme koji prate korištenje čitača ekrana i web pristupačnost. Uzorak ispitanika su činili studenti s oštećenjem vida (n=15), Sveučilišta u Zagrebu. Sljepoća je dijagnosti-

cirana kod 10 studenata, a slabovidnost kod 5 studenata. Dobiveni podaci su obrađeni statističkim paketom SPSS 22.0, a primjenjene su kvantitativne metode za obradu podataka (ANOVA i ROBDIS). Rezultati istraživanja su ukazali na postojanje razlika prema stupnju oštećenja s obzirom na korištenje čitača ekrana i web pristupačnost.

Cljučne riječi: informacijske tehnologije, studenti s oštećenjem vida, čitači ekrana, web pristupačnost

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Research on using screen readers and web accessibility for people with visual impairment

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Screen readers, as part of the information assistive technologies, are software programs that allow visually impaired people to read the text displayed on the computer screen with a voice unit or braille display. Through the use of these assistive technologies visually impaired people achieve independence both in the use of computers and in the access to information. In order for visually impaired people to adequately and purposefully use web content it is necessary that the website is accessible. The concept of web accessibility generally refers to ensuring access to and use of the web, by all users, which includes the observation and understanding of the information and content, and moving and interaction with the web site and its contents. Tools that allow the use of high-quality web content are often unavailable and inaccessible to visually impaired students. Often web pages are not accessible by their screen readers and searching and reading of the content is difficult. Thus, the quality and availability of information is substantially affected and it is necessary to invest more time in achieving the goal with substantial increase of the frustration.

The aim of this research was to gain comprehensive insight of how much students use and are familiar with assistive technology (screen readers) and specific problems related with web accessibility.

Participants included in this research were visually impaired students at the University of Zagreb (n=15), 10 of whom are legally blind and 5 are diagnosed with low-vision. The data has been analyzed with quantitative methods for data processing (ANOVA and ROBDIS) with statistical software package SPSS 22.0. The results indicate the existence of differences between legally blind and low vision students in the use of screen readers and web accessibility.

Key words: information technology, visually impaired students, screen readers, web accessibility

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Prepreke u samostalnom kretanju – iskustvo odraslih osoba sa oštećenjem vida

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Samostalno kretanje omogućava realizaciju brojnih životnih aktivnosti, dok teškoće u ovom domenu mogu u većoj ili manjoj meri ograničavati učešće osobe u svakodnevnim aktivnostima i životu zajednice. Osobe sa oštećenjem vida, usled odsustva vizuelne kontrole, imaju više teškoća u orijentaciji i kretanju u prostoru u odnosu na pripadnike tipične populacije. U zavisnosti od perspektive tumačenja ovog problema, uzroci njihovih teškoća mogu se tražiti u ograničenjima koja proizilaze iz oštećenja čula vida (medicinski model ometenosti) ili fizičkim i socijalnim barijerama u okruženju (socijalni model ometenosti). Cilj ovog istraživanja je identifikovanje prisustva i prirode poteškoća sa kojima se osobe sa oštećenjem vida susreću prilikom kretanja u neposrednom i širem okruženju. Uzorak čini 15 odraslih ispitanika sa oštećenjem vida (devet žena i šest muškaraca), od kojih su osam slepi, a sedam slabovidni. Podaci dobijeni primenom intervjuja ilustruju percepciju samih ispitanika o njihovim iskustvima i preprekama u vezi sa mobilnošću. Svako pitanje postavljano je u dve paralelne forme, pri čemu je jedna formulacija odražavala perspektivu medicinskog modela, a druga ugao socijalnog modela ometenosti. Analiza odgovora ispitanika pokazuje da oni

uglavnom nemaju veće poteškoće u kretanju i snalaženju u najbližem okruženju (svom domu, susedstvu), dok se prilikom kretanja u širem okruženju i korišćenju prevoza susreću sa brojnim spoljašnjim barijerama, što im otežava samostalno funkcionisanje. Generalno posmatrano, po pitanju prepreka u domenu mobilnosti, ispitanici iz ovog uzorka veći značaj pridaju spoljašnjim barijerama (arhitektonskim, finansijskim i međuljudskim) nego oštećenju vida. Nalazi ove studije takođe sugerišu i da način formulisanja pitanja može imati uticaja na odgovore ispitanika, tj. da priroda odgovora donekle može biti povezana sa početnim očekivanjima istraživača koji kreira upitnik ili intervju. Identifikovanje barijera za nezavisnije kretanje iz perspektive samih osoba sa oštećenjem vida daje nam smernice za konkretne akcije usmerene ka unapređenju njihove samostalnosti i socijalne participacije.

Cljučne reči: mobilnost, oštećenje vida, barijere, socijalni model ometenosti

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Obstacles to independent mobility – experience of visually impaired adults

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Independent mobility allows the realization of many life activities, and difficulties in this area may, to a greater or lesser extent, restrict participation of people in their daily activities and community life. People with visual impairment, due to the absence of visual control, have more difficulties in orientation and mobility in space when compared to members of the typical population. Depending on the perspective of interpreting this problem, causes of their difficulties can be traced in the limitations arising from damage of sense of sight (the medical model of disability), or physical and social barriers in the environment (the social model of disability). The aim of this study is to identify the presence and nature of difficulties that persons with visual impairment face when moving in the immediate and wider environment. The sample consists of 15 adult subjects with visual impairment (nine women and six men), eight of whom are blind and seven partially sighted. Information obtained by interviews illustrates the perception of the respondents about their experiences and obstacles related to mobility. Each question was raised in two parallel forms, wherein one formulation reflected the perspective of the medical model and the other reflected the

viewpoint of the social model of disability. Analysis of the responses shows that those examinees generally do not have greater difficulties in mobility and orientation in the immediate environment (home, neighborhood), while they face numerous external barriers as they move in the wider environment and use transport, which limits their independent functioning. Generally speaking, in terms of obstacles in the area of mobility, the respondents in this sample attach greater significance to external barriers (architectural, financial and interpersonal) than to visual impairment. The findings of this study also suggest that the formulation of questions can influence the respondents' answers, i.e. that the nature of the response may be somewhat associated with the initial expectations of the researchers who created a questionnaire or interview. Identifying barriers to more independent moving from the perspective of the very people with visual impairment gives us guidelines for concrete action aimed at improving their independence and social participation.

Key words: mobility, visual impairment, barriers, social model of disability

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